

**FIRST IMPRESSIONS COUNT!
DO IT RIGHT AND DO IT ONCE!**

Orientation of Employees to the Family Court of Trinidad and Tobago

**Institute for Court Management
Court Executive Development Program
Phase III Project
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ABSTRACT

The Judiciary of the Republic of Trinidad and Tobago comprises the Supreme Court of Judicature, (which includes the Court of Appeal and the High Court of Justice), and the Magistracy.

A recent addition to the Judiciary of Trinidad and Tobago is the Family Court Pilot Project. The jurisdiction of this court incorporates both the High Court and the Magistracy. (See Appendix 1 for further information on the Judiciary of Trinidad and Tobago) The pilot project was designed to:

To test and monitor continually the effectiveness and efficiency of the various innovations and approaches utilized and to use the results to improve continuously the services offered during the two-year life of the pilot...¹

One such innovation was the orientation of employees to the Family Court. Employee orientation is viewed as an essential process to assist in the integration of employees into any organization. It is this understanding that led to the development of a new approach in the employment of staff at the Family Court. This study evaluates how well employees are being oriented into the Family Court by researching the evaluations of the past efforts from the perspectives of top level executives, line supervisors and support staff. Based on those findings, the study recommends the means by which an effective and well-planned orientation program could be developed and how it should be implemented. The bottom line goal is to have such a program adopted and implemented by the wider Judiciary so that the benefits associated with effective orientation programs can improve of the entire organization.

¹ *Family Court Evaluation First Year Report* (p. 1).

The methods of research used for this survey were mail surveys (internal) and interviews. Before the questionnaire was administered, it was pre-tested at the Family Court. After the pre-test, the survey was fine tuned.

The research methodology employed in this project included a questionnaire that was administered to three Court Executive Administrators (CEAs), 16 Supervisors and 80 other support staff from the Family Court including 40 Contract Workers, 15 Public Servants on Contract, 25 Public Servants, and 20 On the Job Trainees. A total of 62 of these support staff responded to the survey, a response rate of 77.5% was realized. The response rate for the CEAs and Supervisors were 100% and 83.3% respectively. Almost all questions were pre-coded and Statistical Package for Social Sciences (SPSS) software application was used to enter and analyze the data.

The work concludes that the Family Court orientation achieved some measure of success overall but that it could be improved by taking account of key issues that were not addressed when the first program was designed. This has resulted in varying levels of frustration and hardship for some employees. The desired transfer of knowledge, skills and the preferred attitudes and values of the organization were not uniformly communicated to all. As a flag ship organization not only for the Trinidad and Tobago judiciary but also for the entire Caribbean, the Family Court should exert the energy necessary to address the shortcomings discovered during the project. Recommendations flow from the establishment of a dedicated task force to design and implement a model orientation program first for the Family Court and subsequently the Trinidad and Tobago judiciary and other Caribbean nations.

INTRODUCTION

Orientation is a process used to socialize new employees into the culture, values and norms of an organization. In order to have an understanding of staff orientation at the Family Court, it is important to review some aspects of the organization's history.

Prior to the establishment of the Family Court of Trinidad and Tobago, family disputes were handled in the same environment as criminal and regular civil matters. This made it very difficult for persons with domestic disputes to feel comfortable when bringing their matters before the court, as the atmosphere was not conducive to calm discussions and settlement. The traditional system posed several problems; one of the foremost concerns of the administration of the judiciary was the number of cases being brought before the court. The heavy caseload placed a burden on the court's resources. No special consideration was given to domestic matters so that litigants lacked privacy in the hearing of their matter and they competed with other matters for the court's time.

The expeditious disposal of matters was impeded because of the number of cases. Moreover, the overwhelming caseload on a daily basis forced most matters to be adjourned and this often left litigants frustrated and hurt by the system. In the words of Mme. Justice Rajnauth Lee, "The system of adjournments and [the] lack of privacy lent itself to a [virtual] dogfight...[as] the system that existed in the Matrimonial Chamber made it impossible for it to have any amicable resolution."² These factors contributed to the opinion that the traditional system bred combativeness and aggression and left the average litigant feeling alienated from the disposition of his or her matter. Due to the fact that different types of family matters were dealt with in

² *History of the Family Court of Trinidad and Tobago* - Unpublished

different jurisdictions, there was confusion in the minds of the public as to which court they should approach.

