

1 Welcome! Creating an Effective New Employee Orientation Program at Kansas State Libraries

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Introduction

Investment in individual success is essential to the health of any organization regardless of size, type, or mission. When a person enters a new job, the earliest days and weeks provide an opportune time to lay the groundwork for eventual success; thus, working as an organization to ensure that new employees feel welcome should be a top priority. By taking the time to properly acculturate an incoming hire to the work environment, the organization provides the tools not only for his or her daily tasks but also for career achievements and contributions to the organization. Having invested time, energy, money, and forward planning into hiring employees, it is vital to sustain this investment with equal orientation resources, and take care in preparing for a new employee's first day on the job. In return, the organization will benefit from a workforce that is motivated, well informed, and communally invested in accomplishing even the largest of goals. Kansas State Libraries (KSL) is one such organization, committed to making a strong initial investment in its new employees through development of a new employee orientation program. Designed and implemented by three current employees who sought to address some of the unique needs of the organization, KSL's program stands out as a simple and effective orientation plan that increases communication, strengthens the organization's identity, and should ultimately improve retention rates.

This orientation program provides early support, guidance, and the basic tools necessary to strengthen the foundation upon which new hires build their careers. The program's aims were to establish a consistent, organization-wide orientation program that would:

- organize essential tasks and package fundamental information for both new employees and their supervisors;
- encourage employee support and connections beyond their immediate work area;

- promote a holistic perspective on the organization;
- help the employee place himself or herself in the context of the organization;
- offer a polished end product that still allows for customization.

Many of the aims flowed from the transitional era at KSL into which the orientation program was introduced.

Setting

Located in the town of Manhattan, Kansas State University had a 2006 enrollment of more than 23,000 students. The Libraries are comprised of a main library (Hale) and five branch libraries: Fiedler Engineering Library, Math/Physics Library, Paul Weigel Library of Architecture Planning and Design, Veterinary Medicine Library, and K-State at Salina Library. Print holdings total more than 1.8 million volumes, over three million government documents, and more than 2.5 million microforms. Electronic subscriptions total more than 12,000 titles. The Libraries employ approximately 125 non-student staff, the majority of whom work in Hale Library. Departments are spread throughout Hale's 550,000 square feet and across six floors; the building's design limits interaction among units and departments. Partly due to the challenges created by lack of proximity, the organization continually struggles to optimize effective and efficient communication.

When KSL's orientation program was developed, the organization had recently entered a period of substantial transition. The arrival of a new Dean of Libraries prompted a redesign of the organizational structure, and KSL began a shift from an administrative body consisting of one dean and three interim associate deans to a more flattened structure. This opened the culture to some innovative approaches to shaping the future. With the reorganization, KSL found itself in the interesting position of initiating a hiring boom while simultaneously vacating the Director of Human Resources position. These two factors threatened to leave a large group of new employees adrift without formal guidance. With the hiring boom reaching nearly every department and unit, the organization as a whole was affected by the leadership void. Several supervisors were newly appointed with the redesign, and many of those with experience had not needed to train a new employee for years. Deciding to embrace the new organizational *Zeitgeist* and initiate change from a lower level, an *ad hoc* task force of three staff members stepped forward to create, implement, and manage a new employee orientation program until a human resources director could be hired.

Literature Review

Looking to the literature, much exists regarding employee orientation in academic libraries. In his mock memo piece, Schott highlights how *not* to treat new hires. Schott advises against overwhelming individuals with too much highly detailed information too quickly, unreasonable expectations, intimidating tasks, cumbersome bureaucracy, or the "sink or swim" approach to professional success.¹ In accordance with Schott's position, KSL's program provides a balanced, gradual transition over a reasonable period of time with sufficient personal attention and assistance along the way.

Mossman speaks to similar sensitive concerns by summarizing how a real-life orientation for NextGen librarians can help individuals "avoid trauma."² Bird recommends that library managers actively support "newer librarians by providing them with the experience and training needed to become the next generation of managers and leaders."³ Weingart, Kochan, and Hedrich outline the myriad ways by which an orientation mechanism strengthens the business of academic librarianship.⁴ In contrast, KSL's program developed from personal experiences and compassionate insight, rather than specific knowledge or understanding of business matters related to the high cost of employee turnover. These various discussions focus on individuals who hold an MLS or other advanced degree whereas KSL's program applies to all new employees regardless of rank or title. In addition, other orientation schemes tend to center on the specifics of daily job performance expectations, while KSL's program seeks to establish fundamental feelings of comfort and familiarity for both the new employee and his or her colleagues.

