**GRADUATE PROJECT**

**BHRM695 - Graduate Project in Human Resources**

NEW EMPLOYEE ORIENTATION AT THE UNITED NATIONS HIGH COMMISSIONER FOR REFUGEES (LEBANON) AND ITS IMPACT ON EMPLOYEE SATISFACTION

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**DEDICATIONS**

This paper is dedicated to my family: my husband, son and my parents. To my husband for his love, support and understanding. To my son for the countless moments of joy. And to my parents for passing on the qualities that helped me finish this project: perseverance, patience and sense of humor.

I also dedicate this thesis to Dr. Mohamad Mteirek who believed in my competency all throughout the project and was a real mentor with all the unlimited support and guidance that he has provided.

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**ABSTRACT**

The focus of this quantitative study is to discover whether new employee orientation has an impact on employee satisfaction.

Based on a survey conducted with employees at six offices of United Nations Higher Commissioner for Refugees in Lebanon, this paper examines the procedures taken to prepare and support a new staff when recruited, and then measures the staff satisfaction at entry level. These procedures when put together are called new employee orientation.

To facilitate this, a twelve question web-based survey was designed on survey monkey and distributed to employees working at UNHCR Lebanon offices.

The data returned was analyzed on survey monkey and SPSS. The percentages, valid percentage and frequency of each survey item were examined. In addition Pearson correlation test and significance tests were conducted to determine if there was a relationship between the employee orientation and employee satisfaction.

A strong positive correlation and strong significance was found between new employee orientation and employee satisfaction components in the survey. Thus it was concluded that new employee orientation has an impact on employee satisfaction.

Finally recommendations were made to make the orientation procedures more comprehensive and standardized among different offices, in order to ensure that employee satisfaction entry-level is sustained. Future studies can tackle whether the orientation done at organizational level affects employee satisfaction differently from the orientation done at the unit level.

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**PART I**

THE THEORETICAL FRAMEWORKCHAPTER 1: INTRODUCING THE GRADUATE PROJECT

1. **INTRODUCTION**

“When people are financially invested, they want a return. When people are emotionally invested, they want to contribute.” – Simon Sinek, Author and Professor at Columbia University.

Companies and large corporations spend fortunes on the recruitment process of a talented work force. Thus it is of utmost importance, to ensure the best initiation process which shall then ensure employee satisfaction and retention while saving the money invested.

Human Resources function has a big role here since we’re talking about hiring and support thereafter. It is in an HR manager’s basic foundation that he has to support employees to integrate into a new company until he/she completely reaches socialization.

Sumantra Ghoshal, an Indian scholar and Professor at the London Business School describes this matter by saying: “You can’t have faith in people unless you take action to improve and develop them”.

Studies revealed that one-third of employees quit within 6 months of a new job, and in general the employee turnover rate across industries was 17.5 percent, while non-for-profit organizations had rated 15.7 percent. On the other hand, 73 percent of organizations refurbish their onboarding to improve their employee retention (Hogan, 2015). These facts and figures inspire proactive organizations and human resource professionals to put special focus on developing the best orientation procedures during the hiring process so that they can attain maximum productivity and employee retention. Last but not least, designing an effective orientation program helps safeguard the resources invested during the hiring process and can pay dividends for years to come (Wallace, 2009, pp.168).

The rest of this chapter will deal with the problem of the research, the objectives, and the research assumption (hypothesis).

* 1. **Research Problem**

Competition among large companies and organizations over talented employees is fiercely growing nowadays. Thus low job satisfaction and high employee retention rates are in nobody’s favor. That being said, it is a worrying fact that 22% of big organizations don’t have a formal onboarding program (Ferrazzi, 2015). Therefore, it has been a stimulating research topic to look into United Nations Higher Commission for Refugees (UNHCR) in Lebanon as one of the most important humanitarian international organizations, to review their current new employee orientation program and study its impact on their employee satisfaction.

The research has tackled the following question: Do New Employee Orientation Procedures at UNHCR (Lebanon) impact employee satisfaction? This research question belongs to the correlational/predictive type of research questions since it is testing the correlation between new employee orientation and employee satisfaction. It is thus taking groups of variables and trying to develop a relationship between them, or in other words using them to prove an existing relationship, where one variable can predict another one.

* 1. **Objectives of the Graduate Project**

The purpose of this study was to find whether there’s a correlation between the new employee orientation procedures and the employee satisfaction at the entry level.

The results from this paper should demonstrate to the Human Resources unit at UNHCR an analysis of the impact of the current orientation procedures on their employees’ satisfaction level, in addition to recommendations on where improvement within these procedures is possible so that they can enhance their new employee orientation overall process.

* 1. **Research Hypothesis**

Redman and Mory (1933, pp.10) explain that it is unfeasible for a researcher to reach any exploration if he hasn’t specified his subject and objective in the first place. They then add that a researcher is best guided by a hypothesis concerning the interrelations of the phenomena of his study. Through this research paper, the following hypothesis statements will be tested and answered.

H0: The new employee orientation program doesn’t affect employee satisfaction at UNHCR Lebanon

 H1: The new employee orientation program affects employee satisfaction at UNHCR Lebanon

1. **OVERVIEW OF THE SECTOR/DOMAIN/ORGANIZATIONS**

The United Nations High commissioner for Refugees is an International Non- governmental organization. According to the official website of UNHCR: The office of the United Nations High Commissioner for Refugees was created in 1950, during the aftermath of the Second World War, to help millions of Europeans who had fled or lost their homes. Today, around 67 years later, the organization is still working hard on protecting and assisting refugees around the world.

The primary function at UNHCR is to protect the rights and well-being of people who have been forced to flee. UNHCR works together with partner organizations and communities to ensure that everybody has the right to seek asylum and find safe refuge in another country, as it also strives to secure lasting solutions.

For around 50 years, UNHCR’s operations in Lebanon were relatively modest, where they focused on assisting a few thousand refugees and asylum-seekers mostly from the Middle East and Africa. In 2010, UNHCR’s Lebanon office was centered mainly on meeting the needs of some 10,000 mostly Iraqi refugees.

In 2011, and due to the eruption of the crisis in the neighboring Syria, hundreds of thousands of refugees were forced to flee across the border into Lebanon, which has caused the operations of Lebanon office to grow drastically.

In Lebanon currently, there are six UNHCR offices: Beirut, Mount Lebanon, Beqaa, Tyre, Tripoli and Qobayat that work hard to respond to the needs of refugees.

UNHCR always works closely with the Government of Lebanon and numerous other national and international [partners](http://www.unhcr.org/lb/project-partnerships) in providing protection and assistance to refugees and stateless persons, as well as to Lebanese communities affected by the crisis.

In 2015, the Executive Committee at the High Commissioner’s Programme issued a circular highlighting major development in the area of human resources management. In the circular UNHCR recognizes its staff the ‘greatest resource of the Office’ (Pp. 3), and then announces the people strategy that will be followed from 2016 – 2021. Through the people strategy, UNHCR was aiming at five major goals: preparedness and diversity, performance and competence, flexibility and timeliness, care and support, and working in partnership (UNHCR, 2015, pp. 3-5).

**CHAPTER 2: LITERATURE REVIEW**

# 1. NEW EMPLOYEE ORIENTATION: CONCEPT, TYPES AND INFLUENCE

New Employee Orientation is not a new concept, nor a fancy phrase, it is a theory. New Employee Orientation is usually the gateway towards a successful recruitment process. Employee Orientation defines a company’s image in the eyes of the hired employee, and can sometimes even define whether an employee will stay or not.

# 1.1 Definition of New Employee Orientation

New Employee Orientation is a concept that has been tackled, discussed and studied richly from different lenses: some authors tackled it from a business management lens, some from a social lens and some from a psychological lens. Moreover, new employee orientation has evolved throughout history from being addressed and researched as organizational socialization, reaching to employee orientation and onboarding recently. Several authors have defined these interrelated terms, while others worked on differentiating between them.

According to Oxford Dictionaries (2018), the term orientation is defined as: “Familiarization with something”, while the term employee is defined as: “A person employed for wages or salary, especially at non-executive level”. Then the term Employee Orientation is defined in Business Dictionary.com (2018) as: “An introductory stage in the process of new employee assimilation, and a part of his or her continuous socialization process in an organization.”

One of the first studies done on orientation programs was conducted by Gomersall and Myers (1966, pp. 62-72) in Texas. The study purpose was based on the proven negative impact of anxiety among newly hired staff. Therefore, a one-day orientation program was designed to help new hires overcome their anxiety by encouraging them to keep open communication, ask questions, and think innovatively. This group’s performance was compared with another newly hired group that received the standard orientation without the anxiety-reduction additional day, to find that the former exhibited more productivity, better job attendance and high levels of competence.

Also, Louis, Posner, and Powel, (1983, pp.858) explained that socialization practices refer to the “techniques that organizations use to orient and socialize new employees”. They have also discovered that various socialization practices were related to post-entry job satisfaction, even though different practices had different effectiveness levels. In addition, they stressed on the fact that insiders can be specifically helpful since they found in their study that newcomers rated peers, senior coworkers, and supervisors as the most available and helpful sources.

In the same year, Maanen (1983, pp.2) defined Organizational Socialization as a “theory about how new skills, belief systems, patterns of action and, occasionally, personal identities are acquired (or not acquired) by people as they move into new social settings”. He further explained that it is also a concept about what kinds of issues take place in these settings when responsible people such as HR/ supervisor organize tasks and social relations for their recruits in particular ways. Thus organizational socialization is about new hires’ responses to organization demands as emphasized by the task and social organization portraying a setting.

Grabmeier (2000) explains that orientation programs are usually perceived as the boring and routine process that an employee has to pass through. However, he then assures that good orientation programs can do more than just pass along the information – it can strengthen commitment to the organization and help an organization build and maintain a strong culture.”

According to Wanberg (2012, pp.17), organizational socialization is the process through which individuals obtain the knowledge, skills, attitudes, and behaviors, required to adapt to a new role. It can pertain to an employee starting off at a new organization, or to an employee shifting to a new position. However, the term onboarding has emerged over the last decade. And thus, Wanberg distinguishes between socialization and onboarding stating that the primary differentiation is that onboarding is a narrower term than socialization. Based on information from Klein and Polin (2012, pp.268), onboarding was defined as the specific practices initiated by an organization or its agents to facilitate employee adjustment to new roles. Thus organizational socialization includes the general onboarding, but in addition to that it still covers the information seeking, learning and other adaptation processes involved in socialization on the part of the newcomer.

Dessler and Al Ariss (2012, pp.188) define Employee orientation as the procedure for providing employees with basic background information about the firm. They also go beyond that definition to specify that orientation should achieve four main things: making the new employee feel welcome and at ease, have him understand the organizations’ broad sense (it’s past, present, culture, vision, policies), making the employee clear about what is expected from him in terms of work and behavior, and helping the employee become socialized.

In addition, Mondy (2012, pp.215) explained orientation as the Initial Training & Development effort for new employees that informs them about the company, the job, and the workgroup. A good orientation program is pretty important because first impressions are often the most enduring. In actual fact, it is during the first six months of the year that a new employee decides whether to stay at the company or not. Orientation programs give companies an opportunity to get the relationship off to a good start, especially after all considerable time, money and effort have been invested into the selection process.

