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AN ORIENTATION PROGRAM
FOR NEW EMPLOYEES

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CHAPTER I

INTRODUCTION

It has been strongly recommended by most experts that new employees be formally introduced to their new company with an orientation program. Such a program allows new employees to understand the mission and goals of the company and how they are expected to contribute to the accomplishment of those goals.

An orientation program may consist of many facets. The first step is usually performed by the personnel department when the employee is hired. At that point some policies, salary procedures and benefits are explained.

Following completion of hiring procedures, a supervisor or manager may introduce new people to fellow workers, show them their work space and demonstrate the job to be done. The supervisor may also take them on a tour of the department or company. A mentor may be assigned as a further resource to answer questions and guide the newcomers through proper channels and acquaint them with the company.

The preceding activities are part of the informal structure for communication of information in a company. While these steps are necessary and helpful to new

employees, it is difficult to ensure that they all are getting the same message. The messages may be mixed with biases on the part of the mentor or supervisor. Another disadvantage is that there may be no way to give a consistent message to all new employees using an informal means of communication.

Many companies are beginning to use a combination of formal and informal approaches for new employee orientation. A formal presentation provides a consistent message regarding the mission, goals, policies and rewards that affect all the employees throughout the company. It also provides an opportunity for representatives of management to demonstrate support for both the message and the new employees.

The informal approach provides personal attention and a convenient source of help at the time and place it is needed, while the formal presentation delivers a consistent message to all employees regardless of their department, supervisor or co-worker biases. Both parts are necessary for a successful orientation process.

Statement Of The Problem

The problem which gave rise to this study was that the length of time for new employees at Oklahoma Natural Gas Company (ONG) to become integrated into the system and fully productive has been increasing. It was determined that new employees have not understood the goals of the

company and so have not been committed to the achievement of their goals.

ONG has had no formal orientation program. New employees have been given information regarding salary and benefits, the Conflict of Interest policy, and some other policies by a personnel department secretary. This has been done during the first morning of employment while filling out and signing employment and tax forms. The employees have also been given an Employee Handbook and told to call either Payroll or Personnel or to ask their supervisor for answers to questions. In addition, a safety manual has been issued.

The hiring process has taken place in the district where the employees will be working and has been conducted by whomever has been available in that district. There has been no means to provide a consistent message and no attempt has been made to explain the mission statement or goals of the company. Employees have had to read the Employee Handbook if they desired to know or understand the corporate mission or their role in achieving it.

Purpose Of The Study

The purpose of the study was to design a formal orientation program for new employees at ONG. The aim of the program was to give new employees the opportunity to receive clear, consistent messages regarding the mission and goals of the company, expectations about how employees

contribute to the mission and goals, and rewards and benefits for such contributions.

Objectives Of The Study

The objectives of the study were:

1. to design an instructor's manual which would make it possible for any presenter to conduct an orientation program with consistent messages for all new employees at ONG;
2. to design slides to illustrate and highlight the orientation program messages;
3. to monitor the scripting process for accompanying videos to ensure that the messages were consistent with the goals of the program; and
4. to develop expertise in program design.

Chapter I defines the purpose and objectives of the study and gives background information about the reasons for having such a study. Chapter II contains a review of the available literature regarding corporate orientation programs and methods of designing slide programs and videos. Chapter III summarizes the design process used for the study and details conclusions and recommendations for similar projects. The appendices contain a log of the intern's activities and the final product.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter is divided into three sections. The first section deals with why orientation programs for new employees are beneficial to corporations and what they should accomplish. The second part contains what should be included in the ideal orientation process. The third section deals with the technical aspects of producing slide and video programs.

The Need For Orientation For New Employees

According to Wehrenberg, the "real goal" of most companies is to make a competitive return on investment. A company wants consumers to select its products over that of a competitor. Therefore, the purpose of orienting new employees should be to show them exactly how they fit in with the plan and how they are expected to contribute to the goal (111).

Orientation should give an employee the "why," while training should give him the "what" and "how." By telling the employee the goal of the company and his role in its accomplishment, the person can find acceptable ways to adapt to the situation and sort out the relationships in

his new environment. Orientation should "develop a particular attitude about work and the worker's role. It defines the philosophy behind the rules and provides a framework for specific job-related tasks" (112).

Wehrenberg explained that employees can not learn all the rules for every situation. If they know the goals, the reasons for the rules, then they can choose an action which will contribute to the goals in an unfamiliar situation.

Attitudes can be changed by linking a series of actions, starting with the employee's task and ending with corporate success and happy customers. "I can do this. If I do, the results will be. . . .The customer will. . . .That will cause the company to. . . .That will mean. . . .to me (112).

Citing increased motivation, commitment and productivity as well as reduced turnover and higher morale as results of orientation programs, Cooke wrote that the first messages and cues employees receive in an organization are the strongest and last longest (20). Therefore, it is important that new hires be presented with a positive message early. Without orientation, they might learn the corporate philosophy and their role on their own initiative, but one can not rely on that happening (21). Kliem also emphasized that the first impression is a lasting one. He stated that if they are not given a good first impression, they become frustrated and, within time,

will leave (14).

Echoing the need for early orientation of new employees, Ray stated that first impressions can be permanent and will probably determine how an employee performs later (34). Ray noted that there are two social structures in any company that govern communications and rules, the formal and the informal. "The informal social structure is a set of unwritten rules rigidly followed by most employees. It's the 90 percent of the iceberg under the water" (34). The formal structure is a very small part of the rules governing a company.

Since the informal rules are much stronger than the formal ones, problems which arise in the informal social structure may be solved using those rules (34). Therefore, it is imperative that management provide an early indoctrination process so that new employees can learn essential values and develop loyalty. It also gives a message to new employees that they are valued by the company if the company is willing to take valuable time to orient them (35).

The costs of ignoring new employees can be counted in error or reject rates, early frustration or premature termination. The best preventative is early and consistent indoctrination. If you do not have time to do the job correctly now, how will you find time to undo the damage later? (35)

Noting that poor or no orientation can result in low effectiveness rates as well as dissatisfaction and high turnover among new employees (34), Zemke reported that Texas Instruments (TI) changed its orientation from a two-hour program covering working hours, pay periods, parking, insurance and benefits to a seven-hour "socialization" program. The newer program included career management, company politics such as picking the right boss, and how to look for opportunities.

After offering the new program for two years, TI announced that the turnover rate for those who had undergone the new program was 40 percent lower than for employees who had gone through the old program. Production rates were also higher for the new program graduates and absenteeism and tardiness rates were lower (34).

Zemke also noted that Corning Glass Works reported that new employee turnover was 69 percent lower for those who had participated in their new orientation process (34). The common elements of these two programs were: setting goals for the programs, involvement of line management in the process, understanding new employee anxiety and how supervisors can help, alignment of employee expectations and actual job responsibilities ("reality sharing"), and involvement of senior management in the development of the orientation process and in the actual program wherever possible. Zemke felt that the last element is the most basic and the most often overlooked (35-37).

Brechlin and Rossett echoed Zemke's sentiments regarding the value of upper management commitment in their list of possible strategies for creating orientation programs. They advised that program planners "make certain that an upper-level manager is committed to this orientation effort, and is willing to express that commitment through public statements and the assignment of resources" (50).

Expanding on Zemke's idea that new employees feel anxiety during their initial time at a new company, Loraine described this period as extremely stressful. She described the new employee as "a stranger in a strange environment," (3) unfamiliar with policy, procedures or expectations.

She pointed out that the higher the degree of stress, the more impaired is the ability to learn and function (3). She recommended that information which is easily understood be given at first, adding more complex information as the person gains confidence.

While the supervisor is evaluating new employees, the new employees are also evaluating the company and deciding whether they want to tell others where they work or even if they want to work there. Loraine therefore recommended that all new employees be given an overview of the system so that they can understand what it is and where they fit (4).

In describing the differences in the culturally

diverse population now entering the workforce, Gordon, DiTomaso and Farris emphasized the need for an orientation program to aid the assimilation process. They stated that in the past the workforce was comprised primarily of white males. Now, however, it includes growing proportions of immigrants from foreign nations, women and minorities, each group having its own background, behavioral patterns and expectations.

They pointed out that these groups are not as attuned to the "rules" as has been the traditional workforce of white males (18). The "rules" include using their own initiative to ask for help when needed, defending their ideas to peers and management, writing and publishing their own work, and seeking experiences that would help them become more professional in their work.

Gordon et al. pointed out that these new groups are hesitant to ask questions, fearing that their competencies may be questioned. They are less likely to criticize ideas of others publicly or to claim credit for work in collaborative projects. Some are more accustomed to criticism than praise and are uncomfortable with praise or public reward. Some groups also have negative expectations about their abilities to perform. Orientation was viewed by the authors as a method to help these groups understand the cultural norms within a company, and so help them become more productive (22).

Kiechel summed up the general sentiment of most

authors when he stated that while orienting new hires is expensive, the investment is worth it in the increase in employee loyalty. He stated that if companies go to a lot of expense to hire what they feel is the right person to do a job, they do not want that person to leave (274).

Manter and Benjamin also emphasized that "today's graduates are people of choice, options and personal challenges" (44). If not oriented properly into the corporate culture, or if left to feel disappointed or frustrated, these people will leave the company and move elsewhere.

The Orientation Process

Warren stated that from the time that new employees are interviewed for their job through their first salary increase, they undergo "orientation." They become a part of the organization. Ideally, they adopt the company philosophy, or at least are exposed to it. It is hoped that they develop a commitment to the company and learn the formal and informal social structures (201).

Orientation, according to Warren, deals with attitudes rather than measurable skills and tasks. It is difficult both to define and to identify behaviors for measuring change. He pointed out that during this period new hires have a strong desire to succeed and are searching for the approved manner to do so.

They are already committed to the company as they

know it. They want to be successful and are far more likely than not to want to behave in a manner leading to some kind of payoff. If they know the organization as one in which employees must check their brains at the door, they will tend to pretend not to think. If orientation is successful, however, the new hire will not only be committed, but will also know the organization as management knows it (202).

Warren stated that the four missions of an orientation program should be:

1. to maintain the motivation of new hires, their desire to succeed at a level the same as, or higher than, that at which they were inducted into the organization;
2. to develop a feeling of belonging together and a sense of satisfaction in being members of the organization;
3. to bring about the commitment of new hires to organization goals; and
4. to develop in new hires an acceptable conformity to the organization's formal and informal rules of behavior (204).

There was general agreement among authors that a formal orientation program should include information regarding the mission and goals of the company, policies, pay days, vacation and leave policies and benefits. Most

agreed also that the program would need to include far more to gain commitment on the part of employees to corporate missions and goals.

Echoing Warren's statement that orientation should affect attitudes, Brechlin and Rossett emphasized that an orientation program should reflect the "tone, feeling and spirit" of the company (48). They also stated that the common problems with orientation programs are too little information, too much information or conflicting information. They point out that many companies either send the new hires off on their own to find what they need or try to include everything they will ever need to know in a four-hour program. The authors advise keeping information accurate, however, as coworkers will tell new hires what is "really" happening (47).

When setting up an orientation program Brechlin and Rossett recommend using the following nine principles.

1. Assess needs as a basis for orientation.
Find what new hires want to know.
2. Establish an organizing framework. Noting that the mind uses mental structures and cognitive patterns to accept and store knowledge, they recommend that information be presented in ways to help the new person integrate it rapidly with previous knowledge in a meaningful way.
3. Provide learner control. Allow participants to progress at their own speed or ask questions

as needed.

4. Make it a process, not just an event. If the program is a single program, make sure participants know to whom they can go for further information or support.

5. Allow people and personalities to emerge. The authors recommend personalizing the program for both the presenter and students.

6. Reflect the organizational tone and priorities. Employees should understand the stated mission and values of their new company.

7. Be sensitive to the politics associated with orientations. Make sure an upper-level manager is committed to the project. They also suggest having a committee to guarantee that concerns of all departments are presented, to help gain approval and to resolve conflicts.

8. Include a system for revision and update. Noting that everything changes, the authors recommend that a method for timely revision should be built in.

9. Create a pleasing orientation experience. Use presenters who are enthusiastic and entertaining and ask them to highlight with personal anecdotes. Focus slides and videos on people who are working with each other and enjoying their jobs. Stimulate questions from

the audience so that they can join in the experience (47-51).

Kliem suggested including an welcome package with information which new employees need to conduct daily business. He emphasized that if a new hire must interrupt the work of a coworker to ask questions, the productivity of both is decreased. He suggested that the package include

1. phone listing;
2. mailstop listing;
3. forms;
4. equipment and facilities listings;
5. schedules;
6. glossary;
7. organization description;
8. project descriptions;
9. benefit descriptions; and
10. procedures (14).

Kliem noted that the purpose of any orientation is to leave the new employee with a lasting, positive first impression. He also noted that new hires usually come with high hopes, even if they are sometimes unrealistic.

If those high hopes are dashed, he warned, and new employees receive negative impressions, they probably will become frustrated and disillusioned and leave (15).

While stating that orientation provides an opportunity to cement a positive partnership between new employees and

the hiring company, Markowich and Farber noted the orientation should also include information to help a company become competitive (70). The program could be used to promote commitment to organizational growth, to expand the marketing base for the company's products and to develop a positive problem-solving process.

They recommended that the program begin with a short statement of the financial and consumer pressures facing the company and that marketing be the theme around which the other orientation aspects revolve (71). Regardless of their position, new employees may see themselves as potential consumers and sales representatives. In this manner, employees are given the opportunity to view themselves as a source of revenue to the company as well as to themselves.

This is the time, according to Markowich and Farber, to stress the personal benefits of giving excellent customer service and of thinking of better ways to make the company run (72-73). This is when an employee should develop a commitment to the financial well-being of the company. This is where he should also learn when and how to present new ideas and how to resolve conflicts. Orientation should integrate the employee into the mission of the company and its way of operating (101).