Many orientation discussions limit focus to a particular category of employee, type of library, or specific proficiency required of everyone regardless of unique job duties. Recognizing the inherent value and indispensable functions performed by students employed in academic libraries, Kathman and Kathman focus on training student employees to provide quality customer service, and teaching them one or more detailed aspects of their jobs.⁵ They place this orientation responsibility on supervisors and highlight the inherent benefits to job performance quality. Yessin shares how he and his colleagues met the challenge presented by staffing a new law library.⁶ His example of an all-encompassing basic orientation was designed to create a common knowledge base and high-quality patron service by familiarizing all employees with legal materials and terminology. Cooper concentrates on one vital aspect—technology training—of an employee's continual development.⁷ Cooper's focus, although universal and necessary, is narrower than the needs at KSL.

Another thread in orientation writings is the implementation of an orientation program. DiMarco speaks to new employee orientation in academic libraries, and takes a broad approach by outlining some essential elements of an orientation program.⁸ Yet DiMarco does not discuss

personal attention and the principles of one-on-one interaction considered fundamental at KSL. Omidsalar and Young present an orientation scheme for reference librarians, carefully considering practical benefits and cost savings, and emphasizing the importance of obtaining the full support of library administration.⁹ While the KSL orientation program received the complete backing of the Libraries' leadership prior to implementation, it favors individuals over pecuniary concerns. In another how-to article, Ballard and Blessing present their personal experiences at North Carolina State University Libraries.¹⁰ Their program developed over many years and was implemented in stages. Firmly rooted in theory, this formal, highly structured orientation scheme pays particular attention to issues of diversity. As it developed, they incorporated feedback and eventually hired a staff development librarian to fully implement the program. In contrast, the KSL program developed rapidly to fill an immediate need as the organization faced a tide of new hires, as well as to lay a foundation for a more complex, long-term solution.

Davis developed an extensive and formal how-to manual for libraries, and his program outline resembles KSL's project in various ways.¹¹ Similar to Davis, the KSL group began by assessing the existing organizational structure, and identifying the essential elements and program goals. In part, this assessment was informed by surveys of relatively new staff. Other similarities include the role of the immediate supervisor, a flexible timeline, and documentation such as checklists. The KSL program adds training for volunteer guides and various tours. Additionally, the KSL guide program substantially differs from the role of a permanent "mentor" who would be responsible for more long-term professional development and advising over the career lifespan. Guides are assigned to every new employee based on very deliberate criteria, and paired across departments and professional classifications for a short period of time. The differences between Davis's program and KSL's are significant, as they highlight the primacy of the unique needs of K-State Libraries at the time of the creation of the orientation program. KSL required a program that could function with no human resources' apparatus to prop it up, handle a rapid influx of many new employees, and come to fruition in a highly condensed period of organizational transition. These needs informed the objectives the task force set out to meet.

Objectives

The KSL task force had rather informal beginnings among staff members. During these casual conversations, it became apparent that a good deal of vital information, although readily available, was not passed on to new employees in any systematic manner. Rather, new employees seemed to stumble upon useful policies, procedures, or contacts through random chance, or not at all. Task force members began to survey new staff,

asking the question, "What do you know now that you wish you'd known when you started?" Pages and pages of notes later, it became apparent that something had to be done. The weight of anecdotal evidence seemed solidly in favor of creating some sort of formalized orientation program.

The task force represented the three types of employees at KSL (classified, unclassified professional, and tenure-track faculty), and although they differed in terms of professional classification, position description, department affiliation, and level of experience working in academic libraries, they shared common concerns for the new employee experience. This unique combination of viewpoints helped to strengthen and broaden the scope of the overall program. The resulting multifaceted program design allowed for personal attention within a scheduled orientation, and built structure into the process without requiring an onerous time commitment from either new or current employees.