In addition to the overload of cases, there were no mechanisms in place in the traditional court to provide rehabilitative services for members of the public with family cases. These types of services were especially needed to help resolve family conflict because it was felt that the process of litigation had damaging psychological and emotional effects on litigants and their families. A new approach was therefore required to alleviate some of the negative impacts that litigation has often created. Family advocates were of the opinion that a new Court system had to be introduced and it needed to offer services such as counseling and mediation to help foster more positive results. The visible limitations of the traditional system emphasized the need for affirmative action to be taken to curb these problems that existed. One suggestion for resolving these problems was to establish a Family Court in Trinidad and Tobago to deal exclusively with the family jurisdiction.

The proposal to establish a Family Court was not a new concept, as this issue was discussed on various occasions for approximately two decades in Trinidad and Tobago. In 2002, however the Attorney General in consultation with the Chief Justice, established a Family Court Committee whose objectives were:

- to identify ways in which measures can be introduced to enhance the functioning of the present family jurisdiction of the Courts in the short term; and
- to design a Family Court structure to the needs of Trinidad and Tobago and advise on the establishment of such a court.³

The committee proposed the following:

³ Family Court Proposal – Short Term Pilot (p.2)

“A well-resourced pilot in Port of Spain [the capital and largest city]. This should be a Family Court with a unified registry and administration, and should deal with matters in the High Court Port of Spain and the St. George West Magisterial District. It should be a separate building.

Intake should be at the one registry and the internal processes of the registry will provide for routing through to the appropriate procedural channel (High Court or Magistracy).⁴

The result was the implementation of the Family Court Pilot, which commenced on May 17, 2004. The jurisdiction of the Family Court includes at the High Court level, applications for co-habitation, annulments, divorce, judicial separation, paternity, matrimonial property settlement, maintenance, attachment of earnings; and matters related to succession. At the Magisterial level the Court has jurisdiction in the following: maintenance and the paternity of children, maintenance for adults, custody, access, children who are deemed beyond control, adoptions, fit person's orders, attachments of earnings, breach of school rules, maintenance under the Cohabitation Act, matters in which no one willing and able is available to care for a child; and domestic violence as it relates to the above matters.

The philosophy of the Family Court is to encourage the parties to resolve their family disputes themselves, with specialist assistance and support wherever necessary:-

It is the intent of the Court to administer justice in family matters in a manner that is less adversarial and more conciliatory. The purpose is to provide families with support while they seek solutions.

The objective is to encourage parties to formulate their own outcomes when possible, but with the understanding that the Court will keep the process moving and will make decisions when necessary. It is a system, which adopts a holistic approach to resolving family disputes and embraces legal, psychological, social and material issues.⁵

⁴ Ibid

⁵ *Family Court Evaluation Second Year Report* (2006) (p. 4).

In 2004 the Chief Justice of Trinidad and Tobago appointed a Monitoring Committee. The role of the committee is to evaluate systems, coordinate data, co-ordinate feedback and make recommendations for change. This committee is assisted by an evaluation team, which provides to the Monitoring Committee detailed reports on the operation of the Family Court.

The opening of a Family Court in Trinidad and Tobago was an initiative that presented not only new opportunities in the legal realm for resolving family disputes but also in determining a new type of management structure and employment practices.

In the formulation of the management structure, a Family Court Manager was appointed with overall responsibility for court operations.

The Staff complement⁶ was comprised as follows:

3 Judicial Officers, 2 Registrars, 4 Magistrates, 1 Family Court Manager, 5 Mediators, 6 Social Workers, 5 Probation Officers, 1 Statistician and 140 additional administrative and support staff.