Manter and Benjamin stated that the complete orientation program should begin with the hiring process, and that before the hiring process is finalized the values

and mission of the company should be made clear. Following the hiring process, orientation should explain how each part of the organization contributes to the product. It should include sections on career planning, training and development and job rotation. It should also have mentoring built into the orientation process (46-48).

Production Techniques For Slides And Video

Two means of highlighting and illustrating a presentation are the use of slides and video tapes. Each has its advantages and disadvantages. The advantages of using slides include having a speaker to present the script, allowing the presentation to be warm and personal. Slides can be used to illustrate points for visual impact. Since there is a presenter involved, time can be taken to answer questions and provide clarity for the listener. Slides are also comparatively inexpensive to produce. The major disadvantage is that unless an audio tape is made of the narrative, someone must be released from other duties to make the presentation (Podracky, 184-190).

Podracky proposed a four step process for producing a slide presentation. The steps included selecting the content and sequencing the script, drawing rough sketches for each slide frame, preparing the artwork (lettering, graphs, hand-produced artwork), and preparing pictorial images.

Podracky recommended writing the narrative as the first step in script writing. Slides should then be designed to illustrate and highlight the script (3). He emphasized that the designer should remember that prior knowledge of the viewer may not be the same as prior knowledge of the author (5). Care should be taken to ensure that the messages are clear and simple.

A slide should represent a single image. Since many sentences contain more than one image, Podracky warned that it may be necessary to design more than one slide per sentence to illustrate an idea (4).

The second step was storyboarding or drawing a rough sketch to represent each slide frame. During this step, Podracky emphasized that

1. care should be taken to keep graphic material as simple and clear as possible (12);
2. using a split screen is a good way to demonstrate steps in a process (13);
3. when using a split screen, the sequence of scenes must follow the narrative and be clear (13); and
4. color or background can be used to organize sections or sequences or for emphasis (14).

The third step dealt with preparation of artwork. Podracky emphasized that when using lettering the designer should always check for alignment of letters, type spacing (distance between letters) and type verticality (that all

letters are straight up and down or at the same angle). He suggested the first consideration when picking type style and size should be readability on the part of the viewer (30). He also suggested that it is best to keep the number of words to a minimum, sentences should be short and that large type should be used for clarity (35).

The fourth step involved pictorial images. The purpose of including pictures, according to Podracky, is usually to illustrate or decorate an image. He warned that "A picture, no matter how accurate or complete, still relies heavily on the viewer's imagination to be accepted, perceived and understood" (100). All forms and shapes should be as simple as possible.

Another form of visual presentation is the use of video tape. Norman Leaper lists four advantages of video:

1. a consistent message for audiences in far-flung locations or working different shifts, given in the same voice each time;
2. the sense of "being there" and sharing in an activity, especially important for employee groups away from the headquarters, who might otherwise feel left out;
3. timeliness of the message, since a videotape can be produced, edited, duplicated and distributed fairly quickly; and
4. action accompanied by color and sound that involves the viewer in what is happening or what

is being said (qtd. in Degen, p. X).

Taylor adds to the list of advantages that video is a moving medium which can be recorded and replayed to check it on the spot. Video programs can be tailored to exact needs. It allows the viewer to see actions as the designer wants them seen (14).

Taylor also listed several disadvantages of video and suggested that other presentation methods might be better under some circumstances. Video does not reproduce color exactly and it is difficult to get a full line of typewritten text on a television screen. Television without movement lacks pace to which viewers are accustomed so that lectures, speeches and still shots look "dead" and boring. Conferences, meetings and seminars are usually unsuitable for video recording unless careful planning is done before the event. It is difficult for a camera to focus on a speaker at the appropriate time if people are permitted to talk and interrupt at will. Also, sound equipment cannot screen out unwanted sounds (15).

Degen emphasized that video can be particularly useful in preparing orientation programs for new employees because video can communicate a strong, consistent message to all new employees while reducing the use of expensive management time. It clarifies, dramatizes and reinforces the organization in a manner which meets the legal criteria for the company each time it is presented.

Degen also pointed out two key aspects for the

designer of a video program to keep in mind if the program is to be effective. Programs should be relevant to the organization and strive to help it become more productive, efficient and profitable. It should also be tailored to the needs of the audience (59).

There should be seven stages to the video design process, according to Degen. The first involves a communication analysis. Consideration should always be given to other existing forms of corporate communication so that the role of the video can be precisely defined.

Setting objectives is the second stage. Clear objectives allow the effectiveness of a program to be measured.

Defining the audience is the third stage. The next step involves researching the audience to define it more clearly. This step supports assumptions or negates them and indicates corrections.

The fifth stage is analyzing the delivery system. Questions about the presenters, their level of expertise, and the kinds of training or support they might require should be considered at the planning stage.

The penultimate stage is defining the message. During this step, the designer decides what informational content is necessary to meet the objectives for the audience that has been defined.

The last step is preparing a realistic budget for the project which can withstand a cost-benefit analysis. The

design phase is complete when management and content advisors agree that the proposal and budget meet the corporate needs (59-63).

When writing a script for a video production, Taylor reminded the writer to consider the differences between written and spoken language. The audience hears the words but does not read them (42).

She advised the writer to forget rules for written grammar and syntax and listen to the words as they are to be spoken instead. While written language is often passive and indirect, spoken language is usually direct and active (42).

Many spoken verb forms are contractions, and pronouns are direct and personal: "I," "you," "we". Taylor recommended choosing language to suit the audience and keeping it simple (43).

For the narrative content, Taylor recommended telling the audience what they would be seeing and hearing, then telling them what they are seeing and hearing, followed by telling them what they have seen and heard (43). The narrative, according to Taylor, should be used in order to

1. explain information not obvious in the picture;
2. explain details in the picture;
3. explain why something is done in a particular order or manner;
4. point out difficulties and give solutions;

5. give structure or logic to a seemingly unrelated series of pictures;
6. link ideas together;
7. prepare the viewer for what he is about to see;
8. reinforce teaching points;
9. provide continuity from idea to idea and emphasize the theme;
10. provide continuity when compressing "real time" series of events; and
11. restate strategic points (42-45).

Summary

Advantages Of Orientation Programs

Companies should implement a formal program discussing corporate mission and goals, rewards, benefits, approved communication and problem-solving techniques as part of the orientation process. Zemke described studies in which it has been demonstrated that companies which explain to new employees the corporate mission, how employees are expected to contribute to it, and how they can benefit by doing so, have lowered absenteeism and turnover rates while raising production rates.

Cooke stated that first impressions of a company are strong and last longer than later impressions. It is, therefore, important that new employees learn to view the company as management wants the company to be seen before

they experience the informal social structure that is present in all companies.

Lorraine pointed out that orientation can also help a new employee become productive more quickly by helping to alleviate the stress felt by a new person in a new situation. It can provide a way for a new employee to quickly become familiar and comfortable and more productive.

According to Zemke, some of the more successful orientation programs set specific goals for the program; involved line managers in the process of orienting new employees; recognized anxiety on the part of new employees and showed supervisors how to help; and involved senior management in program development and process whenever possible.

The orientation process is also considered a good way to assimilate a culturally diverse workforce, according to Gordon et al. It provides an opportunity to explain desired behaviors and how to succeed within the rules of the company.

Warren listed the four missions for an orientation program as maintaining the motivation to succeed which most new employees already have, developing a feeling of belonging and a sense of satisfaction in being part of the organization, developing a sense of commitment to the organizational goals, and developing a desire to conform to the company's formal and informal rules of behavior.

The ideal orientation program, according to Markowich and Farber, should introduce the new employee to the corporate mission and goals, and show how each part of the organization contributes to their accomplishment. It should explain policies, benefits, training and development opportunities, and career development opportunities. It should also point out the personal benefits of contributing to the financial well-being of the company.

Program Production Techniques

Podracky pointed out that the use of slides during a presentation provides a means to visually highlight and illustrate points. Slides are relatively inexpensive to produce and allow for visual impact to accompany the audio portion. The four basic steps to design a slide presentation are: writing a script, sketching each slide, artwork preparation and pictorial image preparation.

Leaper (qtd. in Degen, p. \bar{x}) stated that using video for a presentation can provide a consistent message to all audiences as well as the sense that the audience is sharing in the experience. Video can present a timely message which can be produced, edited, duplicated and distributed fairly quickly. It allows viewers to see actions as the designer wants them seen. Video is, however, expensive to produce and some situations are not suitable for quality video production.

Degen listed the seven stages to the video design

process as follows: undertake a communication analysis, set objectives, define the audience, research the audience, analyze the delivery system, define the message, and prepare a realistic budget.

CHAPTER III

REPORT OF INTERNSHIP ACTIVITIES, CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into three sections. The first describes the activities involved in the internship. The second section addresses conclusions and the last part lists recommendations for further studies.

Report Of Internship Activities

The purpose of the study was to design an orientation program for new employees at Oklahoma Natural Gas Company (ONG).

The steps followed to complete the study included drafting the aim and set of goals for the program, defining and researching the audience, choosing general content areas, choosing presentation methods, and choosing specific content and writing the manual, slides and video scripts. The final step was to train the presenters.

During the initial step of the study, it was decided that the aim of the program should be to encourage employees to feel that they belonged to the company "family" and to develop a commitment to achieving the ONG goals and objectives. This would be accomplished by

acquainting all new employees with the following information about ONG: why it existed, what it did, what services were available to employees, and what was expected from them in return.

The goals of the program were

1. to acquaint employees with the mission statement and the part each employee played in accomplishing it;
2. to acquaint employees with what the company did, what its products were and how all employees contributed to the production;
3. to acquaint employees with the rewards of contributing to production at ONG (to include salary, benefits and promotion opportunities);
4. to encourage employees to feel that they were an integral part of the ONG family, sharing successes, failures, responsibilities and rewards; and
5. to encourage employees to feel a commitment to the company and a desire to contribute to its success.

The second stage of the study was to define the audience. This program was intended for delivery to all new employees regardless of age, job level, education or literacy level. This meant that particular attention would have to be given to keeping all message clear and simple, using simple language, and assuming no prior knowledge on

the part of the participants.

Next came the decisions regarding content. It was decided that this was to present an overview of the company and that content should be limited to general information. It was further decided that if participants had questions which did not pertain to the audience as a whole, that answering should be delayed until the end of the program. The areas of content were to include

1. the mission statement and philosophy of the company which were to be reflected in all other content areas;
2. the departments and divisions of ONG, what they do and how they contribute to the accomplishment of the mission statement;
3. company policies, to include their definition and purpose for being;
4. career opportunities and pathways to accomplish career goals;
5. means of communication; and
6. benefits and rewards for commitment to the goals and objectives of ONG.

The fourth step involved deciding how the program would be presented. It was decided that most of the program should be designed in such a way that it could be presented at least quarterly in each of the five districts around the state. Presenters from each district would be given a manual and instructed in presentation techniques.

It was felt that this would keep the program local and personal for the participants. It would also allow participants to involve themselves in the program and to interject comments or questions as they felt inclined.

It was further decided that portions which required a consistent presentation, because of the complexity of the material or the legal considerations, should be video taped. A series of slides would be developed to accompany the rest of the presentation. It was felt that slides would both help the presenter remember the sequence of the material without having to memorize a lengthy program, and, at the same time, give a visual stimulus to the participants.

These methods were also chosen because ONG had in-house production capabilities for both media. They also had auditoria with projection capabilities for both in all the district offices as well as the general office.

The fifth step was to carry out the program by selecting specific content to be included, design an instructor's manual and design the slides and videos. The contents of packets to be given to participants at the beginning of the program was also decided during this step. Small items such as t-shirts, key chains and pens were chosen to help new employees feel included in the ONG "family." Commonly used company forms, such as job posting forms and applications, were included to help them become familiar with procedures.

The final step was to demonstrate the program and train the presenters in how to present it.

The responsibilities of the intern included full participation in the decision-making process, content selection, and design of the manual and slides. Development of a script for the video portion was the responsibility of the training coordinator at ONG, but the intern was responsible for reviewing scripts to ensure that they met the criteria for the program regarding both style and content.

Conclusions

The value of upper management support for a study of this type was demonstrated repeatedly. Most needed information was made available quickly and cheerfully. Support services were available as needed on a timely basis.

The steps used to prepare the study work well as a design procedure. Developing an aim and set of goals early sets the parameters so that each following step can be checked for consistency with the central message.

The use of slides with simple messages proves helpful when presenting the program. It works as a memory aid to the presenter and adds a visual reinforcing message for the audience.

Use of video portions works well for presenting messages which need to be done exactly the same way each

time. They also provide a break in the presentation for both the presenters and audience.

The video portions were scripted with the verbal script first. Then visual images and music were selected to highlight the words. This process is probably not the best way to script videos. The messages were accurate but the videos were bland.

Recommendations

It is recommended that a more lengthy time frame be used for similar projects in the future, allowing more time to investigate areas thoroughly.

It is also recommended that sufficient time be given to researching the audience. In preparing a presentation for such a diverse audience, it would be helpful to know the lowest and highest level of education, variety of job levels and literacy levels. It might also be useful to know the average percentage of males and females, the ethnic and cultural backgrounds if available, and if this is the first job for most of the new hires or if they have previous employment experience.

It is recommended that video presentations be treated as a visual medium rather than a verbal one during the scripting process. It would probably be better to pick the areas of content, then choose the visual images best suited to communicate the content areas. Composing words to highlight and explain the visual images should be left

for the last step. This might allow for a stronger visual message.

It is strongly recommended that any new program be piloted to a select group before general presentation. The comments and recommendations by the pilot audience should be carefully considered for inclusion in the program.

It is also strongly recommended that an evaluation process be built into the program. The purposes of such evaluation would be to monitor how the audience received the message and how useful the information was to them later. The comments and recommendations should also be carefully considered for inclusion in the program.