Blanchard and Thacker (2013, pp.376) define an effective orientation as: “a way to assimilate new hires into the company environment. When done properly, it provides the new employee with information on what is required from them, as well as some history of the firm, the company’s culture, and its strategic vision. It is actually the official launcher of the socialization process for new employees, by aiding them to learn about the organization’s system and principles.”

In regard to the time frame of the orientation period, Blanchard and Thacker (2013) explained that orientations can be short (half or one day) or much longer (a week with periodic meetings for months thereafter). Wanous and Reichers (2000) support the time frame idea by stating that with a well-defined duration, orientation programs can be freely separated from other orientation practices. This feature makes it easier to study orientation programs, particularly through field experimental studies. They have also worked on differentiating a new orientation program from a formal training by three major points: a) training is more concerned with task performance while orientation is mainly concerned with context performance, b) orientation takes place at the beginning of recruitment while training is a continuous process, and c) orientation takes place during a period of high anxiety and stress, while trainings can take place later on during calmer stages.

Klein and Heuser (2008, pp. 317) define orientation practices as: “all formal and informal practices, programs, and policies enacted or engaged in by the organization or its agents to help socialize new members”. They also state that any action taken by the organization to promote, facilitate and encourage newcomer proactivity and to maximize its effectiveness is considered to be organization orienting practice.

Wallace (2009, pp.168) explains that orientation accompanies training, but the two are not alike. Training usually focuses on specific details like what and how, while orientation emphasizes the bigger picture (why). Wallace then continues: “the first day is clearly an important part of orientation. However, as has been widely recognized, orientation is not just a first day or a single event, but a process”.

The Country office director for U.S Department of Labor and consultant, Carol A. Hacker, clarifies in a conference that new employee orientation is the precursor of onboarding (2016). She then continues that first impressions do actually count and they are everlasting, and thus managers need to be creative in their orientation programs to assure effectiveness”.

Despite the various scholarly studies and researches on orientation, many organizations still treat employee orientation as a non-priority function. Orienting employees to their workplaces and their jobs is one of the most neglected functions in many organizations (Brown, 2017). “Many managers are ignoring a very basic and simple technique for integrating people’s needs into the objectives of the organization” (Kanouse and Warihay, 1981, p.34). Klein and Heuser (2008, pp.326) even went further with the matter referring to the lack of studies that were done on the effectiveness of socialization/ new Employee Orientation practices, where they state that: “the absence of systematic research assessing the effectiveness of different socializing activities, both formal and informal, that occur during the socialization process is a major gap in the literature”. In addition Fan, Buckley and Litchfield (2012, pp.88) based on information from Ashforth, Ross and Harisson (2007) and Bauer and Ardogan (2010) highlight that research on orientation programs seems to have stagnated in recent years even as broader research on newcomer socialization has flourished.

Acevedo and Yancey (2011, pp.349) state that orientation programs are extremely influential on an employee’s development and although many organizations include such programs, few are the ones who actually utilize its full scope.

# 1.2 Types and Approaches of New Employee Orientation Programs

Different companies conduct new employee orientation programs differently. Some companies even perform orientation tasks, but they don’t necessarily name them orientation programs. Mainly there are four types of Employee Orientation that were illustrated by previous scholars. These types include:

# 1.2.1 Post-Hire Realistic Job Preview (RJP)

(Brose, 1999, pp. 25) describes it as a method by which a new hire is exposed to the characteristics and requirements of the job. Thus introducing the desirable and undesirable aspects of the job, and therefore reducing unrealistic expectations and boosting the degree of employee commitment. In the end, a new hire who chooses a job after being exposed to both negatives and positives will stay longer and will be more successful.

# 1.2.2 Expectation Lowering Procedure (ELP)

An ELP is the sister approach of realistic job preview and an addition to it, except for the fact that an ELP is not job-related, unlike RJPs. An ELP generally aims at lowering the new hire’s high expectations. They are usually composed of three major components: an explanation on how organizational expectations are built, the likelihood of unrealistic expectations and their negative outcomes, and finally explaining the fact that idealistic expectations are usually unfulfilled. (L. Nyberg *et al*., 2007)

# 1.2.3 Realistic Orientation Program for Entry Stress (ROPES)

According to Wanous and Reichers (2000), the primary focus of ROPES is to reduce new hire’s stress and anxiety during the primary entry period. They also add that ROPES program development includes three main steps: a needs assessment should be conducted to identify the main stressors at work, second an employee is provided with realistic information regarding his job, and finally newcomers are then taught some coping skills to enable them of dealing with stressors.

# 1.2.4 Self Fulfilling Prophecy (SFP)

This is also known as the Galatea programs, and it is mainly built on the idea of inducing new hires to feel higher self-efficacy relevant to their job/position. Thus, the higher efficacy is believed to create motivated employee behavior which then will lead to better performance. (Fan, Buckley and Litchfield, 2012, pp.108).

On another hand, there are two main approaches to New employee Orientation: The Japanese and the Western Approaches: The major difference between the two approaches is that New employee orientation is of much more importance to Japanese organizations because they want to build a life-lasting relationship with their employees.

According to Mestre *et al*. (1997), Japanese firms start to hire almost entirely at the entry level so that new hires can be properly capacitated and socialized into the new organization to ensure a good person-organization fit. This process might vary from 6 months to three years, unlike in western organizations where the new hire merely completes paperwork and is expected to start functioning in his role. Mestre *et al*. (1997) explain that the Japanese approach is different due to their group work approach, thus how a person is included and who trains him is a corporate responsibility, and why employees succeed and how long it takes them is also a teamwork effort. Therefore, this approach is highly dependent on the Japanese organization culture which is highly collectivist and team spirit based.

Furthermore, Mestre *et al*. 1997 explain that the Japanese approach to new employee orientation passes through five stages: The first stage occurs in the corporate training center with the goal of helping students transition to employees and acquire company values. The second stage occurs at the divisional headquarters were employees are rotated among several divisions so that they get the big picture. The third stage will also involve departmental rotation but for longer period, to get a deep understanding of the working department. The fourth stage includes an individual assessment of the employee’s strengths, weaknesses, and interests. While finally, the fifth stage occurs in a single department where the employee receives a job assignment and a thorough on-the-job training.

Contrary comes the western approach, where the new hire starts off directly in a specialty department, without going through all the general introductions first. According to Acevedo and Yancey, (2011, pp.354) most western organizations, will start in a functional specialty. Only if he or she climbed across the corporate ladder, they’ll be able to develop skills across different units. He adds that unless western organizations change their working cultures, they will not be able to embrace real orientation, despite the whole revolution on employee orientation.

In conclusion western organizations can take a few steps of the Japanese approach to assure person job fit together with a person- organization fit, however, this entails a shift in their organizational cultures: from individualistic to collectivist culture.

# 1.3 Impacts of New employee Orientation

Employee satisfaction is key to employee retention, customer retention, and the overall organizational success. Satisfaction is defined as “fulfilment of one’s wishes, expectations, or needs, or the pleasure derived from this” (Oxford Dictionaries | English, 2018). While Job satisfaction is defined as “contentment (or lack of it) arising out of the interplay of employee’s positive and negative feelings towards his/her work” (Business Dictionar.com, 2018).

The degree to which employees are satisfied with HR policies and practices can be measured using attitude surveys. These can obtain opinions on matters such as the salary, management, flow of information, communication channels, policies, treatment, besides learning and development opportunities (Armstrong, 2006, pp.67). Overall, researches to date suggest that what organizations and individuals do in the organizational socialization can make a big difference with respect to a variety of important outcomes including employee satisfaction, commitment, retention, and performance (Wanberg, 2012, pp.18).

The uncountable researches on employee orientation show that it has multiple impacts on the employee as an individual and the organization as a whole. Many scholars strived to measure these impacts that are listed below:

# 1.3.1 Increased Job Satisfaction and Organizational Commitment

Effective Orientations result in several positive outcomes for the organizations including increased job satisfaction and high commitment (Blanchard & Thacker, 2013, pp.380). Furthermore, Boettcher (2009, pp.7) explains that employee retention issues are usually traced back to the orientation process, or any lack in it, including what was included in the process, how it was done and who did it. In his opinion: “if the wrong people get hold of the new hire, they can plan poison and cause the new hire to develop preconceived ideas. These ideas can have lasting effects on the new hire, and that could lead to short-term employment”.

# 1.3.2 Reduced Start-Up Costs

Orientation helps in speeding up the learning process, and therefore reduces the costs associated with the learning period, such as the cost of learning, lack of efficiency cost, etc.). (Bacal, 2017, Brown 2017).

# 1.3.3 Socialization and Reduced Anxiety

A well-done orientation can make a great difference in reducing anxiety levels that results from entering into mysterious situations, which can also show the standards for behavior and conduct, and avoids employees from going into the stress of guessing. (Bacal, 2017, Brown 2017). Some organizations have found that employees subjected socialization programs, including the topics of politics and career management, perform better than those who have not undergone such training. (Mondy, 2012, pp.217). “An approach to reduce the anxiety is to reduce the unknowns” state Kanouse and Warihay (1981, P. 36).

# 1.3.4 Reduced Employee Turnover / Higher Employee Retention Rate

Orientation shows that the organization values the employee, and help provide tools necessary for succeeding in the job. (Bacal, 2017, Brown, 2017). Moreover, orientation increases commitment and reduces turnover, which saves money on the long run (Wallace, 2009, pp.169).

# 1.3.5 Save Time for Supervisors and Co-workers

The better the initial orientation, the less likely supervisors and co-workers will have to spend time teaching the employee (Bacal 2017, Brown 2017). Wallace (2009, pp.169) also adds that it shortens the learning curve, increases productivity and reduces mistakes.

# 1.3.6 Develop Realistic Job Expectations

It is important that employees learn early on what is expected of them, and what to expect from others, in addition to learning about the values and attitudes of the organization. (Bacal, 2017, Brown 2017)

Yet, Kanouse and Warihay (1981, pp.35) also added other mutually beneficial outcomes of orientation programs such as: beginning positive employer/employee relationship, providing uniform training guidelines, and balancing company’s productivity needs with individual self-esteem needs.

# 1.4 Trends in New Employee Orientation Programs

Different organizations have different new employee orientation approaches and checklists to complete. In addition, the time frame will also vary from one company to another. What matters is to have a confident and content employee with the amount of information that he was equipped with.

Todays’ very famous organizations, specifically their HR departments, are taking good care of the orientation process. The HR Department at Indiana University believes that the departmental orientation sets the stone for a new employee's entire career with an organization and that new employees need to know departmental-specific information. Therefore, the HR department have set up a guide on employee orientation objectives together with 58 item checklists starting from the day one preparation of welcome, passing by the office tour and the job specific information (Indiana University.com, 2010).

In addition, Boston College has paid similar attention to orientation by introducing an online guide for supervisors and new employees. They explain that the supervisor has the most immediate effect on creating a positive initial experience and work environment. Making the new employee feel welcome, providing the necessary basic information, and responding to questions and concerns are accomplished by a well-planned orientation (Boston college.edu, 2016).

According to Mondy (2012, pp. 216), orientation can occupy a new employee’s first few days on the job, some firms believe that learning is more effective if spread out over time. These firms are sensitive to information overflow and thus prefer to conduct twenty one-hour sessions on a period of two weeks rather than doing them all at once. Some organizations also assign a mentor or “buddy” for each new hire to work with them until they are settled in.