Staff members at the Family Court comprise officers employed on contract, public servants on contract who are on leave from their public service posts on the grounds of public policy, public servants, on-the-job trainees and persons on petty contracts. For the last two and a half years, the Family Court has had in its employment 236 persons of which 103 persons are contract officers, 13 are public servants on public policy leave while employed on contract, 31 persons are public

⁶ The Public Service of Trinidad and Tobago is a centralized public service which is part of an independent civil bureaucracy which is constitutionally entrenched. The public service staff of the Republic of TT is selected, disciplined and promoted by a centralized Public Service Commission. The non-legal support staff of the Judiciary is comprised of public servants. .

servants, 32 are on-the-job trainees and 16 persons on petty contract. The current compliment comprises approximately 146 employees. This number does not account for the Judicial Officers. 74contract worker, 26 Public Servants on Contract, 26 Public Servants, 20 On the Job Trainees.

It was envisioned that the relevant heads from the Department of Court Administration would support other functions such as human resource management, finance, planning etc.

Support staff who were employed by the Family Court fell into four categories:

1. JUDGES

Judges (who are not constitutionally deemed to be public officers) who fall under the Judicial and Legal Service Commission and although selected by the JLSC, are subject to assignment and the general non-judicial direction of the Chief Justice

2. PUBLIC OFFICERS COMPRISING THE FOLLOWING:

- Magistrates who are lawyers and fall under the Judicial and Legal Service Commission (JLSC) and although selected by the JLSC are subject to assignment by and the non-judicial direction of, Chief Justice and the Chief Magistrate
- Registrars (assistants and deputies) who are lawyers and who fall under the JLSC and although selected by the JLSC are subject to assignment by and general non-judicial direction of, the Chief Justice and the Registrar.

- Support staff who fall under by Public Service Commission (PSC) and are part of a centralized civil service. They are selected, assigned to various public service ministries and agencies (including the Judiciary) by the Public Service Commission, and are promoted and disciplined by the PSC. These support staff are assigned to the Judiciary.
- Some of the Social service staff (i.e. Probation Officers) are also public servants. However, they are part of the Ministry of Social Development as opposed to the Judiciary.

a) PUBLIC OFFICERS ON CONTRACT

- Public Officers who have been granted leave of absence from the public service in order to assume contracted employment with the Family Court of the Judiciary. We will refer to them as “*public officers on contract*”. They are employed at various levels in the family court (including the family court manager)

b) CONTRACT OFFICERS

- Persons who have been employed on contract and who are not the holders of substantive public service positions. These persons have been employed from among the citizenry at large. They too are employed at various levels in the family court.

3. ON THE JOB TRAINEES

- The On-the-Job Trainee program is facilitated by the Ministry of Science, Technology and Tertiary Education. The program provides young persons with the opportunity to acquire work experience in order to develop the necessary skills and attitudes for their entry or re-entry into the world of work. It is envisioned that this program will assist in the development of a cadre of skilled persons from whom employers can source workers to match the needs of their organizations.

4. CASUAL WORKERS (PETTY CONTRACTS)

- This type of employment is used mainly to assist the organization to complete very short-term projects.

The staff therefore came from various backgrounds and work experiences, and possessed different socio-economic characteristics. Members of staff who were selected to work at the Family Court came from the general public, the Supreme Court, the Magistracy and government Ministries and Departments.

It was envisioned that a predominantly contract establishment⁷ would lead to the creation of a new and unique type of culture that would allow the court to achieve its mission and vision and by extension the Family Court's Performance Standards. (See Appendix 1). The then Court Executive Administrator, Master Christie-Anne Morris-Alleyne (LLB, LEC, ICM Fellow) was

⁷ Certain positions were required by law to be filled by public officers. These included probation officers, clerks of the peace, section managers and second deputy marshals, bailiffs (who perform the duties of marshal's assistants and thus serve process and levy execution and possession), accountants and accounting assistants, cashiers and professional legal posts such as registrars and magistrates.

of the belief that if these objectives were to be achieved, it was essential that particular attention be placed on the recruitment, selection, orientation and training of staff.