From this grass roots beginning, the task force endeavored to build a comprehensive orientation to assist individual new employees, their supervisors, and the organization. Additionally, the group hoped to establish a set of consistent practices, increase communication across the organization, and enable thoughtful attention to distinct requirements of each new employee. This program would fulfill a specific and immediate need and the task force hoped to see it flourish once the new human resources director was hired. As of this writing, seventeen individuals have been through the orientation program, resulting in a smoother integration of these individuals into the Libraries compared to those hired before the orientation program was in place.

Planning

Even with a fairly limited scope, it was apparent that the project would take considerably more time than any of the group had anticipated. Hoping to see project time validated, the members approached KSU's Library Leadership Council (LLC) and asked to be formally recognized as a task force. When approval was granted on September 13, 2005, it was agreed that the task force would gather some preliminary information and return to the LLC with a report and an implementation plan. The imminent arrival of three new hires drove a very tight time frame (less than four months) and the need for an immediately useful, focused outcome. The task force presented its planned orientation program to LLC on November 1, 2005, and it was approved for implementation.

Seeking evidence beyond their personal experience, the task force's work began with a survey of all fourteen staff members with less than one year's employment at the Libraries. This survey was created and distributed utilizing the university's online survey system, <<https://online.ksu.edu/Survey/>>, which allowed employee anonymity. The seven-question survey was a combination of multiple choice and free-response

questions. Those surveyed were asked about specific activities during the initial weeks of employment (tours, training, etc.), orientation materials received, and the usefulness of those activities and materials. The survey also solicited suggestions for making future new employees feel more welcome and prepared to work. See Appendix 1.A for a complete list of survey questions.

Eight employees responded to the survey and the task force was not surprised to find a substantial lack of commonality in the new employees' experiences. Some seemed to get along fine, and the welcoming nature of other KSL employees was often cited in comments such as "the staff was very supportive and friendly" and "people are very nice and always willing to answer my questions without making me feel stupid." However, these positive comments were overshadowed by the disclosure of some negative experiences that conflicted with assertions of support. For example, some employees did not have basic supplies such as phone books and writing materials at their desks upon arrival, other employees still had questions about necessary tasks such as completing time sheets, and respondents also expressed the desire for more orientation with comments such as "didn't have much orientation, so in that sense it was all useful" and "I found all of the orientation materials useful. I just wish there was more."

Based on this feedback, the task force concluded that although KSL staff had the proper welcoming attitude toward new employees, the lack of a formalized program or understanding of what new employees might need were definite hindrances for the new employees as well as for the organization.

Rather than reinvent the wheel, the task force surveyed a similarly sized group of long-term KSL employees to determine whether pockets of relevant organizational knowledge existed, and ascertain whether or not there had been an orientation program in the past. This second survey was sent to fifteen employees with a range of three to twenty-plus years' employment at KSL. These individuals represented all KSL units and departments, and were likely to have taken part in orienting new employees at some point in their careers at Kansas State. The survey attempted to elicit actual current practice and identify needs as perceived by well-established personnel. This second survey was carried out using the same anonymous survey system as the one used for new employees. Out of fifteen employees, ten responded to the request. As with the responses from the new employees, the results were quite uneven, and reflected a lack of any centralized practice at KSL. The information gathered included many thoughtful suggestions for formal orientation program items, including basic help charts for computer and software information, and a structured way to learn about what other departments do on a daily basis. See Appendix 1.A for a complete version of the survey.

Program

After compiling survey results and notes from informal conversations, the task force determined that a three-pillared approach to orientation was warranted. The three pillars represent the layers of orientation necessary for a well-rounded acculturation into the organization, by addressing 1) the new employee's orientation to his or her new job, 2) the hiring department, and 3) the entire organization. Each of the three pillars is essential for the program's success. To support new employees with a multifaceted approach, these program components include tools and advice to be utilized by the new employee, his or her supervisor, a designated orientation guide from outside the new employee's department, and by the administrative arm of the Libraries.

Orientation Notebook

First, to orient the new employee to his or her job, each new employee is given a notebook presenting information universal to all KSL employees. This notebook is intended to serve as a reference tool that can be utilized beyond orientation, rather than an overwhelming, all-inclusive manual. It is organized into basic categories including fundamental facts about KSL, general policies and procedures, and some rudimentary computer training. The notebook also allows space for customization as necessitated by the unique demands of the new employee's position. The first page features a checklist of tasks and events that may be encountered during the first few weeks of employment. There is space to take notes during training or to add other useful information as discovered. By using a three-ring binder, information can easily be added, updated, or removed. Electronic versions of these documents are saved separately onto the KSL network so that notebooks can be easily updated. Names or phone numbers of individuals currently responsible for various tasks were purposefully omitted. Job titles and department designations tend to be more stable; in the event of a personnel change, or a shift of duties, the entire notebook needed not be changed. See Appendix 1.B for more information.