According to HR360.com (2018), the key orientation agenda items are the welcoming, the New Hire paperwork, explanation of compensation and benefits, an explanation of attendance and leave, an employee conduct session, a safety and security session, and other required trainings. While at the same time they propose three main points for the checklist: a) to notify everyone in the employee’s department that a new person is starting. b) To assign one of your employees to show your new hire the new workplace environment, make introductions and answer questions, and C) to encourage the team to welcome and support the new employee.

Moreover, Google recently created a ‘Just-In-time’ checklist that has improved onboarding results by 25%. The idea is the following: the Sunday before a new hire arrives, the new hire’s supervisor receives a reminder alert email to prompt the manager about the five small tasks with proved high impact on the productivity of new hires. These tasks include: a) have a role and responsibilities discussion, b) match the new hire with a peer buddy c) help the new hire build a social network d) set up on-boarding check ins once a month for the first six months, and e) encourage open dialogue. The main advantages of this idea is that managers act voluntarily, without HR dictating them what to do, and it’s very short and simple (Sullivan, 2015)

Another smart and new idea in the world of employee orientation was the software application that was recently designed by Urban Bound, a Chicago-based startup that helps manage relocation services for ventures and other companies (Urbanbound.com, 2015). The company provides a centralized online location for new or relocating employees to access their company-specific content, and even office specific content. Information can include any information, like frequently asked questions, such as what to wear on their first day and what documents they should sign. Jeff Ellman, the co-founder and president of Urban Bound, explains: “Moving to a new job and moving to a new city are two of the top five most stressful life events. Our goal was to find a way to solve it by technology. We built the first relocation software, and currently, we’ve signed up about one Fortune 500 company every 10 days” (Chicago.cbslocal.com, 2015).

Finally, in 2013 Aberdeen Group ran out a survey and the results showed that organizations with the best onboarding programs experience improved customer retention 16%, and increased revenue per full-time employee 17%. Thus recent consultation companies that are specialized in providing orientation/ onboarding solutions have emerged, to sell structured orientation programs and help other companies overcome their orientation challenges. Their services include program diagnostics, business case analysis, program design & Development, Hiring manager guides & tools, and implementation, planning and support (Stein, Christiansen and Hagerman, 2015, pp.16).

# 2. NEW EMPLOYEE ORIENTATION IN THE HUMANITARIAN CONTEXT

This research is about New Employee Orientation in one of the operations of the United Nations Commission for Refugees. Since this organization is an International non-governmental organization it is of utmost importance to look deeper into the definition, scope and purpose of NGOs and discover how they are different from other sectors of work in their hierarchy, constitution and approach. Then it will be of the same importance to discover previous studies looking into new employee orientation within the humanitarian context.

# 2.1 Definition of Humanitarian Non-governmental Organizations (NGOs)

Many different scholars have thrived to define organizations that work in the humanitarian domain, trying to define their role, effectiveness and their wide area of intervention. Below are different definitions that were built around the topic:

According to Lewis (2009, pp.1), non-governmental organizations are now considered main third sector actors in development, human rights, humanitarian action, environment, and other such areas of public action. He then explains that the term itself includes a wide variety of meanings, and there are other terms used for it such as “non-profit”, “voluntary”, “civil society” and “international pressure groups”. On the historical background of NGOs, Lewis explains that in 1945, the UN charter formalized the involvement of NGOs in the UN processes and activities specifically in Article 71 of the charter. This has allowed NGOs such as World Health Organizations (WHO) and United Nations Economic, Social and Cultural organization (UNESCO) to include NGOs in their charters as well.

Brett (1995, pp.96-97) explained that the term ‘non-governmental organization’ with its negative phrasing is unsatisfactory; as it could encompass any grouping that is not a government. Adding that the CSCE (Conference on Security and Co-operation in Europe) recognized NGOs as ‘those who declare themselves as such according to existing national procedures’ with a bar only on those using or publicly condoning violence or terrorism.

As government roles were reduced and redefined, this has opened new roles for NGOs to be involved in service provision. The essential explanation for the emergence of NGOs was based on their ability to offer a ‘development alternative’, through tackling poverty and unequal relationships (Turner, Hulme and McCourt, 2015).

According to the Human Development Report by UNDP; NGOs have had an impact in four main areas: advocacy on behalf of the disadvantaged, empowerment of marginalized groups, reaching the poorest, and providing emergency assistance. Moreover, the report clarifies that NGOs often manage to reach the poorest 20% of the population and those in the rural areas, where government services may be few or even non- existent. Not to forget that one important strength of NGOs is their ability to respond quickly and effectively to emergencies and their ability to empower and support people’s organizations to challenge local elites and claim their rights (UNDP, 1993, pp.8).

Moreover, the term NGO should be used as a common denominator, a collective term for, all organizations within the aid channel that are institutionally separated from the state apparatus and are not-for-profit-distributing. NGOs are now counted as a third sector in the US and in parts of Europe, following the first sector: public sector and the second sector: private sector (Tvedt, 1998, pp.16).

The United Nations Economic and Social Council (ECOSOC) defines an INGO as "any organization which is not established by inter-governmental agreement" (Resolution 288 (X) the 27th February 1950), "including organizations which accept members designated by government authorities, provided that such membership does not interfere with the free expression of views of the organizations" (Union of International Associations, 2017).

In Lebanon currently there’s a big number of non-governmental organizations existing, some are national and some are international. According to the (Ministry of Social Affairs - Lebanon, 2018), the total number of local NGOs in Lebanon in 2018 is around 3500 distributed among all Lebanese territories. However this figure doesn’t include the International NGOs such as, but are not limited to: UNHCR, UNDP, WHO, IOM, ICRC, WFP, etc.

The number of International NGOs interested to operate in Lebanon, and the number of active local NGOs in Lebanon has boosted after the Syrian war broke out and refugees started arriving to Lebanon. This is considered normal since international funding for local NGOs in Lebanon fluctuates in response to conflict and violence (Seyfert, 2014, pp.4). This increase in humanitarian operations has resulted in a huge recruitment phenomenon by NGOs and INGOs to respond to this crisis. Therefore it will be very interesting to look into a sample of the employee orientation done in one of these organizations and its impact on employee satisfaction.

# 2.2 Current Employee Orientation in NGOs

The Inter-Agency Standing Committee (2007, pp.25) mentioned employee orientation in their guidelines on Mental Health in Emergency Settings. Precisely, in the Matrix of Intervention during Emergencies, the IASC advises humanitarian organization to: “organize orientation and training of aid workers in mental health and psychosocial support” as one of the minimum response tools.

UNHCR has developed and published a recruitment brochure for internationally recruited staff (RECRUITMENT BROCHURE - General Information on Entitlements & Benefits for International Staff, 2017, pp.27). In the brochure ‘Induction and Orientation’ are one of the main issues addressed: “All newly hired staff are required to undergo an orientation process (the Induction and Orientation training) during the first 3 months of their assignment. The training package training tackles a range of topics, focusing on key operational concepts such as Accountability Framework for Age, Gender and Diversity Mainstreaming (AGDM) and Results Based Management (RBM). The Induction and Orientation training includes the online mandatory courses and a number of resources to help new staff quickly get acquainted with UNHCR and to contribute to the organization’s operational effectiveness as well as an Induction and Orientation Webinar.

In addition, UNHCR has published a separate recruitment brochure for locally recruited staff (UNHCR, 2011, pp.28). This brochure also includes important content on the new employee orientation including the UN specific induction course called: ‘Welcome to the UN – A UN system induction course’. This package was a common package for all UN agencies to support them during their orientation period and to help the staff become familiar with the goals and principles of the UN. The course also tackles the following topics: segments on UN core competencies, career development, security, the UN organizational structure and core-working programs as well as the UN reform. Also to make sure that new hires completed this web-based course, learners can test their knowledge and apply for a certificate of completion.

In a similar way, the American Red Cross also has the New Employee/Volunteer Orientation called NEVO. It is a self-study program available online that includes: an articulation demo, a module on the history of the organization, another module on the mission, structure and strategic direction another module on the key services, and a last module on the values and ethical standards of the organization. This program is 70 minutes long and its efficiency depends on whether the organization includes other aspects of orientation (American Red Cross, 2018).

Another live example is the Staff Integration Program (SIP) at International Committee of the Red Cross (ICRC). In partnership with Cross Knowledge, ICRC created a blended learning program with the aim of enabling their staff to effectively and rapidly deploy their humanitarian services when needed. The program brings together staff into a combination of distance and cooperative workplace learning activities, composed of three stages: online, face to face and work-based learning. (Tedgui, 2018).

As a conclusion, we can see that most NGOs are front-runners in training and development, with rather mediocre focus on the complete new employee orientation process. Some organizations have set complete checklists for their offices on how to embrace a new employee, while others have just focused on training and development while putting less focus on the office environment in welcoming and supporting the new employee to hold his roles. This concretely means that a new employee orientation at a Non-Governmental Organization will vary according to several factors: HR awareness and pro-activeness, the supervisor’s character, and office culture.

# 2.3 Importance of New Employee Orientation in the Humanitarian Context

New Employee Orientation is of utmost importance within any kind of organizations, however, it is specifically important in the context of NGOs due to the high stress and emergency levels.

Working in the Humanitarian Sector can be specifically stressful due to the specificity of this domain. Illustrated below are researches proving this fact, followed then by other resources proving that new employee orientation is a vital tool in reducing occupational stress and anxiety. This then verifies the importance of New Employee Orientation in Humanitarian organizations like UNHCR to reduce the famous job-related stress. In other words, since humanitarian organizations are known for the high occupational stress & anxiety, an efficient new employee orientation can help in dragging down the stress to average levels.

Colliard (2014, pp.8) in his book: *Training, Support & Follow up for Humanitarian Field Staff* explains a set of phases that an organization should follow to support their staff and reduce stress. The First and foremost phase is the ‘before a mission’ phase which as a major part of staff care best practices. He states that an organization is responsible of making the future staff aware of all the technical aspects of a mission, in addition to giving him/her a good preparation and training on stress management in a hostile environment.

According to Ehrenreich and Ager (2012, pp.5), “Humanitarian organizations today are more professionally managed and better equipped and prepared than years ago. However direct exposure to misery, the ever-growing numbers of people affected by humanitarian crises, deteriorating safety and security conditions, and limited available resources mean that humanitarian workers remain exposed to a wide variety of sources of stress.” Thus, Good Staff care has been proven to be an important asset in stress management and the prevention of traumatic and post-traumatic stress.

None the less, Colliard (2014, pp.5) states that: ‘The nature of Humanitarian fieldwork, whether in emergencies, rehabilitation or development, results in specific stress factors, which are well recognized: complex work environments requiring experienced professionals, adaptability to a variety of cultures, heavy workload and long work days, little privacy, insecurity harsh climates, and separation from family members to name a few.

The Staff Welfare section in UNHCR (2011, pp.5) recognizes that stress among humanitarian workers is a major issue and as a result has prepared several tools researching and addressing the matter and capacitating its staff. In 2011 the UNHCR staff welfare section prepared a report called *Managing Stress in the Humanitarian Emergencies* which states that: “UNHCR has become familiar with the particular stress associated with humanitarian work, and recognizes it as occupational in nature. No one responding to a humanitarian emergency is untouched by the experience”.

Krasman (2015, pp.9) explains in his guidance report that a happy and engaged employee doesn’t happen by coincidence: “The development of a truly satisfied and engaged workforce begins with a comprehensive onboarding process”. He further stresses the importance by stating that: “for today’s organizations, a robust onboarding process isn’t just a good idea, it’s a fundamental requirement for business growth and sustainability”.