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APPENDICES

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APPENDIX A

**INSTRUCTOR'S MANUAL FOR ORIENTATION
PROGRAM FOR NEW EMPLOYEES**

**ORIENTATION
PROGRAM
FOR
NEW EMPLOYEES**

**PART ONE
BECOMING ACQUAINTED
WITH
ONEOK INC.
&
OKLAHOMA NATURAL GAS
COMPANY**

1991

NEW EMPLOYEE ORIENTATION

INSTRUCTOR'S MANUAL

This manual is designed to assist you in preparing for and conducting the **ORIENTATION PROGRAM FOR NEW EMPLOYEES**. The successful presentation of this program is dependent on the amount of preparation and enthusiasm you bring to it.

This program is designed to allow you to be flexible and personalize it each time you offer it in order to meet the needs of your audiences. In particular, this program is developed in an outline form to avoid constant updates to materials and visual aids. As the instructor, it is your responsibility to update your presentation as changes occur. If any topic or change is so complex that you think you are unable to explain it, you can always invite an in-house expert to address that area.

PHILOSOPHY FOR OFFERING A SPECIFIC ORIENTATION PROGRAM

Orientation is an ongoing process for new employees; however, a specific program designed for orientation is an opportunity to promote our company, provide consistent information, and encourage new employees during their adaptation process.

This is also an opportunity to state clearly what is expected of employees and what their rewards will be. Orientation should help them understand this from the beginning of their employment. The sooner new employees feel comfortable with the company, the quicker they will be productive on the job.

TRAINING METHODOLOGY

This program is instructor driven and should last about four hours. The primary visual aids are the slides which are designed to keep you on track and the four video segments which provide consistent messages as well as a break for you. Please also have available The ONG Handbook, The Employee Safety Manual, The Supervisor's Guide, a packet for each participant, and this manual.

Included in the manual is a check list of steps for you to use in preparing for your presentation. If possible, also try to have a benefits specialist available during that portion of the program in case questions arise involving situations you can't answer.

If this isn't convenient, make sure you can give the questioner the name and telephone extension of a person who can help. You will also want a speaker from customer service to underscore ONG's emphasis in that area.

ORIENTATION PROGRAM OBJECTIVES

At the conclusion of this session participants should:

- * Feel like they are part of the ONG family and have a sense of pride for what the company has been and still is today in the communities that we serve.
- * Be acquainted with company goals, philosophies, management style, and services
- * Want to develop positive attitudes (shown in on-the-job behaviors) toward their jobs and develop a desire to further their careers with ONG
- * Recognize lines of communications available throughout the company
- * Understand management's expectations of each employee on the ONG team and acknowledge management's recognition of the contribution made by each employee.
- * Be acquainted with company policies, procedures, and benefits.
- * Know where to look or who to ask for help when they have problems.

The aim of this program is to impart a feeling and not cold, hard facts. Try to keep the tone upbeat and let the whole presentation reflect why you like working here and why they have the opportunity to succeed here

THE NEW EMPLOYEE ORIENTATION PROGRAM

PROGRAM PREPARATIONS

SET MEETING DATE

- *Avoid holidays and busy schedules
- *Confirm meeting room

SECURE USE OF AUDITORIUM

REQUEST AVAILABILITY OF DISTRICT VICE-PRESIDENT

REQUEST AVAILABILITY OF RESOURCE PRESENTERS.

- Customer Services Specialist
- Benefits Specialist

SECURE EQUIPMENT

- *Slide projector
- *Remote control
- *Stand
- *Tapes
- *Extension cords
- *Screen
- *Video receiver

NOTIFY PARTICIPANTS/SUPERVISORS BY MEMO

NOTE. Memos should go out 3-4 weeks prior to session

- *Include date, location, beginning and ending times
- *Is a response needed? Include deadline for response
- *Ask participants to bring their ONG Handbook
- *Mention travel arrangements, if necessary

NOTIFY BUILDING SERVICES OF ROOM ARRANGEMENT AND SETUP

- *Send diagram of room arrangement
- *Request assistance for visual aids
- *Request a sign for outside the main door
- *Request that the room be set up a day in advance if possible
- *Be there for the setup
- *Check all your visuals

NOTIFY THE CAFETERIA/REFRESHMENT PEOPLE

- *Coffee, decaf, tea, iced tea, soft drinks (include diet), water
- *Rolls/donuts for a.m.; cookies, pretzels, popcorn, etc. for p.m.

CHECK PACKETS THAT WILL BE GIVEN TO PARTICIPANTS

- *Update materials
- *Send to print shop, if necessary
- *Assemble notebooks or packets

MAKE AND PROVIDE NAME TAGS/ SEATING TENTS**SECURE NOVELTY ITEMS FROM MARKETING**

Suggested items for packet:

- T-shirts
- Combi-Pen/Highlighter

Suggested items for prizes.

- 3 Baseball caps
- 3 Tennis visors
- 6 Coffee mugs (black porcelain)
- 6 Thermal travel mugs
- 6 Sport squirts
- 15 Mini-light key rings

REVIEW YOUR MATERIALS/NOTES**HAVE A TRAINING REPORT FORM READY****BRING A STAMP FOR PARKING TICKETS, IF NECESSARY****SUGGESTED PACKET CONTENTS:**

Marketing packet with brochures (to help them understand ONG products)

T-shirt

ONG pen/highlighter

Glossary of Terms

Keys for Success

Payroll Change form # 325

Time Report, Semi-monthly form # 221

Training Report form # 1740

Education Achievement form # 1293

Education Agreement application # 244

Job Posting Bulletin # 364

Internal Application form # 365

Job Family examples

Performance Review form # 1333

Benefit Summary

Service Awards Brochure

Flex Plus Benefit brochures

Evaluation

Quiz

PROGRAM OUTLINE

I. WELCOME AND INTRODUCTION

1 SLIDE WELCOME TO ONEOK INC & OKLAHOMA NATURAL GAS COMPANY

Introduce yourself and welcome participants to the program.
Introduce any management guest/allow time for opening remarks.
State the objectives/explain reasons for program.

Introduction of participants.

Housekeeping details:

Ground Rules- breaks, refreshments, lunch, ending time, etc

Format of the course- when to ask questions, use of the Handbook, quiz, prizes

Evaluation Sheet

Parking Tickets

Lunch

II. PAST, PRESENT, & FUTURE

2 SLIDE PAST, PRESENT & FUTURE

VIDEO I "MISSION-- WHO WE WERE , WHO WE ARE, & WHERE WE ARE GOING"

Refer participants to THE ONG HANDBOOK

"A Message From Management" pg.1

"Your Company" pgs. 2-4

"The Story of ONEOK Inc."

"Our Early History"

"Oklahoma Natural Gas Company Division"

"ONG Transmission Company Division"

"Energy Companies of ONEOK Division"

"Organization Chart - ONEOK, Inc" - pg. 11

Briefly go over the above using the Handbook. Remember to focus on the main concept that all the subsidiaries function together to make ONEOK, INC. a complete energy supply company.

3 SLIDE GENERAL OFFICE DEPARTMENTS & THEIR MAIN FUNCTIONS

4 SLIDE MANAGEMENT - COACHES

Mention a few of these (don't try to memorize them all)
 Set policy and guidelines which allow the company to provide
 a high quality product at a reasonable cost
 Provide growth for the company.
 Provide good working conditions and a sense of purpose for
 employees.
 Provide highest public confidence in ONG.
 Maintain good relations with business & industry associates
 Support state and community growth.

5 SLIDE SHAREHOLDERS - FANS

Stockholders
 Employees (largest group of shareholders)

6 SLIDE REGULATORY AGENCIES - REFEREES

Set out guidelines and regulations
 State, federal, local
 Protect consumers and the industry
 OCC, FERC, SEC, IRS, etc.

7 SLIDE Testimony Being Taken During OCC Rate Hearing**8 SLIDE GAS SUPPLY - SCOUTS**

Find & buy the gas supply
 Buy right of way
 Supervise well testing
 Obtain leases
 Gas transportation agreements

9 SLIDE Illustration of Right of Way**10 SLIDE CUSTOMER SERVICES - OFFENSIVE TEAM**

Visible - They are the company to most of the public

 Customer contact
 Turn service off & on
 Meter reading
 Customer payment processing

11 SLIDE Meter Reader Speaking With Customer - Customer Service

12 SLIDE Customer Service Representative Helping Customer Solve A Problem

13 SLIDE OPERATING - DEFENSIVE TEAM

Equipment managers - without these folks, nothing moves anywhere

construct transmission & distribution lines
 operation & maintenance of lines and equipment
 gas quality control
 engineering
 pipeline design
 feasibility studies

14 SLIDE Pasture Over Buried Transmission Line

15 SLIDE Distribution Pipe

16 SLIDE Transmission Line

17 SLIDE SPECIALTY TEAMS.
 CORPORATE RESPONSIBILITY AND SERVICES
 FINANCIAL
 CORPORATE SECRETARY - INSURANCE & CLAIMS
 SECURITY

Corporate Responsibility & Services:

Handle all those services we need to have, but don't fit in other departments

List a few of these:

Consumer roundtables
 Consumer legislation & ombudsman
 Service awards
 Corporate concerns survey, contributions and volunteerism
 Affirmative action program
 Career path counseling
 Chemical dependency treatment program
 Personal & work-related counseling program

Financial - Investor services

Corporate Secretary - Insurance & Claims

Handles insurance claims, workers compensation, property damage, and automobile liability claims.

Security - Safety

18 SLIDE A United Way Activity Coordinated By Corporate Responsibility

19 SLIDE TREASURY & ACCOUNTING - SCOREKEEPERS

They tell us where we stand - are we making \$\$?

Financial & property accounting

Budgets

Cash management

20 SLIDE Kelvin Jones (Accountant) Examines A Printout

21 SLIDE AUDITING - INSTANT REPLAY

Look over all the numbers

Make sure we're doing it right

22 SLIDE INFORMATION MANAGEMENT SYSTEMS - STATISTICIANS

Computer processing

 billing

 accounts payable

Batch processing

Data control

23 SLIDE Mainframe Computer

24 SLIDE PERSONNEL - RECRUITERS & TRAINERS

Recruitment

Job placement

Training

Job posting

Compensation & job evaluation

Payroll & benefits administration

Counseling & performance reviews

25 SLIDE Kay Beeby, Alnda Griswold, Donna Scott (all of Personnel) confer

- 26 SLIDE **MARKETING - CHEERLEADERS**
- Get out there & spread the word about all our products & services
- Advertising & market research
Commercial marketing - business customers
Industrial marketing
Residential marketing
- 27 SLIDE **Promotional Material Available Through Marketing**
- 28 SLIDE **TV Spot For ONG - Marketing**
- 29 SLIDE **CORPORATE COMMUNICATIONS - PRESS AND ANNOUNCERS**
- Media relations
Flametips
Speech writing
Gasette
Internal Communications
Video & audiovisual production
- 30 SLIDE **TV News Interview With A Corporate Communications Representative
Regarding Service To Customers In Bad Weather**
- 31 SLIDE **THE ONG TEAM**
- Everyone's position contributes to a strong team effort.
- 32 SLIDE **The ONG Team Players**
- 33 SLIDE **MAP WITH THE FIVE DISTRICTS
TULSA, OKLAHOMA CITY, SHAWNEE, MUSKOGEE, ENID**
- 34 SLIDE **TULSA DISTRICT**
- 35 SLIDE **OKLAHOMA CITY DISTRICT**
- 36 SLIDE **ENID DISTRICT**
- 37 SLIDE **SHAWNEE DISTRICT**
- 38 SLIDE **MUSKOGEE DISTRICT**

*******PICK OUT A FEW SLIDES OF DISTRICT PEOPLE AND PLACES YOU KNOW AND INSERT THEM WITH THE DISTRICT SLIDES TO PERSONALIZE THIS PART FOR THE AUDIENCE.**

Discuss the common departments that exist in the districts (Customer services, operating, & marketing).
Services provided by people who live there, for people who live there. Supervised by people who live there

General office departments are to set company-wide policy and guidelines and act as support services for all those folks on the front lines.

Discuss the reasons for the existence of district personnel departments in OKC and Tulsa.
To be as close as possible to help & still operate efficiently.

Discuss the reasons for corporate communications department in OKC, as well as governmental relations.

39 SLIDE OUR MISSION STATEMENT
 "OKLAHOMA NATURAL GAS COMPANY WILL BE OKLAHOMA'S
 PREFERRED ENERGY SUPPLIER BY PROVIDING EXCELLENT
 CUSTOMER SERVICE, PRESERVING THE ENVIRONMENT, AND
 ENHANCING SHAREHOLDER VALUE."

Please have it memorized - it will also be in the participants packets.

All of us working together, as a team, can accomplish this mission.

VIDEO II Roger Mitchell discusses Corporate Responsibility (2 - 3 min)

Discuss the importance of each of these groups:

- Customers
- Stockholders
- Communities we serve
- Employees

The Corporate Responsibility is to meet the needs and interests of customers, employees, stockholders, communities we serve, and general public.

40 SLIDE INTERNAL/EXTERNAL CUSTOMER SERVICE: WHAT DO THEY MEAN?

External customers - customers from outside the company.
 Internal customers - other employees we serve.

We should provide excellent customer service to ALL our customers.

*****Use a resource speaker from customer service to underscore company emphasis on customer service and why it is being emphasized (Limit speaker to 15 minutes).

*****You then underscore emphasis on internal customer service.

41 SLIDE GAINSHARING PROGRAM

Employees share in the profits when the gain in revenues is above a predetermined goal.

III. COMPANY POLICIES

42 SLIDE POLICY STATEMENTS

Discuss what policy statements are and why we have them.

(When discussing the policies, please stick to the concepts and don't get bogged down in too much detail. Refer them to the Handbook for details

43 SLIDE CONFLICT OF INTEREST

Important to avoid a conflict of interest or the appearance of one.

This is spelled out in the Employee Handbook under "You & Your Job."

If they have questions, they should discuss them with their supervisor.

44 SLIDE NONUNION STATUS

Not anti-union

Success of ONG is based on skills & efforts by ALL employees.

We have good communications between employees and management.