Orientation Checklist

The second pillar provides structure for the supervisor to properly welcome a new employee. Coordinating a new employee's workspace and pre-planning basic orientation activities prior to his or her arrival are atypical yet indispensable undertakings for all supervisors. Previously, orientation activities carried out by supervisors lacked standardization across the organization. To achieve consistency, supervisors are given a checklist of tasks and a rough timetable for their completion (see Appendix 1.C). This checklist includes tasks to be completed well before the new

hire's arrival as well as those to be completed during the initial period of adjustment. The intention is to keep all training participants on the same page and identify the person responsible for each task. In addition to the checklist, supervisors receive their own copy of the orientation notebook. This gives the supervisors further information to cover with a new employee and provides a foundation on which to add important departmental policies or procedures.

Organizational Connections

The human aspect of orientation is based on a simple, yet commonly overlooked, thoughtfulness that should go into making a new employee feel welcome. The task force wanted to dispel the anxiety of being a new employee by capitalizing on an organizational strength identified in the surveys—a warm and welcoming attitude. This led to the third and final pillar: building a connection to the larger organization. This pillar has two facets, a friendly guide and a series of brief departmental orientations.

To provide an immediate, one-on-one connection, a staff member from another department is assigned as an orientation guide. Optimally, this guide would not only work in another department, but also be situated in a space physically removed from the new employee's immediate work area. Guides are deliberately paired with new employees based on contrasting job classifications (i.e. classified paired with faculty), in an effort to bring two people together and establish communication where it might not otherwise occur. For the first four to six weeks of a new employee's career, the guide acts as an informal resource and a conduit through which other KSL areas can be introduced.

Facilities Tour

The guide's first task is to take the new employee on an intensive facilities tour. Whether working in the main library (Hale) or in a branch library, every new staff person needs to become familiar with all KSL facilities. Tours are designed with time to answer questions, point out useful tips, and highlight "staff-only" information. Guides also conduct a tour of the campus and provide basic, informal information regarding local traditions and culture. This cultural orientation is especially important to employees new to the region as well as to the Libraries. For those employees hired locally, the guide draws attention to some of the unique features of the organization and its relationship to the campus and local communities. As with the new employee and supervisor, the guide receives a copy of the orientation notebook. The guide's copy includes a building tour checklist and an orientation activities checklist in addition to the basic information received by all new employees. By providing all participants

with essentially the same resources, this coordinated effort ensures that orientations are well-rounded, consistent, and thorough.

Department Orientations

In addition to the one-on-one contact the guide program provides, the new employee's orientation involves a series of one-hour orientations to various KSL departments and units. These departmental orientations were designed to create context for the larger organization, connect faces with functions, and give at least a vague idea of future contacts for various requests and projects. Designed as overviews of a department's primary role, these sessions are a way to start understanding what other departments do and how that relates to other work at KSL. Very little of what happens in one department stays in that department; work and ideas filter out and affect the workflows of almost every other department. Since every position is different, the functions of specific departments need to be shared with respect to their relevancy to the new employee. Knowing what other departments do and having connections in them allows the new employee to feel comfortable communicating openly and equips them with an early appreciation of how the organization is put together.

Functional Orientation Sessions

Initially, eighteen supervisors were approached to participate by creating a short functional orientation for their respective areas. Basic topics were suggested, but each supervisor was free to tailor the orientation to the functions and personalities of the department or unit in question. The only firm requirements were sessions shorter than one hour presented by a permanent, non-student employee. With the tight schedule, units were given just over one month to prepare the orientation. Additionally, each was asked to choose a time and day each month to serve as a fixed orientation time (e.g. each second Tuesday at 2 p.m.). This allowed multiple new employees to be scheduled at a single orientation time for a department or unit, and reduced each unit's time commitment to no more than one hour per month.