In their guidelines for good practice Published by the Antares Foundation, Ehrenreich and Ager (2012, pp.19) reveal that the third core principle that Humanitarian Organizations needs to follow is Pre-assignment preparation and training in Managing stress. This principle includes four indicators; two indicators focus on a training to new hires on stress and emotional self-care before an assignment begins. The other two focus on training and evaluation to managers on stress management skills and capacities, so that they can properly support their teams.

In 2014, The Staff Welfare section in UNHCR conducted a staff well-being survey. The study found that between 25% and 38% of the respondents were classified as at risk for anxiety. However, at the same time, most participants were somewhat to very satisfied with their jobs. Job Satisfaction is moderately and negatively correlated to anxiety. This means that as the job satisfaction increases, the chance of being at risk for this health outcome decreases (Suzik *et al*., 2016, pp.7).

In addition, Suzik *et al*. (2016, pp.13) also indicate that it is clear that the context of humanitarian work is intrinsically demanding: humanitarian workers operate in complex environments characterized by protracted problems such as wars and civil strife, severe levels of poverty and famine, personal tragedies and natural disasters. Humanitarian aid workers have an overwhelming workload, lack privacy and personal space, and are separated from family and friends for extended periods of time.

Some major studies proved that an inclusive and practical orientation program greatly pays back to both the organization and the employee. Grabmeier (2000), showed in a research done in Ohio State that new employees who completed the three-hour orientation program showed a higher level of commitment to their employer than did those who skipped the program. Thus, the summary of the research was: “If employers want a committed workforce, a good orientation program is an important first step in developing that commitment” (Grabmeier, 2000).

All the above-mentioned facts support the conclusion that New Employee Orientation is definitely crucial in Humanitarian Aid domain, to mitigate its related stress to the extent possible and to avoid any trauma. Thus in order to avoid high employee turnover, manage the stress and anxiety levels among new hires in the humanitarian domain, new employee orientation is a must.

# 2.4 Secondary Data on New Employee Orientation vs. Employee Satisfaction

Uncountable studies were conducted by different researchers in the world of human development, human psychology and Human Resources, to corroborate the link between new employee orientation and employee satisfaction. Listed below are some of these studies that show the direct relation between Employee Orientation and employee satisfaction.

Rowland, Ruth and Ekot, conducted a study in 2017 with the staff of United Bank of Africa (UBA), to determine whether there’s a relation between employee orientation and employee satisfaction at work. 74 questionnaires were distributed to workers and the data were analyzed using different methods. The findings showed that employee orientation does in fact has a substantial impact on employee satisfaction at work, especially that around 75% of the respondents agreed that induction wired their sense of personal accomplishment. The study also recommended senior managers to stick to the minimum induction and orientation since it forms a groundwork for employee satisfaction at work.

Another study was conducted by Sarpong Alberta in Ghana Education Service (GES) through a survey that has targeted 101 employees in 2012. The objective of the study was to discover how employee orientation can affect the general employee performance and specifically employee satisfaction. The study revealed the Ghana Educational Service (GES) had inadequate orientation policies in their different sectors, which are also not always formalized due to lack of budget and other resources. More importantly, the second main finding was that their weak orientation program has caused low satisfaction levels among employees, showing thus a positive correlation between new employee orientation and employee satisfaction.

Also another interesting study was conducted by Meyer and Bartels (2017, pp.11) where they have examined the Impact of the four Levels of Onboarding: Compliance, Clarification, Culture and Connection on Job satisfaction besides other work attributes. A survey was designed and filled out by 734 employees of the Amazon Mechanical Turk. The Findings of the study were that employees who received the highest levels of onboarding indicated higher levels perceived job satisfaction besides other work attitudes.

Moreover, Micheal Stetzer (2006, pp.72) conducted a relevant research for his PHD in Psychological sciences at Kansas State University. The study inspected the Impact of Onboarding Information Acquisition and the impact of shared mental model of job satisfaction besides other elements. One of the main results of study showed that even from a mental model perception, a new employee experiencing onboarding shall experience a positive impact in their job satisfaction.

Based on the above researches and studies, this study will be tackling new employee orientation from the same angle. The study will address the hypothesis question: Does New Employee Orientation procedures at UNHCR affect employee satisfaction? We will discover the answers in the second part: the practical framework.

**PART II**

**THE PRACTICAL FRAMEWORKCHAPTER 3: RESEARCH METHODOLOGY**

# 1. INTRODUCTION TO THE RESEARCH METHODOLOGY

“All progress is born of inquiry. Doubt is often better than overconfidence, for it leads to inquiry and inquiry leads to invention.” Hudson Maxim (1853-1927) a U.S inventor and chemist who invented a variety of explosives state, referring to the significance of research. Redman and Mory, (1933, pp.10) define research as the systematized effort to gain new knowledge. They also add that scientific research is the experiment conducted for the discovery of new facts and their relation to other facts.

# 2. QUANTITATIVE OR QUALITATIVE METHOD USED

This study sought to identify the impact of the new employee orientation procedures on the employee satisfaction, especially at entry-level. To achieve this goal, the study examined the new employee orientation practices in UNHCR Lebanon offices. The findings were meant to help the Human Resources and Staff Welfare units to enhance the current new employee orientation procedures into a more standardized program for new hires among the six offices of UNHCR in Lebanon. For this reason the study was conducted through a quantitative method of research. The quantitative method was resembled in a survey that allowed to gather numbers and statistics on the topic. In brief the study has targeted a large group, and has strived to test one main question: Does New Employee Orientation at UNHCR impact employee satisfaction?

# 3. DATA COLLECTION METHOD

The aim of the study was mainly to ascertain the effect of employee orientation on their employee satisfaction. Thus, the chief data gathering instrument of the survey was a five-minute structured questionnaire which was designed with the objective of the study as its backbone. The questionnaire was composed of three main parts: first the personal profile details, second: the components of the current employee orientation procedures, third: employee satisfaction with the orientation procedures and their further suggestions. The questionnaire included 12 questions: 11 closed questions and 1 open ended question. The closed questions are divided as follows: 2 dichotomous questions, 5 multiple choice questions, and 4 Likert’s 5 point scale questions, out of which 2 are with a not applicable (N/A) choice. All questions are all clearly mentioned in appendix A.

The target population of the study was large, and geographically dispersed, since it involved staff of UNHCR in its 6 different offices in Lebanon, that are located in different regions in Lebanon. Therefore, the research tool used was a web based survey. The survey was designed on survey monkey website and sent to all staff on their UNHCR email address, so that they can fill anonymously and thus confidently. A cover letter was included in the invitation email to explain the idea and objectives of the survey to the potential participants. When the surveys were sent, the staff were asked to fill the survey within a maximum of 7 days.

When the survey was announced to the employees, a duration of one week was given as a completion phase. The use of survey design facilitated data collection from such a large number of respondents, and helped capture a good amount of data ready for analysis.

# 4. POPULATION AND SAMPLING

The theoretical population for this study is Employees in the Humanitarian sector in general. For reasons of comprehensive and more representative sampling, the study population was taken as the entire UNHCR Lebanon operation workforce, which pertains to an estimation of 600 employees. The population of study included all categories of employees comprising, entry level, and junior and senior management employees. This means that the people who participated in the new employee orientation feedback survey were employees from the six offices and different levels at UNHCR Lebanon.

In the study, the sample drawn from the population, was a voluntary sample, where a questionnaire was built online, and subsequently all the individuals of the study population were invited through a broadcast mail to take part in it, on their own accord. This type of sampling is known as self-selection sampling and it is one of the main types of non-probability sampling.

The instrument used for the study was a web based, self-administered questionnaire, since all UNHCR Lebanon staff have hundred percent access to the internet and all have professional emails. The questionnaire was designed in English and in Arabic as well. Since some staff felt more comfortable with the Arabic language and thus this ensured a higher response rate.

The Country-level HR unit has given this study access to the study population and has also urged staff to fill the survey, however participation remained completely voluntary. No consequences would entail employees choosing not to fill the survey. Thus we can say that a voluntary sampling method was followed. According to De Pedraza, Tijdens and De Bustillo (2007), a continuous voluntary web survey aims to collect data from a population, where every individual has the same probability of being selected. This makes it then very easy to the researcher to analyze and conclude on the expanded population using the standard inference procedures.

The total respondents comprise the sample of the study, which is a sample representing 6 different offices, different hierarchical levels and different units: logistics unit, protection unit, shelter unit, registration unit, program unit, project control unit, administrative unit…etc. Thus we can say the sample results can be generalized over the whole UNHCR Lebanon, since it is inclusive and representative.

# 5. STUDY LIMITATIONS

* Research on new employee orientation is a wide topic, with many several components and different styles. Thus it was somewhat difficult to decide which components to measure, especially that there’s no sole official checklist for orientation, since different organizations have their different ways of doing it.
* There was a probability of participants answering the satisfaction-related questions with some biases. We are measuring early stage entry level satisfaction, for some staff this has happened a while ago. This periodic gap will leave room for other different factors to affect a respondents’ answer, especially their current general satisfaction level.
* The method of self-selection brings in another probability of bias as well. Thus the decision to participate can hold within some bias regarding the characteristics or traits of the participants.
* Web based surveys usually have high rates of non-response. In this study, we followed the process of non-controlled self-selection, were some persons have completed the questionnaire, and some other weren’t interested to complete it.

CHAPTER 4: FINDINGS AND RESULTS

# 1. DATA ANALYSIS METHOD

This part of the project explains the study’s data analysis methodology. Various statistical analyses were used in this study. First the data collected by Survey monkey was exported to Windows excel. The text responses of the participants were then given a numerical code. This data was again exported to Statistical Program for Social Science (SPSS). SPSS was used to obtain the frequency, percent, and valid percent of each survey item, as well as mean of means of selected variables. In addition SPSS was used to conduct the Pearson correlational test which is the tool that has allowed to test the hypothesis proposed for this study. In this test, the significance threshold was set at 0.05, i.e. only an error range less than 5% would be accepted, and otherwise the research will be considered non-significant.

This part will look at the appearance, analysis and interpretation of data collected. Using the data collection methods mentioned earlier, the data will be synthesized and edited to reach comprehensive reading, in order to reach reliable conclusions.

# 2. FACT FINDING RESULTS

This study was concerned with examining the relationship between new employee orientation and employee satisfaction in UNHCR Lebanon. This was done by developing a 12 question web based survey that was sent to 594 staff of UNHCR Lebanon.

Of the 594 subjects who were asked to participate in this survey, 121 chose to participate. This resulted in a response rate of 20.4 % and a non-response rate of 79.6 %.

111 respondents chose to fill the English version of the questionnaire, while 10 chose to fill the Arabic version of the questionnaire.

The purpose of this section is to examine the objective of the study by providing the statistical results of the survey.

It is worth mentioning again that the main objective of the study was to study the correlation between new employee orientation and employee satisfaction. Thus, in order to tackle this objective, the statistical figures from the survey were thoroughly processed and analyzed. In the survey there were a total of 24 variables. 7 variables were on bio-data information (age, gender, etc.), 15 variables were related to new employee orientation components, and 2 variables measured employee’s overall satisfaction with the new employee orientation. Also, out of the 24 variables, 7 were nominal and 16 were scale measurements, while one was not included on SPSS.