This works best for customers & employees, and will continue to do so.

45 SLIDE EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION

Will provide equal opportunity for qualified persons regardless of:

race	age
religion	veteran status
color	handicap
sex	
national origin	

will apply to all aspects of:

recruitment	training
hiring	all conditions of work
promotion	

46 SLIDE HARASSMENT

Committed to equal employment opportunity.
Prohibits harassment on basis of.

race	age
religion	sex
color	national origin
handicap	

47 SLIDE SUBSTANCE ABUSE

To provide safe work environment for employees & safe, reliable service to customers.

No sale or use or possession of narcotics, drugs or controlled substances while on the job or company property.

No impairment on the job because of use or consumption of alcohol and/or nonmedically-authorized drugs or controlled substances.

Drug/alcohol testing for all ONEOK employees.

VIDEO III Substance Abuse Testing Program

48 SLIDE DISCIPLINE

Employee's responsibility to maintain regular attendance, acceptable job performance & follow rules made known to you.

Reminder counseling
Disciplinary counseling
Decision-Making Leave
Termination

(These are not ordered steps What happens depends on the level of infraction.)

49 SLIDE SMOKING/NONSMOKING

Courtesy & consideration for preferences and allergies of others

No smoking in common areas (halls, stairs, lobbies, etc).

Each employee can designate his own work area as smoking or non-smoking

Use courtesy & cooperation PLEASE

50 SLIDE SAFETY

Top management supported - to maintain a safe work environment for all employees and customers

Refer them to the Employee Safety Manual.

Training is provided at company expense as each job demands

BREAKIV YOU ARE THE FUTURE!

51 SLIDE CAREER DEVELOPMENT: OPPORTUNITIES FOR GROWTH FROM WITHIN

We want to attract high-quality employees.

Then we want to retain and motivate them.

Emphasize that employees create their own success by their attitude and actions. The success of ONG rests on employees. We expect them to want success for themselves as well as for ONG.

Refer to "Keys for Success" in packet.

52 SLIDE TRAINING AND EDUCATION
JOB PROGRESSION
JOB POSTING

Introduce the main methods to progress and success in our company

53 SLIDE NONEXEMPT AND EXEMPT

These are legal categories (as defined by the Fair Labor Standards Act)

Exempt:

Salaried

80% of work must be executive, professional or administrative,
related to managements policies or general business
operations

Nonexempt:

Hourly wages

Overtime for over 40 hours/week

Holiday premium pay = 1 1/2 times regular hourly rate

Shift premium pay

Sunday premium pay

Call-out pay

Refer to Payroll Change form in packet.

Refer to Time Report form in packet.

VIDEO IV COMPENSATION Phyllis Worley, Manager - Compensation
Be ready to answer questions - this is a complex area.

Job Evaluation Process and Review Processes:

Determines the worth of a job (NOT the person doing it) in relation
to other jobs in the company

Done by Job Evaluation Committee

Evaluated based on factors. For example:

decisions required

knowledge required

physical effort required

Job grades based on points awarded during evaluation process

Reviewed at least every 3 years for accuracy

Employ participates in procedure

Done by Job Evaluation Committee

Internal and External Equity:

The job evaluation process is to assure job equity within the
company. It is also to assure job equity between ONG and other
companies

54 SLIDE TRAINING AND DEVELOPMENT

Responsibility of T & D is to offer the training you need.

Responsibility of the student:

To ask for training when you need it.

To learn.

Refer to Education Achievement form in packet.

Refer to Training Report form in packet.

55 SLIDE ON-THE-JOB TRAINING/ CROSS TRAINING

On-the-job training - Training and practice while working with supervision

Cross/rotational training - Training for other jobs at the same level within a job family.

56 SLIDE CLASSROOM TRAINING: IN-HOUSE AND AT OUTSIDE INSTITUTIONS

ONG pays tuition and expenses for approved outside training.

57 SLIDE In-House Customer Service Training

58 SLIDE SELF-STUDY ADMINISTRATION

Distribution & transmission technical programs - apply through your supervisor.

Grammar

You do the work on your own and send it in. We will evaluate it and return it to you.

59 SLIDE TYPES OF TRAINING

GOVERNMENT REQUIREMENT

Safety training

Hazardous Materials training

Effects of drug abuse

Required by OSHA and other regulatory agencies.

(Continued on next page)

TECHNICAL TRAINING

Trains specific skills for specific jobs:
 data processing
 accounting
 welding procedures.

DEVELOPMENTAL TRAINING

People skills:
 Communication skills
 Management skills
 Supervisory skills.

- 60 SLIDE Government Required Training - Fire Safety
- 60A SLIDE Technical Training - In-House Computer Class
- 60B SLIDE Developmental Training - In-House Class On Interpersonal Relations
- 61 SLIDE EDUCATIONAL AGREEMENT PLAN

Interest-free loan program for approved participants.
 Pays all tuition fees, entrance exam fees, and 1/2 textbook costs.
 One third (1/3) of the loan is excused each year for 3 years if you continue
 employment at ONG.

Refer to application in packet.

62 SLIDE JOB POSTING

Refer to Job Posting Bulletin in packet.
 Refer to Internal Application form in packet.

Purpose: to encourage employees with necessary qualifications (ability,
 specific skills & interest) to apply for jobs within the company.

Get application from supervisor.

Posted jobs are not open to outside applicants until the posting
 period expires.

63 SLIDE NONEXEMPT GRADES 12-14

Jobs posted for 7 calendar days.
 Posted within the district.

**64 SLIDE NONEXEMPT GRADES 15 - 17
EXEMPT GRADES 30-33**

Jobs posted for 10 calendar days
Posted company-wide.

65 SLIDE JOB FAMILIES

Related jobs all using the same basic skills

Refer to examples of job families in the packets.

66 SLIDE ENTRY LEVEL JOBS - GRADES 10 & 11

Inside applicants considered first.

67 SLIDE TRAINEE POSITIONS

Accounting & Engineering

68 SLIDE EVERYBODY HAS A SUPERVISOR

A supervisor directs, but also serves as a resource when we need help

Even J. D. Scott reports to the Board of Directors (which serves as his supervisor).

**69 SLIDE WHO INTERVIEWS AND WHERE?
PANEL PROCEDURE**

Screening interview.

Panel procedure:

 Hiring Supervisor

 Personnel interviewer

 Panel.

Held at location of the job opening.

Try to hold panel procedure and make decision in one day.

All applicants notified of acceptance or rejection.

70 SLIDE PERFORMANCE EVALUATION REVIEW

Refer to form in packet.

This is a tool of communication between supervisor and employee.

To make sure you both agree on what you are doing & what you should be doing.

To help you with career planning.

BREAK CHANGE SLIDE TRAYS**V. METHODS OF COMMUNICATION & EMPLOYEE BENEFITS****71 SLIDE TOOLS FOR COMMUNICATION****72 SLIDE IDEAS FOR PROGRESS**

To encourage creative ideas and effort on the part of the employees to improve the company's business operations.

73 SLIDE OPEN DOOR AND LET'S TALK PROGRAM

Open Door - Employees may talk directly with any supervisor or member of management. Make arrangements through supervisor

Let's Talk - Allows individuals or groups (up to 4 people) to meet with J. D. Scott (Chairman of the Board and Chief Executive Officer of ONEOK) to discuss company-related issues and concerns.

74 SLIDE EMPLOYEES' QUESTION AND ANSWER MEETINGS

Yearly meeting

Questions must be submitted in writing before meeting.

75 SLIDE ANNUAL BENEFITS STATEMENT

All employees receive an annual accounting of their personal benefits program.

76 SLIDE LETTERS FROM MANAGEMENT

Sent as often as necessary to keep employees informed about company-related matters.

77 SLIDE **FALL SERVICE RECOGNITION MEETINGS**

Employees and spouse/guest are invited to attend.
To honor employees for length of service and give information on
current company conditions.

Refer to Service Award Brochure in packet.

78 SLIDE **MAJOR EMPLOYEE BENEFIT PLANS**

Refer to the Benefit Summary in packet.

To protect you and your family from severe financial hardship due to illness
or injury.

To ensure a comfortable retirement.

To help your life today.

*****Have a benefits specialist available to explain any areas you aren't
sure of and to answer any question participants may have.

79 SLIDE **BENEFITS REQUIRED BY LAW**
 SOCIAL SECURITY
 UNEMPLOYMENT COMPENSATION
 WORKERS' COMPENSATION

Social Security

Retirement, disability, medical benefits.

Unemployment Compensation

Weekly income payments while looking for a job.

Workers Compensation - temporary disability coverage for injury while
performing job-related duties.

Benefits Not Required By Law:

80 SLIDE **WHO IS ELIGIBLE?**
 EMPLOYEES & SPOUSE
 RETIREES & SPOUSE
 CHILDREN OF EMPLOYEES

Eligibility varies with each benefit. Read the Employee's Handbook
carefully.

(Definition of Children on next page)

Definition of "Children" (this definition applies to any benefit which covers children)

Natural children

Adopted children (if you are responsible for their medical expenses)

Stepchildren (who live with you).

Age restrictions for eligibility of children vary with benefits - be sure to look up in Employee Handbook.

81 SLIDE TERM LIFE INSURANCE

Term insurance (available while employed or retired) - has no accrued value.

82 SLIDE ONEOK HEALTH PLAN

\$150 deductible per person per year.

Plan pays 80% of all eligible expenses after deductible.

Plan pays 100% of all eligible expenses after first \$1000.

There is NO lifetime maximum.

HEALTH MAINTENANCE ORGANIZATIONS

Available where there is an HMO serving the area.

Currently, in Tulsa, OKC and Shawnee.

83 SLIDE DENTAL PLAN

Currently NO charge to employee.

Eligible: Employees, spouse and children.

84 SLIDE LONG-TERM DISABILITY PLAN

To protect your income if you cannot work for a long period of time due to accident or sickness.

Protects 60% of your income.

85 SLIDE EMPLOYEE SPENDING ACCOUNTS/FLEX PLUS

Refer to brochures in packet.

*****Use benefits specialist to explain this area since it is new and not widely understood.

* Ask the specialist to answer only questions of general interest. Questions regarding individual circumstances should be held until the end of the program. Arrange for the specialist to be available then

86 SLIDE RETIREMENT PLAN

Vested after 5 years.

Vesting - ownership of the company's contribution is given to the employee.

Interesting info:

Started in 1941

Added surviving spouse option in 1955.

Ended employee contributions in 1970.

Changed vesting period from 10 years to 5 years in 1989

87 SLIDE THRIFT PLAN

To provide employees with a systematic savings plan.

Participants may save as much or as little as they want.

Company will match employee contributions up to 6% of the employee's salary.

All company funds fully vested at time of deposit

88 SLIDE TRAVEL ACCIDENT INSURANCE PLAN

Additional insurance for employees during authorized travel for company business purposes.

Covered from the time you begin the trip until the time you return to your home or office.

89 SLIDE SCHOLARSHIP PROGRAM

For children of employees.

To attend college, university, or technical institute.

6 scholarships/year to 4-year colleges or universities.

2 scholarships/year to technical institutes or 2-year associate degree programs.

90 SLIDE PAID VACATION

After August 31:

1st Year	1 day (8 hours) per month worked as of August 31 (up to 10 days)
2nd year	2 weeks
After 7 yrs	3 weeks
After 14 yrs	4 weeks
After 25 yrs	5 weeks

91 SLIDE TEN PAID HOLIDAYS

Labor Day	Presidents' Day
Thanksgiving Day	Good Friday
Fri. after Thanksgiving	Memorial Day
Christmas Day	Independence Day
New Year's Day	Employee's Birthday

92 SLIDE PAID TIME OFF

Time off with pay for illness, injury, family illness, personal business.

93 SLIDE SICKNESS BENEFITS

Full basic salary up to a maximum of 12 months (depending on length of service).

94 SLIDE EMPLOYEE ASSISTANCE PROGRAM

Counseling services available to an employee or family member. To help resolve problems (crises) that affect personal lives, job performance, or mental or emotional well-being.

**** Strictly confidential.**

95 SLIDE OTHER BENEFITS

TOOL ALLOWANCE

annual allowance for maintenance and replacement tools mechanics and machinists are required to furnish.

UNIFORMS

For employees required to wear uniforms.
1/2 cost for purchase and alterations.

SUPPLEMENTAL PAYMENT FOR PARKING

For Tulsa and OKC employees because they must pay for

parking

FLU SHOTS
Free to employees and spouse, and retirees and spouse

CHRISTMAS GIFT
Each employee receives a ham at Christmas.

PRERETIREMENT SEMINARS
For all employees at age 50.
To discuss financial options, legal arrangements, and
life styles
Spouses encouraged to attend.

MEMBERSHIP IN PHYSICAL FITNESS CENTERS
1/2 membership fee in nonprofit fitness centers.

EMPLOYEE RELOCATION PLAN
Home buyout plan
Temporary equity loan.
Moving expenses.
Relocation allowance.

LEAVE OF ABSENCE WITHOUT PAY

MILITARY LEAVE

JURY DUTY PAY

COMPANY RECREATION
Company barbecue
Family picnic
Soft Ball

96 SLIDE **ONECU**

Employees Credit Union - provides financial services.
Any employee and members of their families can join.

**Share accounts, checking accounts, IRAs, loans, savings
certificates, etc.**

97 SLIDE **ONECU Teller and Counters**

98 SLIDE **ONECU Offices and Lobby**

99 SLIDE **ONEA**

Nonprofit organization operated by employees to promote:
Cooperation among employees.
Fellowship.

100 SLIDE **ONEA Picnic**

WRAP-UP

101 SLIDE MISSION STATEMENT

Mention:

Long, stable history of customer service

Policies evolved to protect employees, customers and company

Benefits - rewards for a job well done

102 SLIDE BLUE FLAME - Let this stay on the screen while you do the quiz and evaluation forms

QUIZ

This is a group project.

Keep it upbeat and fun

Anyone who can call out the right answer gets a prize!