A chart was created to log each orientation slot to avoid conflicts with other sessions or standing meetings involving a significant number of employees. In the end, some units chose to further subdivide themselves, and twenty-one orientation times were established. The complete schedule can be found in Appendix 1.B. It should be noted that since each new employee was expected to approach the orientations with consideration for the immediate needs of his or her position, no firm order was prescribed or implied by the schedule. Thus, a new employee in Circulation might need to meet with related areas such as Preservation or General Reference

fairly soon, while orientation to Library Instruction or Digital Initiatives could be deferred.

Building the Orientation Guide Program

With the notebook, checklist, and supporting documents for orientation guides and supervisors completed, and final approval granted by LLC, the task force turned its attention toward building the guide program. The task force estimated how many individuals they would require for the first round of incoming hires and sought a pool of proactive, encouraging volunteers from throughout the organization to be trained as guides. The KSL Dean issued a formal call for volunteers and some individual solicitations by the task force resulted in thirteen volunteers for the guide program.

These individuals were given guide notebooks and they provided one hour of training to explain their areas of responsibility: the facilities tour, campus tour, and discussion of KSL organizational culture. Informal meetings could also take place over coffee or lunch, and the guides were available as an information source. The training also featured an introduction to the overall goals of the orientation program, and suggested various ideas for helping an individual feel welcome. Three guides were matched immediately to individuals who began employment in October and November 2005; the rest remained in the pool for future hires. So far, twelve volunteers have guided at least one new employee, with some guides serving as many as three times. Matching guides to new employees was one part formal cross matching of employment types and work areas, and one part informal brainstorming about who might be best suited for personality and scheduling factors. Due to this process, some guide names rose to the top of the list more frequently than others. As hiring patterns rise and fall and individuals come and go from the organization, it is anticipated that additional guides will be recruited and trained.

Supervisor Training and Staff Awareness

The next steps in the implementation process were supervisor training and staff awareness. To introduce the program, the task force made a brief presentation at an all-staff meeting in mid-November 2005. Drawing on a pre-existing culture of organization-wide participation in the hiring process, the task force asked for continued staff support once new employees arrived to work. The task force shared the rationale for the program, how it grew and evolved from staff suggestions, and summarized goals and expectations for the program's future. An invitation was extended to current employees to attend any department or unit-level orientation sessions. Current employees were also encouraged to request an orientation notebook for personal use. An article in the staff newsletter

summarized the all-staff presentation, highlighted upcoming supervisor training sessions, and introduced the guide pool.

To familiarize current supervisors with the orientation program checklist, the task force offered four one-hour sessions between November 21, 2005 and December 5, 2005; all but three supervisors out of a pool of approximately thirty were able to attend a training session. It was stressed that neither the contents of the notebook nor the full program was in any way intended to replace position-specific or task-related departmental training, but rather to allow supervisors more freedom to orient their new employees.

Upon completion of the supervisor training, the implementation phase was concluded and task force duties shifted to maintenance of the employee notebook and assignment of guides. This period of intermittent focus continued until early 2007, when administration of the program passed to the newly hired Director of Human Resources and her staff.

Outcomes

To date, seventeen individuals have been acculturated to the organization using the orientation program as a framework. These individuals were surveyed to gain general impressions of the program's scope and implementation. See Appendix 1.D for survey questions. Surveys were conducted at two separate points—one at six months after implementation (five individuals), and a second round after one year (twelve individuals)—and used the same campus survey system as the pre-program surveys. In all, fourteen people completed at least part of the survey. It may be worth noting that not only did all five orientees in the first group respond, but also that their responses were more uniformly positive than those from the second group. Whether this is due to some dilution of the program over time, or idiosyncrasies of the supervisors and/or new employees is unclear.

Overall, the new employees surveyed seemed to find the program useful, but occasionally too broad in scope. A typical response showing this mixed impression was:

The entire program is ambitious, very useful, but also overwhelming for a new employee ... There are a large number of employees in the Hale Library system and a lot of names to remember. The notebook is a great idea and is very useful because it lists the teams and their members.

The majority of individuals completing the survey reported that the basics of the program were completed: they received notebooks, spent time with their guides, attended many of the departmental orientations, and completed most of the checklist items. Without exception, responses

that showed aspects of the program were not being carried out came from the second group of respondents.