Using SPSS several tests were conducted including the Pearson correlation test, mean of means of variables and level of significance. Results will be demonstrated in the below sections along with their comprehensive meanings.

**2.1 Personal Profile of Respondents**

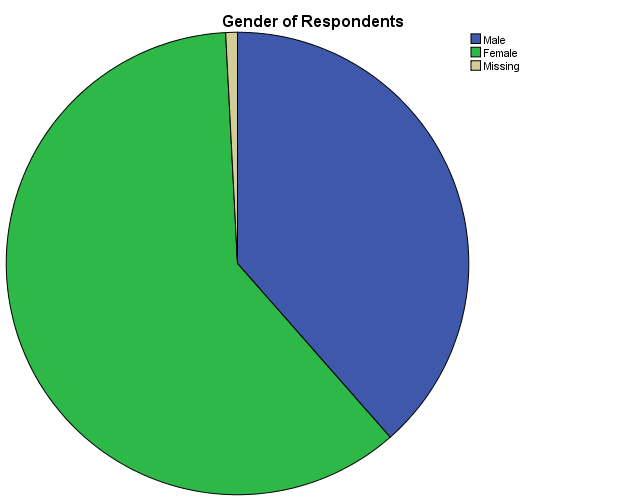
Respondents were asked to provide data on 7 personal variables. These variables included Gender, Age, Education, Employment Category, Type of Contract, Duty Station, and years of experience with UNHCR Lebanon.

**2.1.1 Gender of Respondents**

The Distribution of the respondents’ age is demonstrated below in table 1 and figure 1

**Table 1 Breakdown of Respondents by Gender**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 47 | 38.5 | 38.8 | 38.8 |
| Female | 74 | 60.7 | 61.2 | 100.0 |
| Total | 121 | 99.2 | 100.0 |  |
| Missing | System | 1 | .8 |  |  |
| Total | | 122 | 100.0 |  |  |



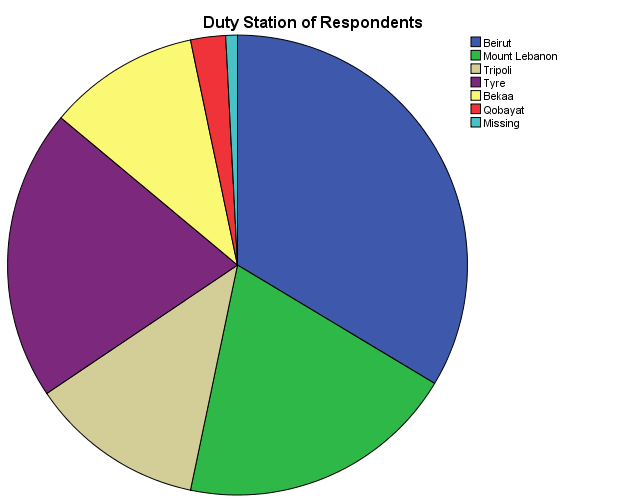
**Figure 1 Breakdown of Repsondents by Gender**

As illustrated in table1 and figure 1, the majority of survey respondents were females reaching to 61.2%, met by 38.8% of male participants. However, 1 respondent didn’t complete this question and thus we have missing value of 0.8%. Therefore, it was important to look into the valid percent row and not the percent row, since the former excludes the missing values and take only the valid ones.

**2.1.2 Duty Station of Respondents**

The Distribution of the respondents’ duty stations is demonstrated below in table 2 and figure 2.

**Table 2 Breakdown of Respondents by Duty Station**



**Figure 2 Breakdown of Respondents by Duty Station**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Beirut | 41 | 33.6 | 33.9 | 33.9 |
| Mount Lebanon | 24 | 19.7 | 19.8 | 53.7 |
| Tripoli | 15 | 12.3 | 12.4 | 66.1 |
| Tyre | 25 | 20.5 | 20.7 | 86.8 |
| Bekaa | 13 | 10.7 | 10.7 | 97.5 |
| Qobayat | 3 | 2.5 | 2.5 | 100.0 |
| Total | 121 | 99.2 | 100.0 |  |
| Missing | System | 1 | .8 |  |  |
| Total | | 122 | 100.0 |  |  |

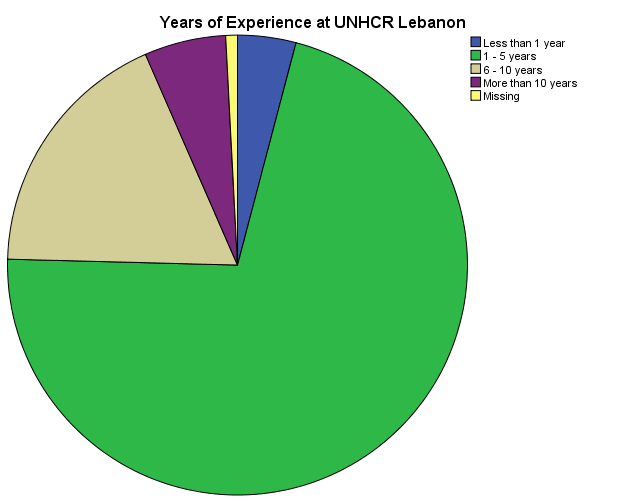
As presented in table 2 and figure 2, the majority of respondents were those working in Beirut Office (33.9%), with a frequency of 41 respondents. The second rank were respondents working in Tyre (20.7%, 25 respondents), followed by Mount Lebanon (19.8%, 24 respondents), then Tripoli (12.4%, 15 respondents) and then Bekaa (10.7%, 13 respondents). The minority group was respondents working in Qobayat office with only 2.5% (3 respondents).

**2.1.3 Years of Experience at UNHCR**

The Distribution of the respondents’ years of experience at UNHCR is demonstrated below in table 3 and figure 3.

**Table 3 -Breakdown of Respondents by Years of Experience**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Less than 1 year | 5 | 4.1 | 4.1 | 4.1 |
| 1 - 5 years | 87 | 71.3 | 71.9 | 76.0 |
| 6 - 10 years | 22 | 18.0 | 18.2 | 94.2 |
| More than 10 years | 7 | 5.7 | 5.8 | 100.0 |
| Total | 121 | 99.2 | 100.0 |  |
| Missing | System | 1 | .8 |  |  |
| Total | | 122 | 100.0 |  |  |



**Figure 3-Breakdown of Respondents by Years of Experience**

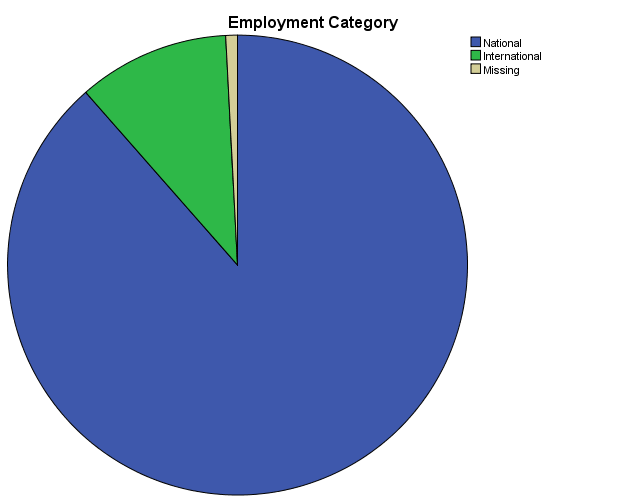
The data presented in table 3 shows that the majority of respondents held between 1-5 years of experience with UNHCR (71.9%) with a frequency of 87. The second category was ranked by 6-10 years of experience (18.2%, 22 respondents). While the third and the forth categories were ranked by more than 10 years (5.8%) and less than one year (4.1%, 5 respondents).

**2.1.4 Employment Category**

The Distribution of the respondents’ employment category is listed below in table 4 and figure 4.

**Table 4 Breakdown of Respondents by Employment Category**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | National | 108 | 88.5 | 89.3 | 89.3 |
| International | 13 | 10.7 | 10.7 | 100.0 |
| Total | 121 | 99.2 | 100.0 |  |
| Missing | System | 1 | .8 |  |  |
| Total | | 122 | 100.0 |  |  |



**Figure 4Breakdown of Respondents by Employment Category**

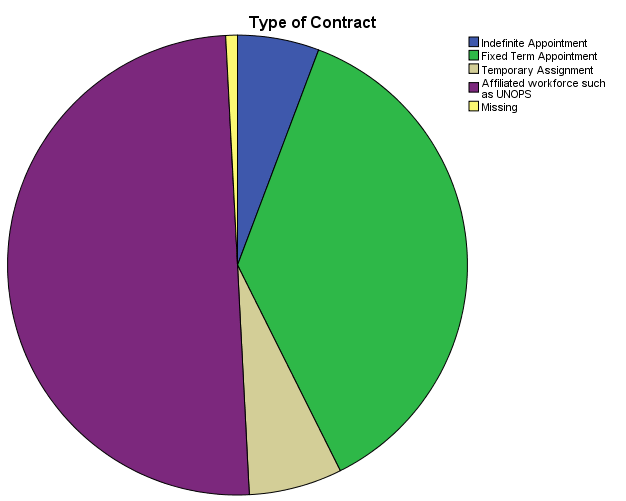
By looking into the data presented in table 4, it is noticed that majority of the respondents were nationally recruited staff (89.3%) with a frequency of 108. While minority of respondents were internationally recruited staff (10.7%, 13 respondents) only.

**2.1.5 Type of Contract**

Detailed figures are presented on type of respondents contracts in table and figure 5.

**Table 5 Breakdown of Respondents' Type of Contract**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Indefinite Appointment | 7 | 5.7 | 5.8 | 5.8 |
| Fixed Term Appointment | 45 | 36.9 | 37.2 | 43.0 |
| Temporary Assignment | 8 | 6.6 | 6.6 | 49.6 |
| Affiliated workforce such as UNOPS | 61 | 50.0 | 50.4 | 100.0 |
| Total | 121 | 99.2 | 100.0 |  |
| Missing | System | 1 | .8 |  |  |
| Total | | 122 | 100.0 |  |  |



**Figure 5 Breakdown of Respondents' type of contract**

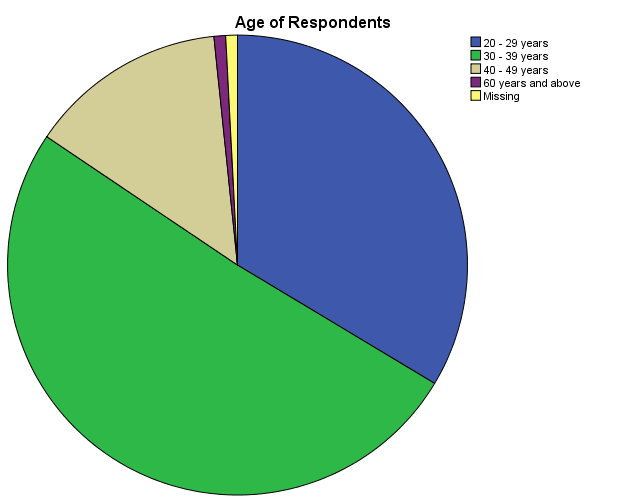
The table and figure above demonstrates that around half of respondents of the survey were affiliated work force, holding UNOPS contracts with a percentage of 50.4% (61 respondents). The remaining half was distributed between 37.2% for respondents holding fixed term contracts (37.2%, 45 respondents), followed by fixed term appointment contract-holders (6.6%, 8 respondents), and finally the Indefinite Appointment group (5.8%, 7 respondents).