The Department of Court Administration utilized a strategic recruitment and selection process in recruiting Family Court personnel. The selection process began by determining certain core competencies for each position. Much emphasis was placed on efficiency and on “fit” to a Family Court environment. The assignment of staff to specific units depended on the workflows and workload, the everyday as well as the unique needs of customer, court performance standards and court functions. The court administrator also proposed that persons who would fill those vacancies, which were not statutory in nature, should be employed on a contractual basis. The Judiciary preferred this method to creating temporary placements on the Court’s payroll. It was felt that the negative elements of public service employment would hinder the quality of the service in that it would not allow for new standards of work behavior and specific code of ethics necessary and would undermine the disciplinary control necessary to enforce the new norms and ethos. Further, if a public service staffing structure were used, the critical element of “fit” in the recruitment process would be made secondary to that of seniority.

Prior to the start up of the Family Court, the Department of Court Administration in conjunction with the Judicial Educational Institute of Trinidad and Tobago developed an orientation and training plan. All employees (including judges and magistrates) were exposed to generic as well as specialized training in functioning in a family court as well as specific training according to their job functions. (See Appendix II). Provided below is a training list divided into a number of categories with supporting examples:

- **Judicial Skills Training:** The Economic Consequences of Relationship Breakdown, Hearing the Voice of the Child, Enhancing Judicial skills in Family Law, Case Management in Family Matters, Chairing the Hearing of the Family Dispute;
- **Legal Training:** Rules (the Family Court Pilot introduced the Family Proceedings Rules 1998 which had been passed in 1998, but not implemented due to the objection of the Bar- (FPR), Common law principles in Family Law, Family Law Statues, Drafting of Court Documents;
- **Court Processes:** The FPA, The Role of the court office in the FPA, Workflows and Processes, Case Flow Management, Orientation to Court Processes;
- **Customer Service:** Understanding Families in Trinidad and Tobago, Customer Service in the Family Court environment, Enhancing Services in a Family Court, A Vision For Excellence, Making a difference at the Family Court;
- **Software Applications:** Court Automated Information System-Judicial Enforcement Management System (JEMS), Audio Digital Recording (FTR), Smart Strip
- **Specific Skills Development:** Family and Divorce Mediation, Conflict Resolution, Statistics, Supervisory skills, Handling Domestic Violence;
- **Staff Development:** Team building; Personal Development for Peak Performance.

The training was designed to assist in orienting staff members and preparing them for the initial start-up of court operations. It was in fact, the orientation of the first staff of the Family Court. As there was not yet an organization into which to orient them, it was necessary to orient them into the planned ethos of the Family Court.

While the staffing structure provided for 3 Judges, 2 Registrars, 5 Magistrates, 1 Family Court Manager, 5 Mediators, 6 Social Workers, 5 Probation Officers, 1 Statistician and 140 additional administrative and support staff, the court began its operations with only 1 judge and 4 magistrates as well as the other stated staff. It had been decided to increase the number of judicial officers to maximum sanctioned strength when the need arose.

When subsequent significant judicial reform developments in the civil jurisdiction of the Judiciary came to pass about a year later, support staff members who were public servants on contract with the Family Court, took-up the option to return to public service posts in the Judiciary in the Civil Division. This, they saw as necessary in order to ensure that they maintained their seniority in the mainstream public service. The loss of this staff to the Family Court meant that new staff needed to be recruited and oriented. Further, the opportunity was also taken to review the core competencies required for some of the positions.

Unfortunately, this recruitment was not done all at one time, but several positions remained vacant and/or were filled for limited periods by on the job trainees and petty contractors workers. This made orientation of new staff at the level of the first orientation very difficult.

Orientation of new staff into the existing organization into which a lot of energy was expended to create a new ethos and a culture which was so very different from anything which existed in any other court in the region, was also made very difficult by the absence of human resource management services dedicated to the court as well as the challenge of having to review the senior management level organizational structure of the Court.

In the *First Year Evaluation Report*, the Evaluation Team noted that there was:

An immediate need to revise the senior management level organizational structure and to create a number of strategic and management positions and units to support the Family Court Manager in a number of areas critical to the continuing success of the court.⁸

Another challenge faced by the court was the need to augment its staffing complement as a result of the increase in the demand for the court's services. As a consequence of all of these factors combined, over the last two and a half years 40 new employees were brought on board, 25 in the second year and 15 in the third year. A number of new positions have been created and there are some positions which remain to be filled.