Anyone who can recite the mission statement gets a BIG prize!

EVALUATION FORMS

Collect them now - nobody leaves without turning one in

Make sure everyone signs the **Training Roster**.

Thank presenters for their help.

THANK YOU ALL FOR COMING. HAVE A GOOD DAY AND A SAFE TRIP HOME.

Turn off any equipment.

Return any equipment for which you are responsible.

Notify necessary building personnel that you have finished.

APPENDIX B

**MATERIALS INCLUDED IN PACKET FOR NEW EMPLOYEES
TO ACCOMPANY ORIENTATION PROGRAM**

GLOSSARY OF TERMS

Benefits and Employment Terms

- EEO/AA - Equal Employment Opportunity/Affirmative Action
- Eligibility - Who qualifies for a particular benefit
- Exempt Employees - A legal category of employment describing any salaried positions classified as executive, professional, or administrative
- External Customers - Customers of ONG
- HMO - Health Maintenance Organization
- Internal Customer - Employees of ONG whom you serve are your customers
- Nonexempt Employees - A legal category of employment describing any position which is paid for work by the hour This position would pay overtime for more than 40 hours of work per week It would also receive other pay benefits such as holiday premium pay, shift premium pay, Sunday premium pay and call-out pay
- Vesting - Giving ownership to the employee of the company's contribution to a retirement or thrift plan Once vested, the contribution belongs to the employee

Gas Industry terms

- AGA - American Gas Association.
- BTU - A comparative measure of heat produced The quantity of heat needed to raise the temperature of one pound of water one degree (from 58.5 to 59.5 degrees Fahrenheit).
- CNG - Compressed natural gas
- Cubic Foot - A measure of volume A container 1 foot long, 1 foot wide, 1 foot high
- Daily mean temperature - The high and low temperatures for a day, added together and divided by 2
- Degree day (heating) - A measure of coldness; taken when the daily mean temperature falls below 65 degrees Fahrenheit For example, if the mean temperature is 35, there are 30 degree days that day
- Distribution - Delivering gas from the city gate or plant to the consumers
- FERC - Federal Energy Regulatory Commission

Mcf - 1,000 cubic feet

OCC - Oklahoma Corporation Commission

OSHA - Occupational Safety and Health Act A Federal law that sets standards
for safety and health for people at work

SGA - Southern Gas Association

Take-or-Pay - A contract that requires you pay for a specific quantity whether
or not you take delivery

KEYS TO SUCCESS

- POSITIVE ATTITUDE - Identify with the goals and objectives of ONG
Demonstrate team spirit, cooperation is the name of the game
- ENTHUSIASM - Show a high degree of interest in carrying out job functions
- SELF CONTROL - Be steady under pressure, try not to spread tension of the job
to coworkers and subordinates, be consistent and fair
- DEPENDABILITY - Be thorough and accurate on assignments, do your best to meet
deadlines
- CREATIVENESS - Have an inquiring mind, show imagination and originality,
produce ideas
- INITIATIVE - Be a self-starter in all areas of your job, work hard to achieve
goals, be realistically ambitious and strive for excellence
- CRITICAL THINKING AND ALERTNESS - Be able to grasp new ideas and adapt to
change
- DECISION MAKING - Analyze problems and develop appropriate actions to solve
them
- CAPACITY TO WORK - Demonstrate ability to work for sustained periods of time
to produce results, learn to work with pressure
- LOYALTY - Support company policies and management decisions
- SUCCESS IS AN ATTITUDE KNOW THAT YOU ARE CAPABLE OF ACCOMPLISHING SOMETHING
AND THEN MAKE IT HAPPEN

PAYROLL CHANGE
FORM 325 (1-91)

Complete with typewriter or print with pen. See reverse side for detailed instructions. Send in original and two copies to General Payroll Department. Originating office retain a copy if desired. A General Office approved copy will be returned to the originating office.

NOTICE: USE THIS FORM FOR ALL CHANGES EXCEPT NEW HIRE, REINSTATEMENT, AND TERMINATION

SECTION I — COMPLETE ALL ITEMS

NAME _____ DATE EFFECTIVE _____
Last Name First Name and Middle Initial Mo Day Year

RATE CHANGE (DESCRIPTION) S.S.N. _____ EMPLOYMENT DATE _____
 9 - Merit 6 - Promotion 8 - Career Path 22 - Salary Adj. Mo Day Year

PREVIOUS RATE CHANGE INFORMATION
 DATE _____ AMOUNT _____

MERIT _____ \$ _____ PER _____
 SALARY ADJ. _____ \$ _____ PER _____

- ONG EXP DRG
- OKE OLP ONECU
- ENG OPC RETIRED

AFFIRMATIVE ACTION CODES:
 THIS SECTION **MUST** BE COMPLETED IF THIS DOCUMENT CHANGES THE JOB TITLE, JOB GRADE, OR THE LOCATION

EXPLAIN BELOW THE REASON AND/OR JUSTIFICATION FOR THIS CHANGE _____ OPENING CODE _____

(Attach another page of plain paper if more space is needed)

SECTION II — FROM — COMPLETE ALL ITEMS TO — COMPLETE ONLY ITEMS THAT CHANGE

FROM	TO
DISTRICT _____	_____
AREA _____	_____
DEPARTMENT _____	_____
DEPARTMENT CODE _____	_____
JOB TITLE _____	_____
JOB NO. _____	JOB NO. _____

SECTION III — COMPLETE ONLY ITEMS THAT CHANGE

RATE OF PAY \$ _____ SEMIMONTHLY \$ _____ SEMIMONTHLY
 RATE OF PAY \$ _____ MONTHLY \$ _____ MONTHLY
 RATE OF PAY \$ _____ ANNUALLY \$ _____ ANNUALLY

CLASSIFICATION: TEMP. — PART-TIME — PROB. — REG. _____

STATUS _____

WORK LOCATION: CITY _____ COUNTY _____

MARRIED (M) — SINGLE (S) _____

HOME TELEPHONE _____ ADDRESS _____

RESPONSIBILITY ACCOUNTING CODE _____

NAME _____

PARKING ALLOWANCE YES NO PERCENT INCREASE _____

SEMIMONTHLY INCREASE _____

NEXT MERIT REVIEW DATE _____

FOR GENERAL PAYROLL DEPARTMENT USE ONLY

REQUIRED COMPLETED

_____ LIFE & HEALTH PLAN _____
 _____ LTD PLAN _____
 _____ W-4 _____
 _____ EXEMPT CHECKLIST _____

 _____ ENTERED HRS _____
 _____ VERIFIED HRS ENTRY _____

BASIC PAYROLL DISTRIBUTION ALLOCATION IF NEEDED

Co.	Func.	Loc.	Major Account	Labor	Sub. Account	PERCENT
				11		100

APPROVED _____

(Instructions Reverse Side)

EDUCATIONAL ACHIEVEMENT

M 1293

DATE _____

NAME _____ SS# _____

DISTRICT/DEPARTMENT _____ EMPLOYMENT DATE _____

COLLEGE, BUSINESS, TECHNICAL, OR TRADE SCHOOL

FOR OFFICE USE ONLY

					Yr _____

Highest Level

Degree received or working toward _____
(PhD MS BS BA certificate etc)

Major field of study _____
(business administration education accounting, fine arts computer science etc)

Professional Registration _____
(P E, CPA registered surveyor, etc)

Year graduated _____
If did not graduate last year attended _____

Name of school _____ Location _____

Hours accumulated _____ or years attended _____

Number of hours needed to complete degree _____

Next Highest Level

FOR OFFICE USE ONLY

					Yr _____

Degree or certificate received _____
(BS BA AA etc)

Major field of study _____
(business administration education accounting fine arts computer science etc)

Year graduated _____

Name of school _____ Location _____

HIGH SCHOOL

FOR OFFICE USE ONLY

					Yr _____

Year graduated _____
If did not graduate last grade completed _____
Last year attended _____

If other than general or college preparatory education show vocational or commercial concentration

(commercial mechanical drawing welding etc)

Name of school _____ Location _____

Additional information on the reverse side

Employee

Supervisor

EDUCATIONAL AGREEMENT
FORM 244 (10-88)

PREPARE IN TRIPLICATE

- TUITION LOAN ADVANCE
 EXAMINATION LOAN REIMBURSEMENT

EMPLOYEE NAME		JOB TITLE		DATE	
DISTRICT	DEPARTMENT	DATE EMPLOYED	SOCIAL SECURITY NUMBER		
EDUCATIONAL ACHIEVEMENT					
HIGHEST LEVEL <input type="checkbox"/> HIGH SCHOOL <input type="checkbox"/> COLLEGE OR UNIVERSITY <input type="checkbox"/> TECHNICAL OR TRADE SCHOOL <input type="checkbox"/> OTHER					
NAME OF SCHOOL AND LOCATION		INDICATE LAST YEAR COMPLETED	YEAR GRADUATED OR LAST YEAR ATTENDED	DEGREE OR CERTIFICATE	MAJOR FIELD OF STUDY
		12 1 2 3 4			
WORKING TOWARD A DEGREE <input type="checkbox"/> YES <input type="checkbox"/> NO IF SO, WHAT DEGREE _____ ABOVE DEGREE. ACCUMULATED HOURS TO DATE _____ HOURS NEEDED TO COMPLETE _____					
I PROPOSE TO TAKE THE FOLLOWING COURSES AT _____ (SCHOOL) SHOW ACTUAL CLASSROOM HOURS IF CREDIT HOURS NOT SPECIFIED					
Subject	*Credit Hours	Tuition	Nonrefundable Lab Fee	Total Lab And Tuition	Grade
TOTAL ►					
STARTING DATE _____		ESTIMATED COMPLETION DATE _____			
I HAVE READ THE CONDITIONS OF THE EDUCATIONAL AGREEMENT PLAN AND AGREE TO COMPLY WITH THEM					
SIGNED _____			EMPLOYEE		
I HAVE PERSONALLY COUNSELED WITH THE ABOVE-NAMED EMPLOYEE AND RECOMMEND THIS EDUCATIONAL AGREEMENT BE APPROVED					
RECOMMENDED BY _____			SUPERVISOR		
APPROVALS					
_____ DEPARTMENT HEAD			_____ VICE PRESIDENT		

FOR COORDINATOR'S USE

REQUEST FOR CHECK

DATE _____	REIMBURSED \$ _____
------------	---------------------

CHECK REQUEST FOR BOOK REIMBURSEMENT

DATE _____	\$ _____
------------	----------

PROMISSORY NOTE DATED _____ DATE _____

FORWARDED TO CASH MANAGEMENT _____ DATE _____

MONTHLY REPAYMENT

DATE _____	\$ _____
------------	----------

FOR GENERAL OFFICE USE

SCHOOL	DEGREE
SEG. DIST	ED PLAN
ENTRY DATE	

EDUCATIONAL AGREEMENT COORDINATOR

(SEE CONDITIONS ON BACK)

JOB POSTING BULLETIN
FORM 364 (7-85)

POSTING INSTRUCTIONS

POST BULLETIN ON _____ DATE _____
REMOVE BULLETIN AFTER _____ DATE _____

NUMBER OF OPENINGS ► _____

TITLE		JOB GRADE
DISTRICT/GENERAL OFFICE		JOB LOCATION
DEPARTMENT	SECTION	
HIRING SUPERVISOR	LOCATION	
ONEOK NETWORK CALLS (Complete phone number)	OFF NETWORK CALLS (Area code/Phone number)	
	()	

APPLICATION DEADLINE

TO BE CONSIDERED FOR THIS JOB OPENING—

- 1 Complete an Internal Job Application, Form 365
- 2 Submit the original Internal Job Application Form (page 1) to your immediate supervisor **BY THE CLOSING DATE**
- 3 Send the copy (page 2) of the Internal Job Application Form to the Employment Specialist

NOTICE TO RECEIVE CONSIDERATION, THE YELLOW COPY OF THE INTERNAL JOB APPLICATION MUST BE RECEIVED BY THE EMPLOYMENT SPECIALIST BY 5 PM ON THE CLOSING DATE