**2.1.6- Age of Respondents**

The distribution of respondents’ age is listed below.

**Table 6 Breakdown of respondents' ages**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 20 - 29 years | 41 | 33.6 | 33.9 | 33.9 |
| 30 - 39 years | 62 | 50.8 | 51.2 | 85.1 |
| 40 - 49 years | 17 | 13.9 | 14.0 | 99.2 |
| 60 years and above | 1 | .8 | .8 | 100.0 |
| Total | 121 | 99.2 | 100.0 |  |
| Missing | System | 1 | .8 |  |  |
| Total | | 122 | 100.0 |  |  |

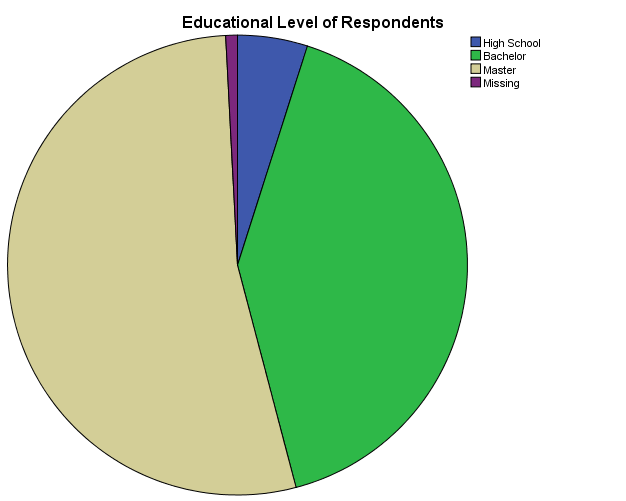
**Figure 6 Breakdown of responents' Age**

According to the data presented in table and figure 6, the lead age group of respondents was found to be 30 – 39 years (51.2%), a frequency of 62. The age-group 20-29 years was the second ranking group with a percentage of (33.9 %), followed by the age group 40-49 years old age group with a percentage of (14 %). The smallest age-group was those who are 60 years and above with only 1 respondent (0.8 %).

**2.1.7. Educational Level**

The distribution of the highest educational level attained by the respondents is presented in table and figure 7.

**Table 7 Breakdown of respondents' Educational Level**



**Figure 7-Breakdown of respondents' Educational Level**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | High School | 6 | 4.9 | 5.0 | 5.0 |
| Bachelor | 50 | 41.0 | 41.3 | 46.3 |
| Master | 65 | 53.3 | 53.7 | 100.0 |
| Total | 121 | 99.2 | 100.0 |  |
| Missing | System | 1 | .8 |  |  |
| Total | | 122 | 100.0 |  |  |

It was revealed by the data presented in table 4.2 that the dominant highest formal education level is the Master’s Degree Level (53.7%, 65 respondents). Respondents with a Bachelor Degree followed directly with a percentage of (41.3%) a frequency of 50. The third most dominant educational level was the high school degree level (5%). Finally none of the respondents held elementary, intermediary nor PHD degrees which were also among the listed options for this variable.

**2.2 Testing the Hypothesis**

The study survey included 15 components of orientation that are conducted at UNHCR Lebanon. Out of these 15 components, 9 were being conducted at an office level and 6 were conducted at a unit/department level, however they all formed one group of orientation components. Respondents were requested to specify satisfaction level with these procedures, however they also had the option to choose N/A if that procedure didn’t occur in their case.

The following parts will include an analysis of the general satisfaction levels with the orientation procedures and then we will compare these satisfaction levels taking different variables separately.

Since the research studies the relationship between two groups of continuous variables, i.e the relationship between new employee orientation and employee satisfaction, the Pearson linear correlation test was chosen to measure this relation.

Pearson's linear correlation coefficient is used to measure the change in the dependent variable when the values ​​of the independent variables have changed or vice versa. It is usually used in the case of large samples and quantitative data and it has the following characteristics:

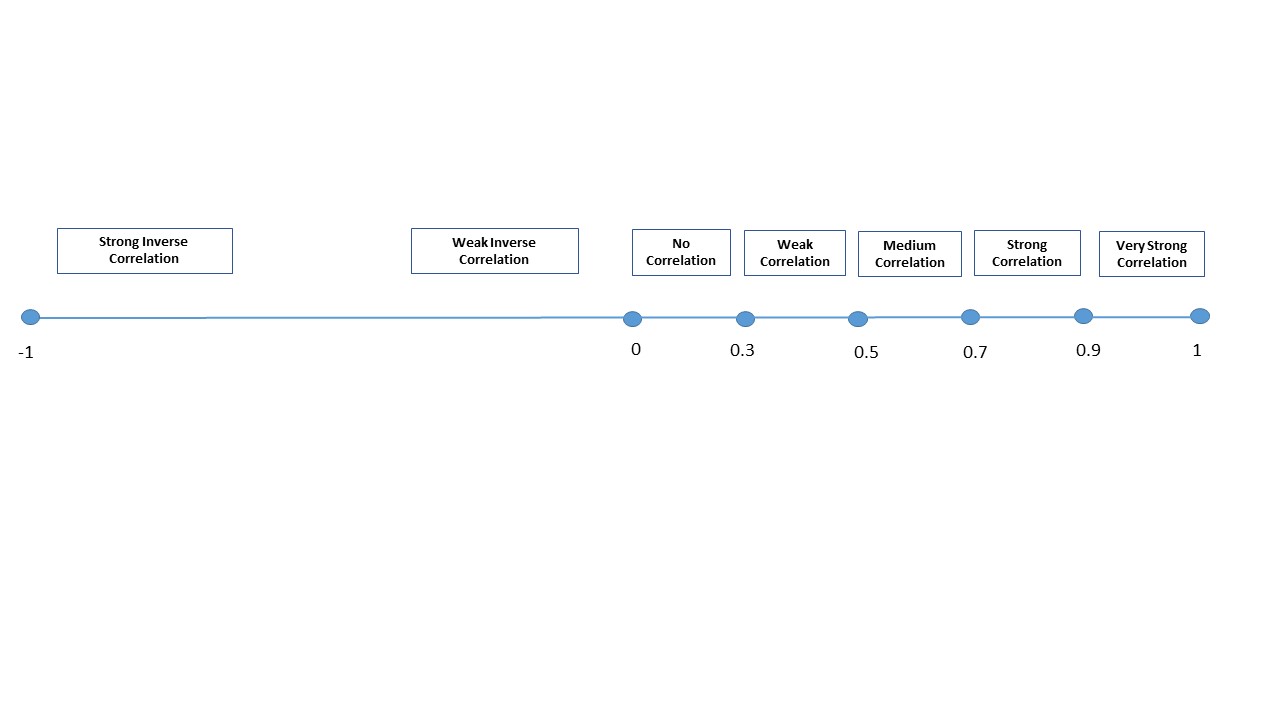
• Its value is zero, when the two phenomena are completely independent.

• It has a positive value, when there’s a direct relationship between the two variables.

As the value moves towards +1, it signals a stronger correlation, while it gets weaker as it moves towards zero.

• It has a negative value when the correlation is inverse, and the correlation gets stronger as it moves towards -1 and weaker as it moves towards zero.

This is illustrated in the figure below.



**Figure 8 - Pearson's Correlation Line**

The table below illustrates the results of the Person Correlation Test between the orientation variables and satisfaction variables, in addition to the statistical significance.

**Table 8- Pearson Correlations Test Results**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
|  | | satisfaction | orientation |
| satisfaction | Pearson Correlation | 1 | .702\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 96 | 96 |
| orientation | Pearson Correlation | .702\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 96 | 96 |
| \*\*. Correlation is significant at the 0.05 level (2-tailed). | | | |

The Pearson Correlation test result on SPSS also known as Pearson’s r was 0.702, which is a positive result that signals a strong direct correlation between UNHCR’s new employee orientation procedures and general employee satisfaction. The table also shows that the statistical significance level was found to be is 0.000, i.e. p<0.05. This explains that in our study we found a significant relationship between new employee orientation and employee satisfaction.

As mentioned earlier in the data analysis method part: the significance threshold for this study was set at 0.05. This means that only a statistical significance of less than 0.05 would be accepted. And usually a p of 0.05 means that there’s a 95% chance that the results reached are true, and only a 5% chance that the result might not be true. A positive statistical significance means that the results are likely not due to random chance.

In a nutshell, the above proves the fact that there’s a strong, direct and significant correlation between new employee orientation and employee satisfaction. This strongly ascertains the hypothesis H1: The new employee orientation program affects employee satisfaction in UNHCR Lebanon and rejects the null hypothesis.

**2.3- Mean of Orientation Variables**

The table below shows the general mean of responses to each of the 15 orientation procedures included in the survey. This will help us read the average result for each orientation component asked in the survey.

In the section of the means analysis, all the values of didn’t occur (N/A) were turned into Neutral values, so that we can calculate the mean, since within Likert scale we can consider the non-occurrence of a variable as a neutral value.

The analysis was done based on 4 degrees; 1 – 2, 2 – 3, 3 – 4, and 4 – 5, which means that we have 5 choices 1, 2, 3, 4 and 5.

**Table 9- Means of Orientation Variables**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **variables** | **Frequency and valid percent** | **1**  **Strongly dissatisfied** | **2**  **dissatisfied** | **3**  **Neutral** | **4**  **Satisfied** | **5**  **Strongly Satisfied** | **mean** | **result** |
| **I received a scheduled orientation session** | Frequency | 5 | 9 | 44 | 25 | 13 | 3.33 | **Neutral** |
| percent | 5.2% | 9.4% | 45.8% | 26% | 13.5% |
| **I received a useful orientation handbook** | Frequency | 9 | 20 | 45 | 13 | 9 | 2.93 | **Neutral** |
| percent | 9.4% | 20.8% | 46.9% | 13.5% | 9.4% |
| **I received a tour around the duty station and/or unit** | Frequency | 7 | 5 | 23 | 38 | 23 | 3.68 | **Satisfied** |
| percent | 7.3% | 5.2% | 24% | 39.6% | 24% |
| **I was Introduced to fellow team members** | Frequency | 4 | 1 | 13 | 47 | 31 | 4.04 | **Satisfied** |
| percent | 4.2% | 1% | 13.5% | 49% | 32.3% |
| **I was Introduced to organization goals and mission** | Frequency | 4 | 10 | 30 | 27 | 25 | 3.61 | **Satisfied** |
| percent | 4.2% | 10.4% | 31.3% | 28.1% | 26% |
| **I received support while completing HR paperwork and forms** | Frequency | 4 | 9 | 23 | 29 | 31 | 3.77 | **Satisfied** |
| percent | 4.2% | 9.4% | 24% | 30.2% | 32.3% |
| **I received a session on safety procedures** | Frequency | 4 | 3 | 19 | 36 | 34 | 3.97 | **Satisfied** |
| percent | 4.2% | 3.1% | 19.8% | 37.5% | 35.4% |
| **I received a clear and understandable presentation of benefits package** | Frequency | 9 | 14 | 32 | 24 | 17 | 3.27 | **Neutral** |
| percent | 9.4**%** | 14.6**%** | 33.3**%** | 25**%** | 17.7**%** |
| **I used the optional Staff Welfare briefing upon arrival** | Frequency | 14 | 7 | 56 | 8 | 11 | 2.95 | **Neutral** |
| percent | 14.6**%** | 7.3**%** | 58.3**%** | 8.3**%** | 11.5**%** |
| **I was nicely welcomed by my immediate supervisor** | Frequency | 2 | 7 | 11 | 25 | 51 | 4.21 | **Strongly Satisfied** |
| percent | 2.1**%** | 7.3**%** | 11.5**%** | 26**%** | 53.1**%** |
| **My team members were kind and welcoming** | Frequency | 2 | 5 | 11 | 31 | 47 | 4.21 | **Strongly Satisfied** |
| percent | 2.1**%** | 5.2**%** | 11.5**%** | 32.3**%** | 49**%** |
| **I received a proper explanation of department policies and procedures** | Frequency | 3 | 11 | 25 | 32 | 25 | 3.68 | **Satisfied** |
| percent | 3.1**%** | 11.5**%** | 26**%** | 33.3**%** | 26**%** |
| **I received a proper explanation of my role and responsibilities** | Frequency | 6 | 8 | 18 | 33 | 31 | 3.78 | **Satisfied** |
| percent | 6.3**%** | 8.3**%** | 18.8**%** | 34.4**%** | 32.3**%** |
| **I was provided with the tools and resources needed to do my job well (phone, desk, PC, etc)** | Frequency | 4 | 4 | 13 | 36 | 39 | 4.06 | **Satisfied** |
| percent | 4.2**%** | 4.2**%** | 13.5**%** | 37.5**%** | 40.6**%** |
| **I received a proper on-the-job training** | Frequency | 6 | 11 | 31 | 27 | 21 | 3.48 | **Satisfied** |
| percent | 6.3**%** | 11.5**%** | 32.3**%** | 28.1**%** | 21.9**%** |
| **Total mean** | | | | | | | **3.66** | **Satisfied** |