The result of these challenges meant that the process of orienting employees was ad hoc at best as new employees coming in after the start-up of the court did not benefit from a planned orientation process and specialized training which was available to the first employees.

The primary goal of this research project was to evaluate how employees are being oriented into the Family Court with a view to establishing an effective orientation program. It is hoped that the evaluation will identify specific issues or concerns, which need to be addressed in the orientation of staff into the Family Court. Another goal will be the identification of benefits to be gained by the organization from the implementation of a planned orientation program. In addition it is hoped that the needs and concerns of both old and new employees as it relates to their orientation experience will be identified and incorporated into the design of the orientation

⁸ *Family Court Evaluation First Year Report* (2005) (p. 7)

program. Finally the identification of key stakeholders needed to assist in the development and implementation will be identified.

This treatise will seek first to review some existing studies on orientation programs in order to ascertain best practices and lessons learnt. The treatise will then move to study the methodology used in the general research design. It will provide a comprehensive understanding of the data collection methods, survey design, data entry procedures and analysis. This will be followed by the presentation and analysis of all data collected based on the various research methods, mainly data obtained from the staff and supervisors survey as well as interviews with senior management. Finally recommendations and conclusions for the way forward will be presented.

LITERATURE REVIEW

The Orientation Dilemma

The Family Court, as it continues its operations, will of necessity continue to employ staff on a regular basis. This is a result of a number of factors:

- 1) Most persons seeking employment in Trinidad and Tobago prefer jobs that are permanent and pensionable. Most of the persons employed by the Family Court are employed on contract with the Judiciary of Trinidad and Tobago.
- 2) The *First Year Evaluation Report* has identified the need to increase staffing for specific units, Social Services, Judiciary Support, Mediation and the Court Office as well as the creation of new units needed to support the court's operations, namely:
 - (a) Family Court Human Resource Management Unit, ,
 - (b) Family Court Planning, Statistics Research and Development, , and
 - (c) Family Court Finance and Budgeting Unit.
- 3) As the court prepares to roll out to other communities, the need for additional staffing comes into sharp focus.
- 4) Changes in legislation will have a direct impact on the staffing needs of the court.

If the court is to be successful in achieving its mission and vision, staff coming on board must be properly inducted in what we consider to be a unique and specialized environment. It is hoped that this literature review will advise on what is pertinent and relevant and provide a solid background for the research investigation.

In reviewing the literature on this subject a number of key issues were discussed by various authors. These key issues will provide the heading for each section and the backdrop against which the topic will be discussed:

- Defining Employee Orientation
- Why do organizations need employee orientation programs?
- Why do employees need orientation programs?
- What are the critical success factors/indicators in orientation programs?
- What information/topics should be included in successful orientation programs?
- Who needs to be involved?

Defining Employee Orientation

Employee Orientation may be defined as:

the formal process of familiarizing a new employee with the organization, the new job, and the work unit. It enables the new employee to get 'in sync' so that they start becoming productive members of the organization.⁹

Another definition offered by William R. Tracey states that orientation is a:

Program designed to provide new employees with complete and uniform information about the firm, its organization, mission, functions and policies, compensation, benefits, services, work requirements, standards, rules, safe work habits, and desirable employee - management relations. The objective is to develop confident, loyal, effective, and productive workers and to reduce the likelihood of rule violations, accidents and injuries, discharges, resignations, and grievances. Orientation programs are offered to people following hire, transfer, and promotion.¹⁰

⁹ Belcourt, Bohlander & Snell. *Managing Human Resources*, 3rd Edition (p. 208).

¹⁰ William R. Tracey. *The Human Resources Glossary: The Complete Desk Reference for HR Executives, Managers and Practitioners* 2nd Edition (p. 374).

Bernard Erven views orientation as the:

Introduction of a new employee to an organization, the department/unit, the requirements of the job, the social situations in which he and she will work, and the organization culture. The culture of the organization includes its values (shared beliefs) history, tradition and norms of behavior expressed as dos and don'ts.¹¹

Each orientation program is based upon individual organizations, which allows for varied definitions. To the Family Court, all definitions prove accurate.