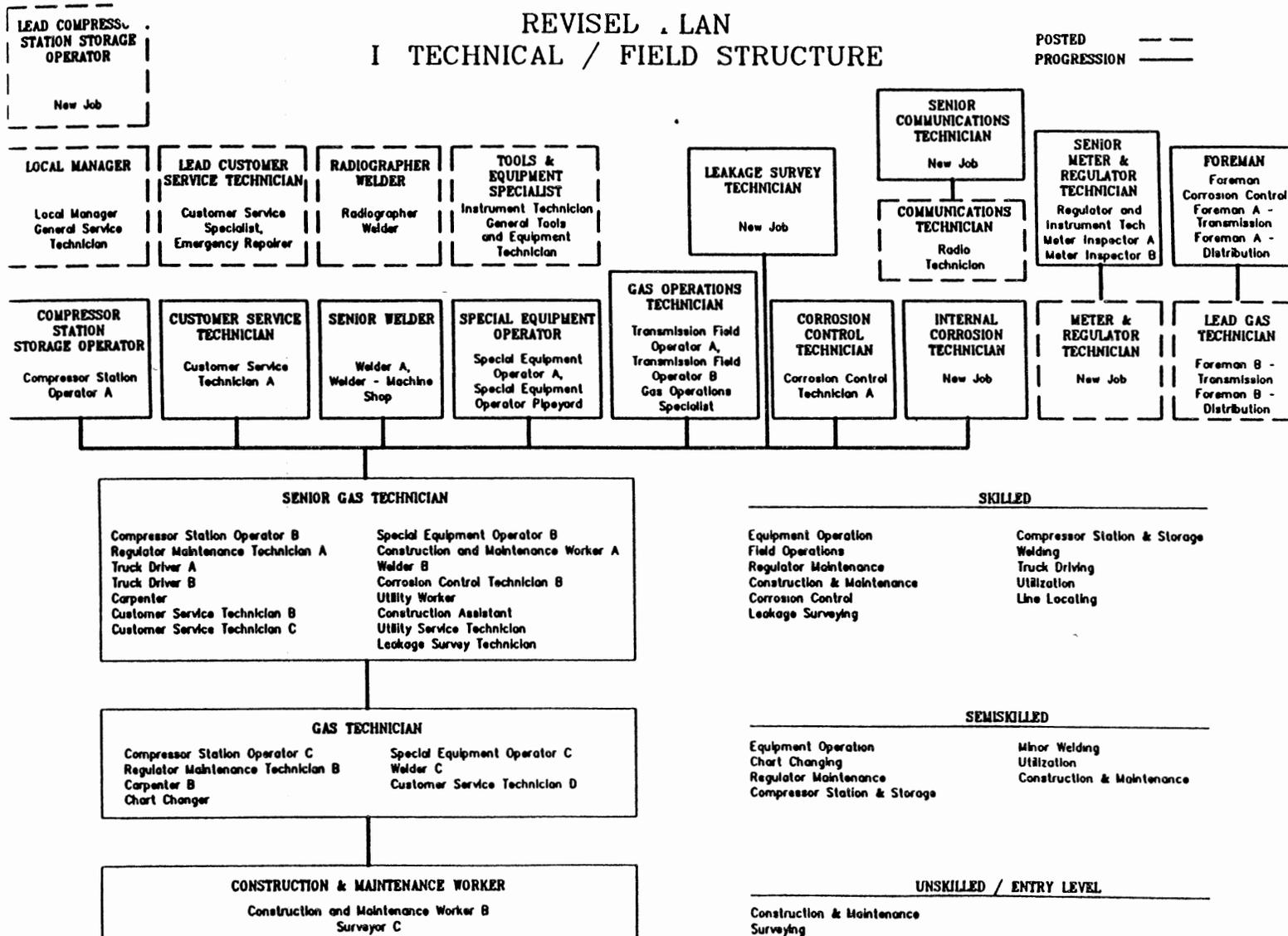
EMPLOYMENT SPECIALIST	PHONE
MAIL DELIVERY LOCATION	JOB CLOSING DATE 5 pm

For additional job information, employees may contact the employment specialist or the hiring supervisor

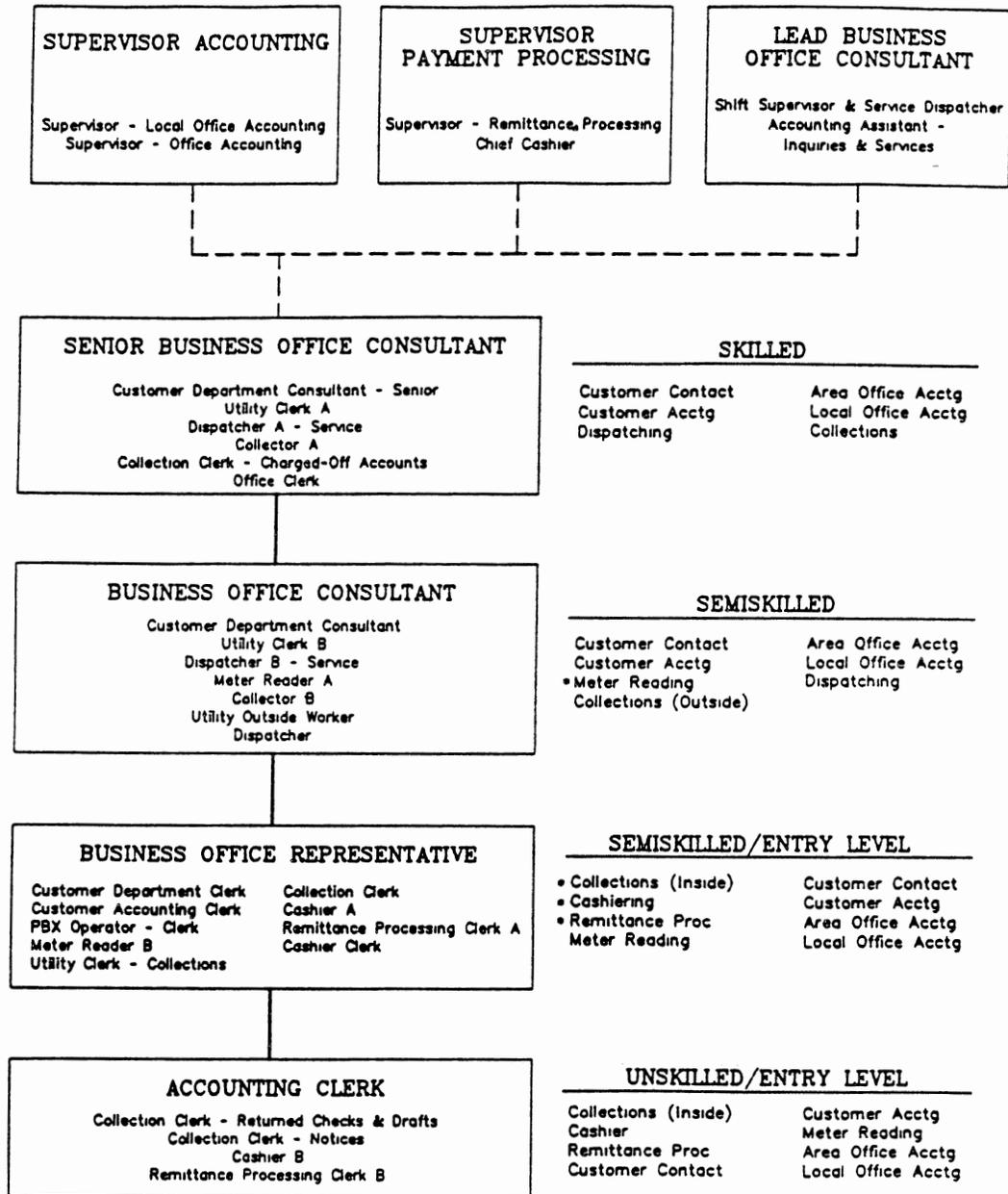
- Attachments**
Job Description
Selection Criteria Guideline

REVISED LAN I TECHNICAL / FIELD STRUCTURE

POSTED ---
PROGRESSION ———



II CUSTOMER / CLERICAL STRUCTURE



• Final progression step

PERFORMANCE EVALUATION
FORM 1333

TIME PERIOD COVERED MO /DAY/YR	TO MO /DAY/YR
-----------------------------------	------------------

PERFORMANCE EVALUATION INSTRUCTIONS

- All employees should be evaluated every 12 months using this form
- Immediately prior to employee s annual merit review date supervisor will meet with employee to
 - a) Review and record performance results for the past 12 months on current form and
 - b) Complete Task /Goal sections for next 12 months on a blank form
- Completed performance document shou'd be signed by supervisor and employee and routed to appropriate personnel for review
- Completed performance document should be filed in employee s personnel folder

NAME		DISTRICT
PRESENT JOB TITLE		LOCATION
DATE ASSIGNED PRESENT JOB		EMPLOYMENT DATE

Supervisor and employee have jointly reviewed and discussed the job duties and responsibilities and have concluded that the items listed below are the major tasks / goals and desired results for this position. In listing the employee s tasks / goals begin with the most important

TASKS / GOALS—DESIRED RESULTS—RESULTS OBTAINED / COMMENTS

1 Task / Goal _____

Desired results _____

Results obtained / Comments _____

2 Task / Goal _____

Desired results _____

Results obtained / Comments _____

3 Task / Goal _____

Desired results _____

Results obtained / Comments _____

WORK SCHEDULE

Hours of overtime reported past 12 months _____

Is employee willing to work other than regular hours as needed to meet the needs of the work group?

Yes No

Comments _____

PERFORMANCE SUMMARY

Indicate areas / actions in which the employee needs to improve. State specific actions the employee can take to improve job performance.

Indicate areas / actions in which employee performs well

Additional training or education needed by the employee to perform this job _____

OVERALL PERFORMANCE RATING
(Check one)

- Outstanding
- Exceeds Expectations
- Meets Expectations
- Below Expectations
- Unsatisfactory

Explain _____

If employee's work performance is unsatisfactory, has the disciplinary policy and / or appropriate documentation been started for this employee?

Yes No

Explain _____

ONEOK Inc. Benefits

Some of the benefits are:

- Group Life and Health Benefit Plan (*paid for by the Company*)—Employee Coverage
- Retirement Plan (*paid for by the Company*)
- Long Term Disability Plan (*paid for by the Company*)
- Thrift Plan (*Matched \$ for \$ up to 6% after one year of employment*)
- Travel Accident Insurance Plan (*paid for by the Company*)
- Educational Agreement Plan
- Ten Holidays are granted annually as follows*

Labor Day	President's Day
Thanksgiving Day	Good Friday
Friday after Thanksgiving Day	Memorial Day
Christmas Day	Independence Day
New Year's Day	Employee's Birthday*

**Employee may select any national holiday as a substitute, i.e., Martin Luther King's Birthday. The employee's birthday holiday is taken during the week in which his/her birthday occurs. If the employee chooses to take his/her birthday holiday, two weeks prior notice should be given to the supervisor.*

The supervisor must be notified in August when an employee wishes to observe another holiday in place of the Birthday Holiday for the following fiscal year.

- ONEOK Inc. Scholarship Plan For regular full-time employees of ONEOK Inc. and subsidiaries. The applicant must be a son or daughter (including a stepson or stepdaughter or legally adopted son or daughter) of a regular full-time employee. Applications will be accepted if a parent on the probationary payroll will become a regular employee before the applicant graduates from high school.
- ONEA is a nonprofit organization operated by the employees of the Company to promote genuine cooperation among employees and to foster fellowship. Any full-time employee who has completed one month's continuous service is eligible for membership in the association.
- ONECU (employees credit union)



OKLAHOMA
NATURAL
GAS

EVALUATION - ORIENTED FOR NEW EMPLOYEES

	Importance			Coverage			Comments
	Very Important	Not Very Important	Not Sure	Adequate	Need More Information	Not Sure	
Goals & Objectives of ONG - "Where We Were, Where We Are Where We Are Going"							
Departmental Overview - Structure & Functions							
Corporate Responsibility							
Customer Service - Internal & External							
Policy Statements							
Career Development Opportunities - Training, Education, Job Posting							
Compensation							
Tools of Communication							
Benefits							
	Very Effective	Somewhat Effective	Not Effective	Comments			
Facilitator Effectiveness							
	Comfortable	Inadequate	Comments				
Facilities							
Comments							

THANKS FOR YOUR HELP!!!

QUIZ

- 1 Name the Chairman of the Board and Chief Executive Officer
- 2 How many districts are there?
Name them
- 3 What state agency regulates ONG Utility Company as a public utility?
- 4 What are the stakeholders groups?
- 5 How many customers do we serve?
- 6 What is an internal customer?
- 7 What is our mission statement?
- 8 Who can participate in the Education Agreement Plan?
- 9 The company will match your contribution to your thrift plan dollar for dollar. What percentage of your salary is the maximum it will match?
- 10 If you have a problem or need information, who should you turn to first?
- 11 How long do you need to be employed at ONG before you can submit a job posting application?
- 12 What do the initials O N E A stand for?
- 13 How many days (hours) of vacation does an employee get as of Sept 1, if they started work on May 10?

As of Sept 1 the next year, how many days (hours) of vacation does that same employee get?
- 14 When does the fiscal year begin and end? (please emphasize fiscal NOT physical)
- 15 What does Mcf mean?
- 16 When do pay days occur?
- 17 What are the 3 benefits required by law?
- 18 Who is eligible for training?
- 19 Gas is the _____ choice
- 20 What is your instructor's name and position? (You might even mention what a great job he/she did!!!)

FlexPlus

Your Benefits
Your Choice

Newsletter

#1

This is the first in a series of four newsletters you will receive explaining FlexPlus, the new employee benefits program at ONEOK that begins July 1, 1991. With FlexPlus, you will have the opportunity to make choices in several benefit areas.

Before you make your new benefit elections, you will also receive an "Enrollment Kit," which will provide a more detailed summary

about each benefit plan, as well as some personalized information about your coverage choices and the cost for each benefit option.

In April and May, meetings will be held to discuss the FlexPlus program to make sure you have a good understanding about your choices before your elections are made.

We strongly encourage you to read all the information you'll receive about FlexPlus and attend an enrollment meeting so you can learn about the program. If you're married, we also recommend you share these materials with your spouse and discuss the different alternatives to be sure you make the benefit elections that are best for you.

APPENDIX C

**SAMPLES OF SLIDES USED TO PRESENT ORIENTATION
PROGRAM FOR NEW EMPLOYEES**

F5RGN FR-1E MV-GR CAPT JUST EDIT COLOR SKTCH

RESE

M100.001

31-DEC-50

Welcome To ONEOK

And

Oklahoma Natural Gas
Company

... ..
... ..
... ..