By looking in general at the above table, we can realize that the 15 orientation responses received mean results as follows: 4 procedures received a neutral answer, and 2 procedures received strongly satisfied and all the remaining 9 orientation procedures received a satisfied average result. In addition we can also look at the final mean of responses to all the 15 orientation procedures and the result was 3.48, i.e. satisfied. This clearly shows that in general employees at UNHCR Lebanon are perceiving the new employee orientation process quite positively, with the chance of some enhancements in a few areas to reach maximum satisfaction.

By Looking at variable 1, when employees were asked whether they received a scheduled orientation session majority of the respondents remained neutral (45.8%) followed by 26% respondents mentioning that they were satisfied, and 13.5% extremely satisfied.

The mean of the responses was neutral, which shows that employees were neither satisfied nor dissatisfied regarding the ‘scheduled orientation session’. Thus UNHCR Lebanon is recommended to put more efforts to assure that a schedule orientation session always takes place, in a standardized manner.

Looking at the variable 2, when participants were asked whether they received a useful handbook during the orientation process, 46.9% of the total participants remained neutral, while 20.8% were dissatisfied, followed by 13.5% who mentioned that they were satisfied. The mean of responses to this variable was 2.93, which corresponds to Neutral. Thus UNHCR Lebanon can enhance these results by ensuring that every single new employee arriving to UNHCR receives a standardized orientation handbook.

As for variable 3, participants were asked whether they received a tour around the duty station, and here the answers came as follows: 39.6% were satisfied with the matter, while 24% were strongly satisfied and another 24% remained neutral. The total mean of the responses was 3.68 which means that in general staff are satisfied with this component.

When staff were asked whether they were introduced to team members in variable 4, the mean of the responses was 4.04, which means that in general employees were also relatively satisfied with this component.

In variable 5, participants were asked whether they were introduced to organizational goals and mission upon recruitment and how satisfied they were with that. The mean of responses reached 3.61, which corresponds to staff being satisfied in average.

Looking at the variable 6 of the orientation components, participants were asked whether they received proper support while completing the HR paperwork and forms, the majority of respondents mentioned that they were strongly satisfied (32.3%), while 29 respondents chose that they were satisfied (30.2%), while 23 respondents remained neutral (24%). Yet minority of respondents (9.4%) and (4.2%) were dissatisfied and strongly dissatisfied.

Also, looking at the variable 7 which asks participants if they have received a session on safety procedures, and again the mean of responses was also pertaining to level of satisfaction (3.97).

However in procedures 8 and 9, related to presentation of benefits package and using the optional staff welfare, the means for both variables indicated neither satisfied nor dissatisfied.

This means that UNHCR can do some changes to enhance the perception towards these two components. Probably a more detailed explanation is needed on entitlements package, in addition to a thorough explanation on the importance of staff welfare’s optional session.

Looking at variables 10 and 11, which pertain to nice welcome by supervisor and kind welcome by colleagues, the mean responses for these two hit a very high score 4.21. This number indicates that average of responses were distributed more towards strongly satisfied. This also reflects that there’s a positive and warm working environment among different working team units at UNHCR Lebanon.

The final four orientation variables were related to receiving proper explanation of department policies, receiving proper explanation of roles and responsibilities, providing tools and resources, and receiving a proper on-the-job training. All these variables received high scores, which was interpreted as employees being satisfied with these components.

**2.4 Means of Satisfaction Variables**

**Table 10- Means of Satisfaction variables**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | Frequency and valid percent | **1**  **Strongly Dissatisfied** | **2**  **Dissatisfied** | **3**  **Neutral** | **4**  **Satisfied** | **5**  **Strongly Satisfied** | **Mean** | **Result** |
| **the orientation process has helped me to integrate into the organization and to begin building relationships** | Frequency | 6 | 18 | 31 | 32 | 9 | 3.21 | Neutral |
| percent | 6.3% | 18.8% | 32.3% | 33.3% | 9.4% |
| **How would you rate your overall experience in the orientation process?** | Frequency | 8 | 21 | 27 | 35 | 5 | 3.08 | Neutral |
| percent | 8.3% | 21.9% | 28.1% | 36.5% | 5.2% |
| **Total mean** | | | | | | | **3.14** | **Neutral** |

Two main questions were asked to measure satisfaction: the first was whether the orientation process has helped the staff to integrate and begin building relationships, which helps measure the employee satisfaction at entry level. The other question was to rate the overall experience in the orientation process which also helps give insights about how satisfied the employee was when he/she finished orientation process and was heading towards starting his job officially.

Looking at the table above, when asked whether the orientation process has helped the employee to integrate and build relationships in the organization, 32 (33.3 %) respondents mentioned that they were satisfied, and 9 respondents mentioned that they were extremely satisfied (9.4%), while 31 respondents (32.3%) remained neutral. In addition 18 respondents mentioned that they were dissatisfied (18.8%), while a minority of 6.3% answered that they were strongly dissatisfied.

The mean result for the responses on this variable, are 3.21 which corresponds to a neutral answer. Thus in general, employees were neither satisfied nor dissatisfied regarding how the orientation process helped them integrate and build relationships. This shows that UNHCR needs to put some more efforts in making the general orientation procedures more personalized and more employee-focused than being organizational focused. This issue will be tackled in details in the recommendations part.

Moving to the second variable on satisfaction, when respondents were asked about their general experience with the orientation process answers came as follows: 35 respondents (36.5%) mentioned that they were satisfied while 5 respondents (5.2%) mentioned that they were strongly satisfied. These were followed by 27 respondents (28.1%) who remained neutral, and 21 respondents (21.9%) were dissatisfied, while 8 respondent (8.2%) have clearly mentioned that they were strongly dissatisfied.

Again when computing the mean of the responses to this satisfaction variable, we find that it is 3.08 which corresponds again to a neutral level. This shows that participating employees are in general neither satisfied nor dissatisfied in their overall experience with the orientation process. This indicates that UNHCR Lebanon have a lot of room for boosting employee satisfaction, at entry level, by enhancing their new employee orientation process in general.

**2.5 Analysis of Respondents’ Suggestions**

The last question of the survey, asked respondents to give their suggestions to UNHCR to enhance the new employee orientation process. And since this question is qualitative in type, it was not inserted and analyzed on SPSS. However, suggestions were grouped per topic and mentioned below. The suggestions were also incorporated in the recommendations part whenever possible.

In the suggestions section, a total of 90 responses were received, out of which 52 included valid responses. While 38 responses included N/A or none responses.

* Two suggestions address the orientation process in general. One simply advised to assure that all the mentioned orientation procedures of the survey are applied. Two other suggestions were that orientation has to be done in a standardized manner and formalized manner. In addition, to having an orientation plan or schedule.
* Some suggestions were related to the orientation handbook, where it mentioned that it should include content on HR rules and policies. However the orientation still needs to be concise and readable. One respondent even suggested a comprehensive manual or website.
* Six respondents stressed on the importance of including good explanations of other units’ roles and responsibilities, through briefings and shadowing.
* Four respondents addressed the issue of quality of orientation done when employees are recruited within an emergency situation. Thus the suggestion was that HR to ensure a proper orientation and training despite the emergency situation.
* Three respondents suggested that explanations in regards to staff entitlements, insurance, types of contracts and career management should be done as a requisite, and should not be done only upon request.
* One suggestion mentioned that the supervisors can be trained further on the concept of new employee orientation, so that they are better able to apply its procedures. Another suggestion recommended that HR monitor the quality of orientation sessions done by the supervisors.
* Two respondents suggested that more support can be given to international staff on housing arrangements, rent and lease agreements, and living conditions especially that Lebanon is considered as family duty station.
* Three suggestions tackled the point of receiving a structured discussion of tasks, roles and responsibilities within the unit, and its relationship to the whole organization’s role.
* Two suggestions focused on the importance of the tour around the office and across different units.

**PART III**

**GRADUATE PROJECT CONCLUSIONS AND RECOMMENDATIONS**

**CHAPTER 5: CONCLUSIONS & RECOMMENDATION**

1. **CONCLUSIONS**

The objective of this study was very much straight-forward, which entailed proving whether new employee orientation affects employee satisfaction or not. This objective was studied and detected through a web-based survey. Thus, the survey measured a set of variables related to general orientation programs, in addition to another set of variables related to employee entry level satisfaction. This was done with the aim of testing the correlation between the two sets of variables.

The quantitative analysis revealed several conclusions. In general the sample interviewed expressed an average level of neutral-to-satisfied when asked about the orientation elements they received upon recruitment. The analysis also revealed that in general most of the orientation variables are already taking place at UNHCR Lebanon, however there’s room for improvement in some variables, while few orientation variables are not taking place at all and thus have to be included.

The qualitative analysis also proved that there is a correlation between the employee orientation and employee satisfaction. A strong significance was also revealed between the 15 employee orientation variables and employee satisfaction levels. Thus in order for UNHCR Lebanon to enhance their employee satisfaction levels at least at entry level, it is highly recommended that they can look into standardizing and strengthening its new employee orientation in many different ways that will be proposed in the next section.

1. **RECOMMENDATIONS**

From this project, two main recommendations have been derived. One is with the focus of helping UNHCR Lebanon enhance the current employee orientation procedures, while the other was a recommendation developed for future research undertakings.

**2.1 Recommendations for UNHCR**

This recommendation is addressed to the Human Resources unit at UNHCR Lebanon and it entails establishing and standardizing the new employee orientation toolbox/ checklist among all offices. This will ensure that any staff joining any of the UNHCR offices in Lebanon, will be receiving a similar welcome kit and thus equal orientation.