What may not have been conveyed to training participants, however, were the philosophy or intentions of the orientation program as a whole. One employee commented:

I wasn't sure exactly at what point it was that I was expected to be "oriented." I wonder if instead of the process being drawn out over two months a lot of the orientation could be concentrated into a couple of weeks. Even if I didn't get to meet with every "head" person in their area, surely one could speak with another person in a given area and that might be sufficient. Then instead of feeling like I didn't "really" work here or fit here or belong here for the first two months—because I was not oriented yet—it could be two weeks, intense and then, "you have completed boot camp!" and feel officially part of things more quickly.

It seems that the program's goal of drawing employees in, rather than excluding them until orientation was "complete," was not conveyed to this individual. Another employee echoed the task force's philosophy, apparently unaware that it existed at all:

Above all, the goal of the program should be to accompany the new employee as s/he acculturates to the new work environment. Relying on the employee's department to do this is risky, especially until more is known about which departments and people do well at orienting their employees.

This same employee suggested a feedback mechanism by which both guides and supervisors could be evaluated, which would be an excellent idea for the human resources staff to implement, but one probably inappropriate for the task force, as it would involve employee performance evaluations.

From these and similar survey responses, it seems likely that when asked to accomplish something that did not quite make sense, some participants (supervisors, guides, and new employees alike) would continue to move forward without clarification. Consequently, parts of the orientation program were skipped or glossed over simply because someone did not understand how it contributed to the overall program's effectiveness. Involving human resources staff directly in the individual steps of the orientation program should work to answer these questions as they arise. These findings also indicate the need to document each step of the program to remove any ambiguity about the reasons for inclusion. Thorough descriptions of and instructions for all parts of the orientation program should lead to a better overall understanding of the role the program plays.

The survey results also illustrated that no two employees will perceive their orientation experience the same. While some found it overwhelming, others suggested that it was too brief. The task force learned from casual conversations and survey results alike that there is no single program that would adequately accommodate the idiosyncrasies of individual personalities. In trying to please a majority of participants, it is inevitable that some will still feel alienated. The task force therefore strove for the middle ground, and incorporated as much flexibility as possible.

Several questions and issues arose during the implementation of the orientation program that fell beyond the scope of the task force. Working through the various training sessions with supervisors and guides, the task force discovered a lack of supervisor training in general, especially with regard to accommodating new employees. Since the task force included neither supervisors nor human resources staff, and intended only to create an interim solution to a problem that was tied to a specific moment in the organization's history, comprehensive supervisor training was not an issue the task force could tackle. This lack of programmatic training also suggested the need for refresher training as the program continues to grow and develop in the future.

The human resources staff are on the front lines of hiring, therefore the orientation program finds a natural home with them. They have access to all of the relevant information and will be poised to begin orientation planning for each new employee on the same day an offer is accepted. The task force's efforts were often hampered because they had to track down bits and pieces of information in order to put together a full packet of information for new employees. Most of the information that is specific to the orientation program originates in human resources; updating and maintaining this information will be a much easier job for them and make the overall program more current.

Conclusion

Looking to the future, it is essential to preserve the spirit that originally conceived the program while continuing to build upon its foundation. With a director of human resources in place, tasks and training can be developed that could not have been carried out by the task force alone. Collaboration among the human resources staff and the task force should ensure that future developments and changes do not compete with the original intentions of the program. Since the program addresses some perennial, systemic problems such as communication difficulties, it should not be assumed that any of the main pillars of the program will ever become obsolete.

KSL's orientation program is intended to increase communication, strengthen organizational identity, and improve retention rates by setting an appropriate tone from the first moments of employment. Several key

elements arise that point toward this effort's eventual success. First, the program is flexible and customizable yet based on a strong framework. For example, supervisors can add information to the notebook, or employees can attend department orientations in any order, yet the fundamental information that makes the program valuable to all employees remains. A second strength of the program is its intention to introduce a cross-organizational view. In any given department, an employee will receive training regarding a specific job. Taking this idea of a deep understanding of a set of tasks, and pairing it with a larger organizational orientation allows employees to understand how their pieces fit within the entire puzzle, leading to a more nuanced, multifaceted view of the organization. Third, KSI's program emphasizes the need for human connections with the guide program. It is pivotal to make these kinds of connections within the first month of working in a new job. These three elements combine to provide a firm foundation for the new employee, and offer the organization a plan for investing in individual success. Sustaining the investment will lead to a compounded return, as these well-informed, communally invested individuals will likely seek to give back to future new employees, thus creating a cycle that can only lead to organizational success. Since "[few] have curiosity or benevolence to struggle long against the first impression,"¹² an organization that provides a thoughtful, well-conceived, and continually renewed orientation program will long see rewards from that positive first impression.