M108.063

26-MAR-91

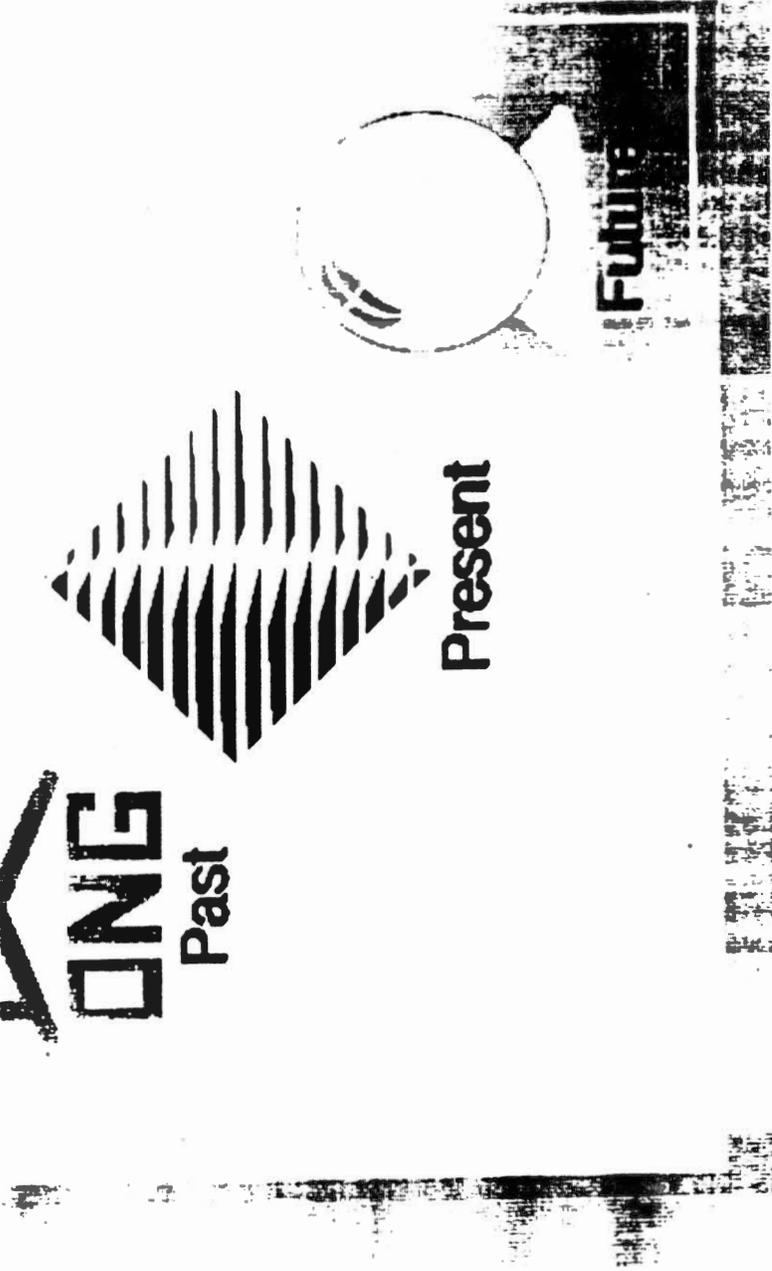


Present



Future

... ..



MI08.065



M108.061 / V.069

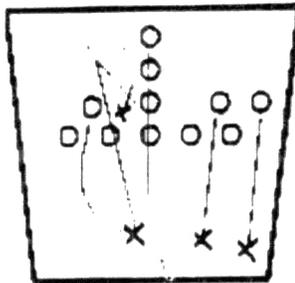
CURSORES JERONIMOS
 Diferisive Team
 40
 20
 70

PERSON FRAME TO BE USED JUST EDIT COLOR SWITCH



MT08.075 28-MAR-97 PD-AG/BBK

Personnel



FORM FRAME
PAGE 1

M108.011

8-epf-97

PD-AG:BBK

EEO/AA

**Equal Employment
Opportunity/
Affirmative Action**

FEDERAL BUREAU OF INVESTIGATION

FOI(b)(7)

BUILD SERIES .091, .090, .089, .088, .087

M108.092

23-apr-91

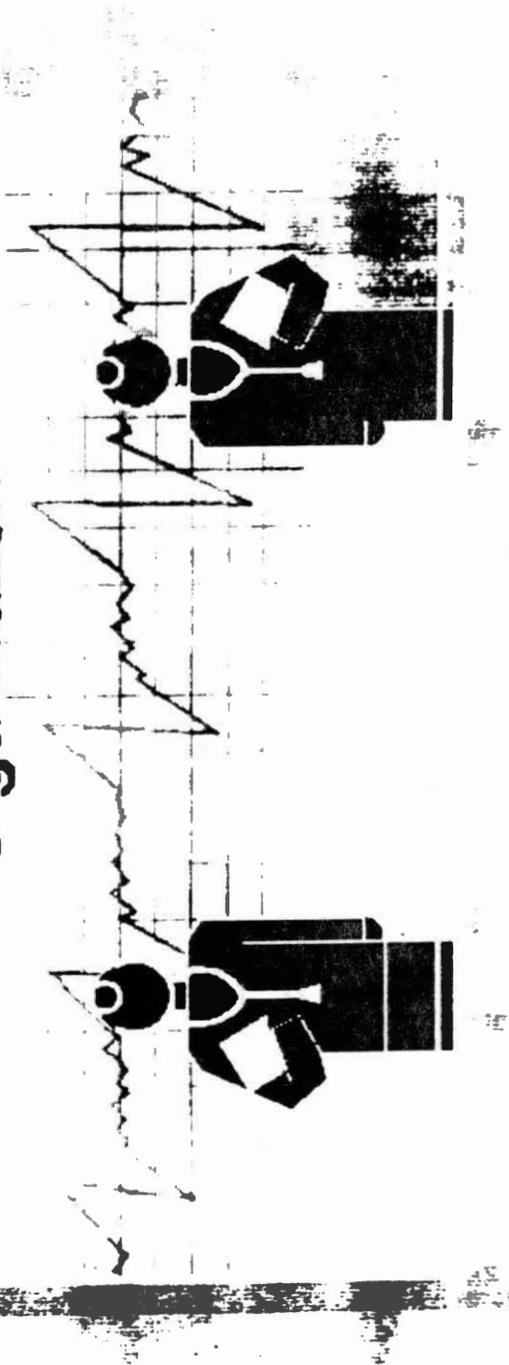
PD-AG:BBK

- ◆ Ideas For Progress
- ◆ Open Door & Let's Talk
- ◆ Employees' Q & A
- ◆ Annual Benefits Statement
- ◆ Letters From Management
- ◆ Fall Service Recognition Meetings

M108.094

23-apr-91

ONEOK Health Plan Health Maintenance Organization



M100.053

2-JAN-91



Travel Accident Insurance Plan

SPEED
LIMIT
55

M108.057

23-MAR-91

Holidays



RECEIVED FROM THE FBI ON APRIL 8 1991

AT 10 10 00 AM

SWSF

M108.085

8-APR-91

PD-AG/BBK



APPENDIX D

LOG OF INTERNSHIP ACTIVITIES

28 February 1991

I met with Alinda Griswold to discuss general expectations of the project. She introduced me to several employees I would need to know and invited me to participate in upcoming Management Communications Workshop. She felt that this would both acquaint me with the facilities at ONG and personnel available to help me, and that the information presented would be of interest to me.

The project itself is to design an orientation program for new employees. It should last in the neighborhood of four hours and be designed in such a way that it can be presented to any new employees recently hired - regardless of educational background, age, or position hired to perform. I will have access to whatever information or resources I may need, including video production or corporation communication for help scripting.

Alinda seems to be very friendly, helpful, organized, open. Everyone she introduced was friendly and offered help in any way I might need. "Just call." (2 hours)

19 February 1991

Went to UCT library to see what is available on corporate employee orientation. I discovered that either they don't carry much in this area or that very little is written. There is nothing in ERIC. A few journal articles offer some very general statements about the purpose of orientation programs being primarily to convey a feeling or

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19 February 1991

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emotion to participants, but they don't offer any helpful suggestions about how to do this.

Then I spent the afternoon at the TU library trying to find more information about setting up orientation programs for new employees. The results of the search were similar to that at UCT. I am beginning to believe that nobody spends much time on this area of corporate training. (4 1/2 hours)

20 February 1991

The results of searching the business section of the Downtown Tulsa library brought no new information. I am beginning to feel like a pioneer. (1 1/2 hours) 20 February to 22 February 1991

I have spend three fantastic days in ONG's Management Communications Workshop. This workshop is well presented by Ed Wheeler (head of Corporate Communications), Stafford Davis (also in Corporate Communications) and Alinda. The handouts for participants to take home and review are excellent. It is a good experiential learning process. Included were two video taping sessions for each participant to practice and observe his own style and mannerisms.

There is obvious upper management commitment to training. The facilities are excellent and needed employees are helpfully at your service. A senior vice-president stopped by and was asked to make a repeat of his board presentation to serve as an example - he did so

cheerfully. Several upper management folks stopped in to briefly observe and offer an encouraging word.

25 February 1991

Met with Alinda. She introduced me to more employees and gave me a tour of other parts of the building. She gave me a room and desk to use and a stack of materials regarding company policies, including the Employee Handbook. She also gave me a tape to view about the history of the company and an orientation tape from her files (to serve as a bad example!). The orientation tape was poorly organized, badly produced and boring beyond belief. (3 hours)

26 February 1991

Spent the day reading background materials about natural gas - ONG's product. Reviewed instructional tapes produced by the Massey Group. These explain generational differences and how varying background experiences affect decisions made today. Should be helpful in trying to design a program for all ages and economic backgrounds.

Began fleshing out a purpose and objectives for the project. (7 1/2 hours)

At home I put together a tentative outline for the program. Alinda said she had an outline done and that I could alter it as I felt necessary. After looking at it, I discovered that it is a list of slides available and topics for discussion in no particular order. After thinking about it, I decided to leave the list of slides

available for later and do a new outline.

I think the purposes would be best accomplished by writing an outline of topics to be presented and then just adding details to the outline. In the end I would like to see a manual designed so that anyone can present the program. The portions which deal with sensitive policies that needed to be presented in the exact same words each time can be video taped. This will provide a format that is consistent regardless of the presenter.

For the rest, I would like to see a simple outline that each presenter can adapt to his or her own presentation style. I am afraid that if they have too much text available, they may try to memorize it and give a very "canned" performance. Having watched some of the participants in the Management Communications Workshop, I think this is a very real possibility. Worse yet, some of them would just stand behind a podium and read the whole thing. (3 1/2 hours)

27 February 1991

Discussed my proposed purposes and objectives with Alinda. She approved. Then we went into the outline. She likes the idea of keeping it in outline form. She agrees that many of the future presenters would very probably read or at least try to memorize the whole thing.

We would both like to keep it general, without very much detail. The policies and benefits should have been explained in some detail when the participants were

hired. This should serve as a reminder of what they heard and let them know who they can ask for more information or to discuss their personal situation. I need to go through a payroll process.

Also asked Alinda about the budget for this project so that I can start making initial decisions about ideas as they come to mind. (She had mentioned the possibility of video, but these can be very expensive to produce.) She said it's not firm, but around \$10,000 - maybe more if we can justify it! I thought I had died and gone to heaven! Word processing services are also to be available to me.

Read about the origins of gas. I think this would best be used in the second part of the orientation, to be developed later. It will deal with the gas production and how all the ONG subsidiaries play a part in exploration, production and marketing. I think we'll just mention that these exist and save the boring details for later.

Spent the rest of the day reviewing life and health insurance plans and trying to boil it down to a short outline form. I need to be sure to find a short way to emphasize the main points without leaving the company liable because not enough information is given. (7 1/2 hours)

1 March 1991

Asked the director of Corporate Communications

for permission to view the new top secret tape on a new benefits package which will come on-line in September of this year. I want to know how it compares with the current one so that I can make this easily adaptable when the time comes. He said yes without hesitation and told me where to find it. I really get the feeling that people here appreciate what I'm doing and want to help. (6 1/2 hours)

4 March 1991

Worked some more on reviewing the benefits program. I am trying to put each benefit into a brief outline and then trying to shrink it to a usable form. Met with Alinda to review what I have done and make sure we are both heading in the same direction. She agrees we need to keep it loose as benefits change so often these days. It must be adaptable later on. Later read the 1989-1990 annual reports.

Began scripting the introduction which will be presented on video. So far it's only a bare outline. I think it is important that this introduction reflect the purpose of the whole program. Alinda will do most of the actual writing and I am concerned that she will get caught up in the history of the company (they already have volumes written on this subject) and forget that the whole concept will revolve around the Mission Statement. Since all activities of the company should reflect the Mission Statement, it is my belief that this orientation should also reflect it. After all, the purpose of an orientation

is to instruct a new employee in what is expected of him and what his rewards will be if he does it. (7 1/2 hours)

5 March 1991

Worked on scripting the intro and mission statement segment with Alinda. She sees where I am heading and agrees with me. Later, began investigating history of the company. Past histories, while being interesting reading material, have emphasized state and national history. ONG accomplishments seem almost incidental to what else is happening. I hope to focus more on changes within ONG rather than the events being reacted to. I hope to show how the past and present reflect the Mission Statement. (7 1/2 hours)

6 March to 8 March

Attended the Advanced Supervisory Skills Workshop. Interesting workshop for supervisors. Good mix of communication skills, team building exercises and discussions, and policy explanations.

11 March 1991

Back to investigating history of company. Browsing through past issues of Gasette (employee magazine) - amazing how journalistic styles change over the years. The older issues (1940's) were folksy, kitchen-gossip type writing. Today's issues are still employee oriented, but much more reserved and slick magazine styled. (7 1/2 hours)

12 March 1991

Kay Beeby took me through the new employee enrollment and form-filling-out process - known here as "payrolling." I wanted to find out just how much a new-hire is told and how thoroughly policies are explained. Kay also gave me the names of recently hired employees to talk to about their experiences.

More history - am trying to think of a new way to combine company history and development without landing too far in folksy history or corporate development.

Called some new employees and alerted them that I would be calling them tomorrow to interview them about their orientation process and any thoughts they had about whether or not it was helpful to them.

Reviewed more benefits and continued trying to fit it into an outline format. This whole part should probably be presented with slides and handouts so that it can be adapted as necessary. Benefits tend to change fairly often in most companies these days. I am a little concerned that we are not to mention the new benefits package which will come on-line in either July or September. It's one of those things where everyone knows about it through the grapevine, but no official word has come as yet. I think we should at least mention that it is a future possibility. (7 hours)

13 March 1991

Met with Alinda all day to review and hash out

the outline of the project. We also prepared a tentative proposal to present to Jim Dillinger (head of production studio). He wants a preliminary script of the video production before he will put it on his calendar. (7 1/2 hours)

14 March 1991

Alinda and I met with Jim and pitched our proposal. He wants an exact script. We want a loose script at this stage so that we can work the style to fit the person who will be speaking. Our outline gave him the gist of what would be said and the visual concept we want for all three video segments. Tentatively, he gave his approval and willingness to produce it. (8 hours)

15 March 1991

Interviewed new-hires at service center. I was surprised with their contentment with their orientation. They had no suggestions for change or unanswered questions. Also talked with two new-hires in the districts (most of the districts only hire 2 or 3 people a year so recent ones to interview are hard to find). Also, because of a computer conversion, there is no central place to find out who was recently hired. I have to depend on Kay remembering who she payrolled recently. This is really limiting.