It is highly recommended that the toolkit encompasses the below mentioned steps / procedures:

**1- Prepare existing staff about their new colleague’s arrival**

Before the new staff’s first day, an announcement could be sent out to the existing staff to inform them about the arrival of the new personnel, what his/her role will be in the organization and what his/her background and experience is. This preparation helps the working staff to be more prepared to welcome their new colleague. The worst thing that can ever happen is when employees suddenly see that a new staff has arrived into their organization/unit, because usually this gives a perception that there was something mysterious and non-transparent with the recruitment process.

**2- Prepare the new staff’s desk and/or office**

It is also highly recommended that the supervisor of the new staff holds the responsibility of assuring that there’s an appropriate desk for the new staff, along with the needed resources such as computer, email, drawers, telephone…etc. It isn’t a very nice welcome when a new hire arrives at his/her first day, and he/she actually doesn’t have a desk / office assigned to him/her. This gives a hint to the new hires that either their arrival was not expected at that time, or people are too busy to deal with them, or their position at the organization isn’t of importance.

**3- Prepare a checklist**

This list will help the employee get an overview of what he/she will be doing in the first week (meetings, schedule, training, paper work) and who he/she will be meeting with. This will help reduce the have-no-idea phase, and will give the new hire a traceable plan in hands.

**4- Plan a scheduled orientation session**

Even though this is already taking place at UNHCR Lebanon, however the recommendation is that it should take place in a standardized manner across offices, ensuring that there’s a formal standardized orientation part for everyone, and another part that can be tailored based on position, contract, type of work, employment category…etc.

Suggestions from respondents on this was to include an explanation of the organizations role in general, units’ interlink, the new hire’s position in the organization, because that’s rarely done at the unit level or buddy level orientation. Suggestions also mentioned that the session should include a thorough explanation on entitlements, types of contracts, career management and insurance policy, as fundamentals and not to be provided upon request.

**5- Provide a useful Orientation Handbook**

This component is also relatively taking place at UNHCR, however suggestions were that the hand book should be concise in content and readable. Thus the recommendation is to avoid providing staff with excessively large brochures that are unreadable, but with a concise brochure. Similar to the orientation session, the handbook can be of two parts: one that is standardized for all new staff, and the second varies according to position, type of work, type of contract etc.

**6- Give the new hire access to necessary programs**

Working at UNHCR means dealing with many technological tools and programs that vary depending on the unit of work. These might be programs such as *Progres* and *Scheduler* for registration and reception unit, *Project X* and *RAIS* for field unit, *Focus* for program unit, etc. It is thus highly recommended that the supervisor prepares for access for the new hire on his first day, without the staff having to discover the existence of these programs and then ask for access later on.

**7- Conduct a Tour and make introductions**

It is very important to schedule some time during the first day to take the new staff in a tour around the duty station and make some introductions with employees in other working units. Even though the new hire won’t remember the names of every one he/she met, the tour will still give him/her a chance to understand how the organization works in addition to the organizational division of labor. This was also suggested by several respondents to the survey.

**8- Plan a team lunch**

After getting to know other units in a broader manner, it is also important to get to know the direct colleagues in a more closely and relaxed manner. A good idea for that is to plan for a team lunch where staff can bring their lunch and gather in a conference room. This will help all the team to get to know each other in a very pleasant way. In addition when the new hire feels such care and value he will most probably do his best to stay with the unit and organization, i.e. employee retention.

**9- Peer Buddy System**

It would be a very smart idea to activate the peer buddy system for new hires at UNHCR. The role of a peer buddy is to provide the necessary support to the new staff while he’s navigating through the new culture. A specified duration can be one month, after which HR can have another session with the new staff to make sure that all went well. Providing a new staff with a peer or mentor helps him discover the unwritten rules and answer questions such as: “where to park my car? Where’s the smoking area? What’s the nearest restaurant?” in a timely and comfortable manner. It will help avoid waiting some time before he gets an answer to the simplest day-to-day questions.

**10- Allow for sufficient time for training**

The first week of the new hire should focus on training. This again emphasizes the importance of the presence of the new hire’s supervisor during this period. Even if the employee was doing a similar job before, doing the job in a different organization means that there are some new processes and routes that have to be learnt. Never rush the new hire to begin doing the job before being properly capacitated, otherwise we cannot blame him/her later on for any occurring mistake. Also never rush the new hire, even if the organization was dealing with an emergency situation. The training should include all the organizations must-knows, rules, procedures of work, and also what’s expected from the new employee. Again the presence of a peer, will help a lot when the new staff has any question while trying to learn and adapt.

**11- Schedule a feedback session**

It would be very beneficial for both UNHCR and the new staff to have a second session. Some organizations schedule these sessions 60 days from the first session and some 90 days after. It is up to the HR unit to set up the feedback session exact timing, however what’s important is that it should be done! The session can give the HR rich response about the new staff’s satisfaction with the orientation he received, and can also identify possible gaps in information that yet needs to be addressed.

**12- Additional Support for International Staff**

New Employee orientation can be especially critical for international employees. Thus special types of support is needed for them especially when it comes to settling down outside the office. Consequently, support with issues related to accommodation and having culturally tailored orientation sessions would be a smart idea. Many resources would be found on the global forum of SHRM of international assignments. Several respondents to the survey mentioned that more support in housing and living conditions to International staff is needed, example: lease/ rent agreements, facilitation of translation services…etc., especially that UNHCR Lebanon is considered a family duty station.

**2.2 Recommendation for further studies**

The second main recommendation is for future studies that can be conducted to study further the relationship between new employee orientation and employee satisfaction.

Future studies can look at this correlation from some another perspectives, i.e.:

* Does the orientation done at organizational level affect employee satisfaction differently from the orientation level done at the unit level?

Other researches can also be done with the same hypothesis question: Does new employee orientation impact employee satisfaction and can be conducted with several other organizations. It would be interesting to see if a similar study is done elsewhere, whether the conclusion will prove the correlation between orientation and satisfaction or will reject it.

In addition the same study can be done with a sample limited to new hires only, which can enable measuring the satisfaction level in a more timely and accurate manner.

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**APPENDIXES**

**APPENDIX A**

**QUESTIONNAIRE - New Employee Orientation**

We are currently revising our new employee orientation procedures, and would appreciate your honest feedback regarding your first month integration into your job at UNHCR (Lebanon). Please take a few minutes and answer the questions on survey monkey, following these links:

(English version):  <https://www.surveymonkey.com/r/WSJHV86>

(Arabic version): <https://www.surveymonkey.com/r/WT92QD8>

**Section A: Demographic Data**

***For each question, please check the item that applies to your case***

1. My Gender: Male Female

2. My Duty station:

1) Beirut office

2) Mount Lebanon Field Office

3) Tripoli Field Office

4) Tyre Field Office

5) Beqaa Field Office

6) Qobayat Field Office

3. Years of Experience with UNHCR (Lebanon):

Less than 1 year

1 – 5 years

6 -10 years

More than 10 years

4. My Employment category is: International National

5. Type of Contract:

Indefinite Appointment

Fixed Term Appointment

Temporary Appointment

Affiliated, e.g, UNOPS, UNV, JPO, Consultation

6. My Age is: 20 – 29 30-39 40-49 50-59 above 60

**Section B: Orientation Components**

***Please indicate whether the below statements occurred or not, and in case they occurred please indicate the extent to which you were satisfied or dissatisfied. Use the scales as shown below for sections B and C.***

**1 2 3 4 5 N/A Strongly Dissatisfied Dissatisfied Neutral Satisfied Strongly Satisfied Didn’t Occur**

8. During my first month at UNHCR (Lebanon), I received the following orientation procedures:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **N/A** |
| I received a scheduled orientation session |  |  |  |  |  |  |
| I received a useful orientation handbook |  |  |  |  |  |  |
| I received a tour around the duty station and/or unit |  |  |  |  |  |  |
| I was Introduced to fellow team members |  |  |  |  |  |  |
| I was Introduced to organization goals and mission |  |  |  |  |  |  |
| I received support while completing HR paperwork and forms |  |  |  |  |  |  |
| I received a session on safety procedures |  |  |  |  |  |  |
| I received a clear and understandable presentation of benefits package |  |  |  |  |  |  |
| I used the optional Staff Welfare briefing upon arrival |  |  |  |  |  |  |

9. During my first month at UNHCR Lebanon, I received the following orientation procedures within my unit:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **N/A** |
| I was nicely welcomed by my immediate supervisor |  |  |  |  |  |  |
| My team members were kind and welcoming |  |  |  |  |  |  |
| I received a proper explanation of department policies and procedures |  |  |  |  |  |  |
| I received a proper explanation of my role and responsibilities |  |  |  |  |  |  |
| I was provided with the tools and resources needed to do my job well (phone, desk, PC, etc) |  |  |  |  |  |  |
| I received a proper on-the-job training |  |  |  |  |  |  |

**Section C: Orientation and Employee Satisfaction**

10. In general the orientation process has helped me to integrate into the organization and to begin building relationships

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1**  **Strongly Dissatisfied** | **2**  **Dissatisfied** | **3**  **Neutral** | **4**  **Satisfied** | **5**  **Strongly Satisfied** |

11. How would you rate your overall experience in the orientation process?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1**  **Strongly Dissatisfied** | **2**  **Dissatisfied** | **3**  **Neutral** | **4**  **Satisfied** | **5**  **Strongly Satisfied** |

12. I have the following suggestions to help the organization enhance the new employee orientation procedures?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX B**

**GRADUATE PROJECT INTERVIEW FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| **Graduate Project Interview Form**  **(Code 695 Courses)** | | | |
| **Course Code & Title:** | | | | | |
| Campus: Saida | | Semester: Spring 2018 | | Date: 16-03-2018 | |
| **Required Information** | | | | | |
| **Student Name** | | **ID #** | | **Phone #** | |
| Safaa Hanjoul | | 40830277 | | 71556574 | |
| **Title of Graduate Project** | | | | | |
| NEW EMPLOYEE ORIENTATION AT THE UNITED NATIONS HIGH COMMISSIONER FOR REFUGEES (LEBANON) AND ITS IMPACT ON EMPLOYEE SATISFACTION | | | | | |
| **Interview(s) Details** | | | | | |
| **Name of Organization** | | | United Nations High Commissioner for Refugee (UNHCR) | | |
| **Address & Phone # of Organization** | | | Nicolas Ibrahim Sursock St.Jnah, UNHCR S&K building, BEIRUT, Lebanon - 961 1 849 201 | | |
| **Name & Title of Interviewed (1)**  **Name & Title of Interviewed (2)**  **Name & Title of Interviewed (3)** | | | ***(Name (Title)***  ***(1)* Sandrine Zuker – Regional Staff Welfare Officer**  ***(2)***  ***(3)*** | | |
| **Date of Interview (1)**  **Date of Interview (2)**  **Date of Interview (3)** | | | ***(Day) (Month) (Year)***  ***(1) 16th March 2018***    ***(2)***  ***(3)*** | | |
| **Signature of Interviewed** | | | **Official Stamp of Organization** | | |
| ***(Signature)***  **Interviewed (1): S.Z.**  **Interviewed (2):**  **Interviewed (3):** | | | **Stamp** | | |
| **Submission Date of Form** | | | ***(Day) (Month) (Year)*** | | |
| **Supervisor Signature** | | |  | | |