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Appendix 1.A: Pre-program Surveys

Pre-program Survey – Recent Hires

1. In what orientation activities did you participate during your first month at K-State Libraries?
2. What welcome/orientation materials did you receive upon being hired at K-State Libraries?
3. What office supplies/materials were at your desk on your first day?
4. What orientation materials or activities did you find most useful?
5. What orientation materials or activities did you find least useful?
6. What, if any, orientation materials or activities were lacking that you wish were included?
7. What one thing would you do to make new employees feel more welcome at K-State Libraries?

Pre-program Survey – Long-Term Employees

1. Does your department or unit have a formal orientation program in place for new employees?
2. If you answered yes to question #1, please describe the types of orientation activities currently in place.
3. Have you personally participated in any informal orientation/mentoring activities with a new employee? Please describe.
4. One idea under consideration for the employee orientation program is to assign each new employee an orientation "buddy" for the first month of employment. Would you be willing to be a buddy, or allow those you supervise to be buddy? Is there a limit to the amount of time you'd be willing to commit?
5. Are there any activities or materials you would like to see included in a library-wide orientation program?
6. Do you have any other thoughts about the Libraries' orientation program, past, present, or future?

Appendix 1.B: Department and Unit Orientation Schedule

	<i>Day</i>	<i>Time</i>	<i>Department/Unit</i>	<i>Contact</i>
1st	Monday	10am	General Reference	Erma
	Tuesday	10am	Math/Physics Library	Barbara
	Wednesday	9am	Weigel Architecture Library	Jeff
			Library Instruction	Sara
			Multicultural Resource Center	Rhondalyn
	Thursday	10am	Digital Initiatives	David
			Cataloging & Serials	Char
			Government Publications	Debbie
	Friday	9am	Sciences	Mike
	2nd	Monday	3pm	Veterinary Medical Library
Tuesday		10am	Microforms	Debbie
Wednesday		9am	Special Collections	Lori
			Interlibrary Loan Services	Kathy
Thursday		1pm	Preservation	Marty
			Binding	Terrell
3rd	Tuesday	10am	Administration	Stella
	Thursday	4pm	Annex	Max
	Friday	9am	Social Sciences/Humanities	Marcia
4th	Tuesday	2pm	Circulation/Reserves	Janice
	Wednesday	9am	Fiedler	Alice
			Acquisitions	Eric

Appendix 1.C: Supervisor Checklist

	<i>Task</i>	<i>To Be Done by/with</i>	<i>Done</i>
Prior	Welcome letter/packet	Admin	
	Assign & confirm orientation guide	Admin	
	Schedule meetings: (summary list – items are also in appropriate checklist section)	Supervisor	
	Lunch with dept/others (1st day)		
	HR paperwork (1st day)		
	Computer orientation with DSP (1st day – 2 hrs)		
	Guide introduction (2nd day – 1 hr)		
	Meet & Greet tour with dept member (2nd day – 2 hrs)		
	Ergonomics evaluation with Admin (1st week – ½ hr)		
	Voyager/Systems overview with DI rep (1st wk – 1 hr)		
	Voyager login with Merry (1st wk – ½ hr)		
	Building tour with Guide (1st week – 1 hr)		
	Unit/dept orientations (1st-8th wks, list below)		
	Dean (2nd-3rd wk – 1 hr)		
	AD/Dept Head (2nd-3rd wk – 1 hr)		
	Request LAN access as appropriate (select W:/folder access)	Supervisor/DSP	
	Establish GroupWise accounts and group list assignments	Supervisor/DSP	
	Submit computer request	Supervisor	
	Submit phone/data jack requests (allow 4-6 wks)	Supervisor	
	Order basic desk supplies	Supervisor	
	Order magnetic name tag	Supervisor	
	Order name plate for desk	Admin	
	Prepare HR paperwork, including signed key card	Admin	
	Schedule benefits orientation with KSU HR	Admin	
	Schedule New Faculty orientation if applicable	Admin	
	Complete LAN account application	Admin	

continued ...