Began reviewing policy statements and putting them into outline form. (8 hours)

18 March 1991

Reviewed more policy statements in the Employees Handbook and began coordinating them with procedures for carrying them out given in the Supervisor's Manual. Also worked on storyboards for slides for "corporate structure" segment. (7 1/2 hours)

19 March 1991

Talked to a benefits specialist about the new "flex benefits" policy that will come on-line in August or September. We can't use this plan yet, or even refer to it. But, I need to keep it in mind while I work on the presentation for the plan, so that it can be easily adapted later.

Was given my own copy of the Supervisor's Handbook. It outlines exact procedures for almost any situation. In my on-going debate regarding how much detail to include in this presentation, I often end by writing "if they have questions, refer them to their supervisor." At ONG, the supervisors are well-informed, and seem to be the major buffer between employees and problems. The supervisors really are a major resource to employees here. (8 hours)

20 March 1991

Interviewed manager of safety. Cleared up the ambiguity of heavy emphasis on safety and safety personnel, but no specific safety policy (they have official policies on everything else). I discovered that every employee has

a safety manual that is minutely detailed. There is heavy training that just isn't visible to me because most of it occurs in the districts and I'm in the general office. Also, an official safety policy will likely be in the next edition of the Employee's Handbook.

More research on Supervisor's Manual to understand EEO/AA practices. (7 1/2 hours)

21 March 1991

Spent the day entering most of my notes into the computer. Trying to edit as I go. I'm beginning to feel like it is finally taking shape. It's beginning to look like a program rather than isolated bits and pieces. (6 hours)

22 March 1991

Worked on the Glossary of Terms. Picked out the terms I think should be included and then wrote what I hope are simple, easy to understand definitions. I had Kay and Sherry read the definitions and rewrote them until everyone knew what I was saying. Haven't discussed this idea with Alinda yet.

Alinda and I worked on the quiz to come at the end. We want to use it as a tool to sum up the main points we went over during the program. The trick is to keep it upbeat so that it doesn't turn into a "dreaded test" situation. That's why there will be prizes for correct answers. I would like to see the presenter ask questions of the group and participants can just call out answers.

Correct answerers should be handed a prize at the time. (8 hours)

25 March 1991

Spent the morning with Belinda Kitchens storyboarding slides. I showed her my rough drawings and discussed her ideas for revision. She has a creative mind and some great ideas.

The video scripts have all been drafted and are being passed out to others to help with refinement. Florence Reed is especially helpful at this. She can use a minimum number of words and convey a mental picture at the same time. The concept for the introduction has changed and is much better. It emphasizes the mission statement and hardly mentions history. Alinda did a good job.

These are much tighter scripts than I would like but they will probably work better if care is taken to avoid "reciting." I had originally envisioned that the intro and mission statement segment would be done by various employees explaining in their own words what parts of the statement meant to them. I think this would be a personal approach and backup the concept of a cohesive team effort at ONG. But I think that time constraints are going to force us to go with a tight script read by a professional in a "voice over" format. (7 hours)

26 March 1991

Spent the morning editing the first draft of the manual. It's beginning to come together now and resemble a

program - this is exciting! I can picture the completed project now.

Requested a list of new-hires for the past year. I have already mentioned the problem with the computer conversion. It appears that we have to use a list from the Thrift Plan which contains confidential information about each employee's contribution to the Plan. We can put in a request for a new computer run format, but it will have to go through a committee for approval and then be set up. There's no way to get it in time. Alinda will have to file such a request at some point, however, if they are ever to be able to call up this information to know who to include in future classes.

Alinda, Florence Reed, Derald Clow (Manager of Human Resources) and I met to discuss the revisions of two of the three videos and sent them to Jim Dillinger for estimates of production time and a completion date. He is procrastinating. I'm not sure what is going on here. I may not get to observe the production of this if they do it in June, which is what he is predicting now. (8 hours)

27 March 1991

Alinda and I discussed including a Glossary of Terms which I would like to include in the packet to be given to each attendee. Alinda agreed that it should be included. I would like it to be general terminology - most of the really technical terms they will learn if they need it for their particular jobs. But I would like it to

include things which I had to look up when I started here, because some technical terms seem to be used universally. For this part, I am relying fairly heavily on my own experience. (7 hours)

28 March 1991

Spent the day doing input on the computer. Finished entering segments which hadn't been finished and editing some others. (7 1/2 hours)

1 April 1991

Reviewed and proofed slides that Belinda had finished. The rest should be finished by Wednesday or Thursday. They are turning out well. When Alinda first suggested depicting the different departments as parts of a football team I argued for almost any other image. I think the whole sports image is overused and I'm personally tired of it. She finally agreed if I could think of anything else that would show a team spirit and accommodate all the departments in the image. Hate to admit it, but in this particular instance, I think a football team analogy may be the easiest way to project the image of a whole team being the sum of its parts, with each part being dependent on all the other parts.

We scheduled the auditorium for 22 April 1991 for the run-through for those people who will be presenting the program in the future. I was told there would be no opportunity to pilot it (a fond dream of mine that I have been trying to push as a necessity).

Spent the rest of the day refining the manual.

(7 1/2 hours)

2 April 1991

Put revisions in the computer and distributed copies to Derald, Florence, Ed Wheeler (Corporate Communications), the two people who will be future presenters, and others with a request for comments and suggestions. (4 hours)

3 April 1991

Began collecting the sample forms which will be included in the packets for participants. Alinda and I went through the marketing catalog of gift items to be included in the packets and to be used for prizes for right answers to quiz questions at the end of the program. We would like to see each new employee have a t-shirt with the company logo. We then picked out mugs, travel cups and sports caps (all with the ONG logo) for the prizes. Derald approved the purchase of these items which should total around \$600.00. This should be enough shirts and prizes for approximately one year. (8 hours)

4 April 1991

Derald gave his copy back with comments and spent quite a while explaining what he liked and making two suggestions. The first suggestion was for a benefits specialist to be present during the presentation to answer questions new employees might have. I had suggested this before and am glad to see it included. I know we want to

keep the presentation simple, but I think people may have questions regarding their individual circumstances and will want to ask them. Now we can do that. He also wants the new FlexPlus package explained. Seems it will come on-line in July and employees will begin receiving explanations in their mail next week. That part needs to be added to the manual.

His second suggestion was that someone from Customer Service be available to underscore the emphasis ONG is putting on that area. It is a major part of the Mission Statement and he is right. It should be emphasized. I should have thought of that earlier.

Talked to Belinda about adding two new slides to accommodate the FlexPlus portion. She said she will try to get them done quickly.

Alinda and I began working out details for the presentation on 22 April. Rather than a straight presentation, this will most probably be a working session to explain the purpose of orientation and why certain parts are the way they are. Also, we'll listen to their comments so we can adapt parts as needed. (8 hours)

5 April 1991

Edited and refined the manual some more. Began writing a handout called "Keys to Success" which Derald would like to have given to participants. It is a list of positive attitudes and how they can help one get ahead. (7 hours)

8 April 1991

Screened new hires from the computer printout of Thrift Plan members. Alinda and I located the department and division for each person and made our own computer list so that they can be invited to attend the first round of orientation sessions. (5 hours)

10 April 1991

Ordered master slides for the master set. Edited the manual. (8 hours)

12 April 1991

Entered changes into the computer. (4 hours)

15 April 1991

Worked on the evaluation form with Alinda. This is a problem area for me because it is to be filled out by participants at the end of the presentation. This is standard ONG procedure. They do not want a follow-up evaluation. I would like to see a later thorough evaluation done (at least for the first few groups) so that it can be determined if there are any lingering problems or suggestions that new hires have. (8 hours)

16 April 1991

We decided that there should be more picture slides depicting situations so I went back to the archives to find more examples. Found another whole cache of slides about which nobody had told me. There are some fairly good shots taken during training sessions which will be usable.

Redrew some of the word slides which had come

back with errors and requested new copies. Then took the ones which were available and tested them in the projector to see how it is going to flow. (8 hours)

17 April 1991

Alinda and I found a vacant projection room and did a trial run. Spent the rest of the day rearranging slides and editing the manual. (8 hours)

18 April 1991

More computer input to set the type for the editing done in the last few days. Sent the copy to the print shop for the presentation on April 22. (8 hours)

19 April 1991

Spent the morning with Alinda rehearsing in the small projection room. We assembled the manuals and then spent the afternoon in the auditorium rehearsing and getting the tables arranged. Made final arrangements with the cafeteria management to have refreshments available during the presentation. (8 hours)

22 April 1991

Presentation day!!! Started at 7:30 a.m. to check out the auditorium and make sure the table and chair arrangements were still correct. Reconfirmed with cafeteria maintenance about food arrangements. Tested the projector and slides to make sure everything worked and that slides didn't hang up in the carousel (one does quite often because they are numbered with little paper dots and the heat from the projector tends to loosen them from the

frame).

Attendees were the Personnel Manager and four personnel specialists who will do the presenting in the future. Our purpose was to explain the purpose of the orientation, what we wanted new employees to get out of it, how we thought this could best be accomplished, and to do a run-through of the program to serve as an example. We took time out as we went to answer questions and had a general discussion period at the end for comments and suggestions. Only one suggestion for change was offered and it was a valid point. It was suggested that in the benefits section, that we move the order of "government required benefits" to the beginning of the section to achieve better contrast between what is required and what is offered.

The Personnel Manager expressed his pleasure and appreciation with the work we had done and all but one presenter was pleased. She, unfortunately, didn't like the outline format of the manual and wanted written text instead. The others felt that the outline format allowed room for personalization of the program and preferred it that way. (9 hours)

23 April 1991

Made the necessary revisions to the order of the slides and the manual. We managed to have one slide with a misspelled word despite the number of times we viewed the slides and rehearsed. Another good reason for piloting any program before presenting it. Sent that slide back to be

reworked. (6 hours)

24 April 1991

Renumbered the remaining slides and entered the changes in the manual into the computer. This was not particularly time-consuming, but I had to wait my turn for the computer and wait during several interruptions. Discussed the internship program in general with the Director of Human Resources. They are thinking of allowing more interns to come to ONG for projects. (4 1/2 hours)

25 April 1991

Checked the hard copy for all the slides to make sure they were accurate. The manual is to include a copy of all the slides so that a new presenter can familiarize himself (herself) with them before presenting. This also eliminates the need for finding a viewing room as these are not always available in the districts. Also checked the order of slides in the carousels one more time.

Sent all the slides out for reproduction and sent the manual to the print shop for reproduction. (2 hours)

30 April 1991

The slides were ready but there were not enough carousels to arrange all the sets. I prepared three sets and checked the back order for more carousels. (2 hours)

3 May 1991

Set up the remaining four sets of slides and compiled the manuals which were finally in from the print

shop. Distributed manuals and slide sets to the Personnel Manager and all the presenters. The videos will be produced sometime during May and Alinda will distribute them. (3 hours)

SUMMARY

The purpose of this project was to design an orientation program for all new employees for a statewide company. It was intended to welcome new employees to the company, to stress their importance in fulfilling the goals and objectives of the organization, and to invite them to become a part of the team.

To accomplish this, it was decided to have the whole program reflect the mission statement of the organization. The mission statement and how it functions would be presented early in the program and repeated several times throughout. The separate aspects of the program were to show how departments, policies, communication patterns, rewards and benefits work to accomplish and reflect the mission statement.

This was a complete learning experience for me. I needed to remember constantly that it was being prepared for use with men and women of all ages, backgrounds, educational levels and job positions. I had to remember that this was to give new employees an overview of the company. While it required enough detail to be understood, there were too many topics included to expect participants

to learn it all. They were to come away knowing what resources and services were available and how to find them. They were also to see how their part of the team interrelated with the other parts, and the expectations, rewards and benefits of cooperation. Balancing all these considerations required constant attention to the purpose and many revisions.

Due to the shortness of time available to complete this project, it seemed necessary to begin work quickly. While I did begin by drafting a purpose and objectives, many areas were drastically revised as time went by. If I could do it again, I would spend more initial time in research and talking with experts.

As it was, I had several experienced professionals willing to help as needed and everyone there was very supportive and helpful. Belinda Kitchens in Corporate Communications department was a major resource about makeup of slides so that pictures and words can both be used to maximum effect. Jim Dillinger in the video production studio was probably correct in requiring a tight script initially. It forced us to put the concept in the final form, while minor changes could be made later as needed.

Working with Alinda Griswold was a learning experience in itself. She has a good perspective on how something will come across when presented and could keep me on target when I was getting too detailed or off-line. She

also has a good understanding of what it takes to make a conference or training session successful and how to arrange things so that participants are comfortable and at ease enough to learn.

Everyone I worked with was very supportive and willing to point out what they felt was good as well as make helpful suggestions. As a result of the experience, I feel that I am able to design similar programs. I am more aware of my strengths and weaknesses in this area, and more aware of how to use resources.

The value of input from experts not involved in the project was impressed on me many times. They made sure that I stayed within the necessary framework and that what I said was accurate. The value of advice from those who are not experts was also impressed on me. They helped me verify whether or not I was saying what I thought I was saying. This was particularly evident when I was trying to write the glossary of terms.

Since I was not able to pilot the program or do a thorough evaluation of it, I tried to safeguard the effectiveness as much as possible by having several people review it at different stages. I hope this was sufficient.

4
VITA

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Master of Science

Thesis: AN ORIENTATION PROGRAM FOR NEW EMPLOYEES

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