It is the view of many human resource professionals that orientating employees to their workplace and their jobs is one of the most neglected functions in many organizations and much has also been said about the scarcity of literature on the subject. Even of greater scarcity is learning on the orientation of public sector employees and specifically of those in court environments. Much of the literature on employee orientation speaks of private sector orientation where the ability to have an employee not fully occupied for a few days is far easier than in a public sector, and especially a court, environment.

Supporting this argument, Robert Bacal in his article, "A Quick Guide to Employee Orientation – Help for Managers and HR", states that: "We would be understating the case if we said that orientating employees to the workplace and their jobs is one of the most neglected functions in government."¹² Most authors would however agree that if they were to pose the question of the importance of employee orientation to leaders in organizations, they would be quick to agree with the notion that orientation if not essential is critical, to ensure that organization operate

¹¹ Bernard Erven. *The First 30 Days – Orienting New Employees*. <http://aede.osu.edu/people/erven.1> (p.1)

¹² Robert Bacal. *A Quick Guide To Employee Orientation - Help For Managers & HR*. <http://www.work911.com/articles/orient.htm> (p.1)

efficiently. Ron Kaufman argues however that, “while managers will agree that new staff orientation is important, very few invest the time and attention necessary to make sure it’s done consistently and done right.”¹³ It therefore begs the question: why then is the orientation of employees such a neglected function? In the review of literature on the subject one would come to the conclusion that conceptually, managers understand its importance but in reality they are not willing to spend the time, effort or energy that is required to develop and execute such a program. They seem more focused on the end result (production); and therefore filling the position and getting the new employee to start working as soon as possible, or to ‘hit the ground running,’ becomes their primary focus.

Kathryn Tyler makes mention of the fact that:

Large companies commonly establish new employee orientation programs, only to forget about them until they become outdated and inadequate. Small companies frequently settle for haphazard programs – or worse yet, never establish any orientation program at all.¹⁴

The consequence of either the absence or unsystematic approach to orienting new employees has resulted in “countless horror stories [which] exist about how a new employee received a ten minute talk with the manager, and directed to his or her office position, with no further guidance or instruction.”¹⁵ One can only imagine how frightening it must be for new employees when the organization underestimates the needs of new hires and assumes that because they have met the requirements to fill the position that they need little else to make them productive workers.

¹³ Ron Kaufman *It Pays to Help New Staff Start Right*.
<http://www.businessknowhow.com/manage/newstaffstartright.htm> (p.1)

¹⁴ Kathryn Tyler. *Take new employee orientation off the back burner*.
http://findarticles.com/p/articles/mi/m3495/is_n6_v43/ai_20817110/ (p.1)

¹⁵ Robert Bacal. *A Quick Guide To Employee Orientation - Help For Managers & HR*.
<http://www.work911.com/articles/orient.htm> (p.1)

Orienting a new employee to the Family court or in fact to any court system, requires such an enormous amount of work in civics and complex concepts which are no longer the subject of the regular education process, that one tends to be so daunted by the enormity of this task that one shuns it and allows one employee to pass on operative task work on to the new employee. This exacerbates the problem. It is indeed a cyclical downward spiral.

Further, in the centralized public sector environment, one seldom is given the time necessary to prepare for a new employee. Oftentimes, the employee arrives with no notice and armed only with a letter of introduction. Hence, the presence of public servants in the Family Court, who can be switched from public service entity to public service entity with little or no notice to the manager, presents a further challenge to the development of an effective orientation program. This usually accounts for the hurried ten minute talk with the manager at best.

Barbara O'Toole addressing the subject of orientation versus integration writes, "Many new hires question their decision to change companies by the end of their first day."¹⁶ This is because new employees also have a number of needs and questions they would like addressed. The turnover of staff that occurs early in employment takes place mainly because, "people feel adrift, in over their heads when simply placed on the job and left to assimilate their surroundings on their own. Even a trained professional can feel abandoned when left to survive alone and unaided in a new and possibly strange environment"¹⁷ A high turnover rate and frightened employees are not the only factors that employers need to take into consideration when deciding

¹⁶ Barbara O'Toole. Orientation v. Integration.