Appendix 1.C continued

	<i>Task</i>	<i>To Be Done by/ with</i>	<i>Done</i>
1st day	Complete HR paperwork	Admin	
	Update staff phone directory/website	Admin	
	Welcome Lunch	Dept/Others	
	Desktop/LAN/GroupWise/Intranet orientation (allow 2 hrs)	DSP	
	Get KSU id card (photo required)	Supervisor	
	Telephone/Audix training	Supervisor	
	Tour/staff introduction in immediate work area	Supervisor	
	Orientation notebook	Supervisor	
	Job description/Employee's position within the unit and department/Role of dept & unit within library	Supervisor	
	Emergency/security guidelines for work area (building-wide procedures on intranet)	Supervisor	
	Supply storage/requests/procedures/check desk	Supervisor	
2nd day	Lunch times/break times/staff lounge/work schedule	Supervisor	
	Evaluation forms/process	Supervisor	
	Meet & Greet tour	Supervisor	
	Meet orientation guide/discuss orientation program & notebook	Supervisor/Guide	
1st week	Pay periods/leave policies/holidays	Supervisor/Admin	
	Key assignment	Admin	
	Workstation ergonomics evaluation	Admin	
	Voyager login/modules access (supervisor attends)	Merry	
	Building Tour	Guide	
	Library culture/traditions/history	Guide	
	Handbooks (dept, faculty, university, etc.)	Supervisor	
	Library hours/service point schedules/building schedules	Supervisor	
	Library organizational chart	Supervisor	

	<i>Task</i>	<i>To Be Done by/ with</i>	<i>Done</i>
	Library committees/teams overview	Supervisor	
	Library policies/procedures not covered elsewhere, if applicable	Supervisor	
	Begin unit/dept orientations	Various dept/unit representatives; see schedule.	
2nd/3rd wks	Order business cards	Supervisor	
	Training plan	Supervisor	
	Committees participation	Supervisor	
	Opportunities & challenges within the organization/Major library-wide projects review	Dean	
	Strategic Plan/Mission statement	Dept Head/AD	
	Professional development opportunities/requests, as applicable to position	Supervisor/ ProfDev Committee rep/ Classified Council rep, as appropriate	
	Campus tour	Guide	
	Community items/campus perks	Guide	
	Interview for Staff Bulletin article	Staff Bulletin writer	
1st month	All Staff meeting introduction	Supervisor/Dean	
	KSU Benefits orientation	Admin	
2nd month	Review orientation list with employee – request refreshers/additional orientation as desired	Supervisor	

Appendix 1.D: Post-Program Survey

Post-Survey: employees who participated in the orientation program, respondents total, number choosing each response in parentheses, not respondents answered every question.

1. *Did you receive a black New Employee Orientation notebook?*
 - a. Yes, on my first or second day. (10)
 - b. Yes, within my first two weeks of work. (2)
 - c. Yes, after I had been working for more than two weeks.
 - d. No. (2)
 - e. I don't know.

2. *Looking at the checklist at the front of your orientation notebook, how many of the items have you completed?*
 - a. All of them. (4)
 - b. Most of the items, less than 6 things skipped. (6)
 - c. About half of the items. (1)
 - d. Very few of the items, no more than 5 things completed.
 - e. None of them.

3. *Was there a particular group or category of items from the checklist that you have not completed (check any that apply)?*
 - a. Unit/Department orientations (1)
 - b. Activities with my guide (1)
 - c. Computer/systems items (1)
 - d. No, nothing specific (5)

4. *Is there anything additional you'd like to see as part of the orientation program?*

5. *Are there any checklist activities you completed that you think could be left out of the orientation program or that you did not find particularly valuable?*

6. *What activities did you do with your orientation guide (check all that apply)?*
 - a. Guide took me on a building or campus tour. (11)

- b. Went to coffee/lunch with my guide. (6)
- c. Used guide as a resource when I had a question. (5)
- d. Attended library gatherings/social events with guide. (5)
- e. No activities with my guide.
- f. Other activities.

7. Please identify yourself using the categories below.

- a. Classified employee (5)
- b. Unclassified professional (3)
- c. Tenure-track faculty (3)