<http://humanresources.about.com/od/orientation/a/orientation.htm> (p.1)

¹⁷ Charles R. McConnell. When to Establish an Employee Orientation Program
http://www.nfib.com/object/IO_29294.html (p.1)

on whether or not they need such a program or if they need to evaluate their existing one. An examination of the question, “*are these programs really necessary?*” follows.

Why do organizations need employee orientation program?

Many authors are of the view that orientation is critical because it establishes the foundation for everything else that follows and there is no better time to get the new employee started in the right way. “Workers in the early day of their employment are relatively free from the attitudes and opinions of coworkers, and they have not yet formed strong opinions about their jobs, the company or management,”¹⁸ but they are observing the organization and forming opinions and their opinions, whether positive or negative, can be lasting impressions.

Mel Kleinman states that:

You only get one chance to make a first impression, and that impression will make a tremendous difference in the level of commitment and motivation the new person decides to invest in the job. Orientation sets the tone for the entire relationship.¹⁹

It becomes obvious then that new employees are not the only focus of orientation programs. For employers, orientation is important because it plays a significant role and influences to a great extent the new employee’s performance, attitude and sense of commitment.

Prospective employers often view orientation as a process that begins once the person has come on board and as a consequence, they overlook or underestimate other aspects of orientation.

¹⁸ Charles R. Mc Connell. When to Establish an Employee Orientation Program.
http://www.nfib.com/object/IO_29294.html (p.1)

¹⁹ Mel Kleinman. What happens if you don’t train them and they stay?
<http://www.stevenpublishing.com/stevens/ohspub.nsf/d3d5b4f938b22b6e8625670c006d> (p.2)

Some writers on the subject are of the opinion that the formation of opinions about the organization and therefore by extension, levels of performance, attitude and commitment begin with the advertisement of the position and how persons are received by the organization during the interview and selection process. The initial stages of recruitment provide the prospective employee with a first glimpse into the organization. It is therefore critical that organizations set the right tone from the very beginning.

Charles Cadwell notes that:

New hires are naturally observant of the environment. They notice how well things are organized, whether a business-like atmosphere exists and whether it will be an enjoyable place to work. This opinion once formed, can be hard to change.²⁰

The recruitment and orientation speak directly to the integrity of organizations. As Ron Kaufman notes quite candidly, “If your program shows only the bright side of the business and the happy side of daily work, don't be surprised when new employees come back shell-shocked after two or three weeks on the job.”²¹

Charles M. Cadwell adds:

When the new hire sees the real company, it should be the same one he/she saw during the recruiting and interviewing process. If this is not the case, the new employee will reconsider if this is the atmosphere in which he/she wants to work.²²

²⁰ Cadwell, C. M. (1998). *New Employee Orientation: Bringing People on Board Successfully* (1st ed.). n.p.: Thomson Learning Publishers. (p.8)

²¹ Ron Kaufman. It Pays to Help New Staff Start Right.
<http://www.businessknowhow.com/manage/newstaffstartright.htm> (p.3)

²² Cadwell, C. M. (1998). *New Employee Orientation: Bringing People on Board Successfully* (1st ed.). n.p.: Thomson Learning Publishers. (p.8)

Unfortunately, the old adage “you have to see it to believe it” is true of courts. While one may try to prepare employees for what they will encounter, it is usually best to prepare them to handle whatever they encounter. This is especially so in a Family Court where emotions run high and the problems encountered are as diverse as are the people who approach the courts.

Organizations need to ensure that the initial stages of recruitment are executed in a professional manner and in the right type of settings. This conveys a message to prospective employees that the organization is serious about its business and cares about its employees. If, however, recruitment is executed in a haphazard, rushed and disorganized ways, then employees already know if they decide to work for your organization how much they are going to invest. Again this will greatly influence how the employee chooses to perform once on board.

Judy Brown sees orientation as an important element of the recruitment and retention process and identifies five key components:

1. To reduce employee turnover
2. To reduce of the new employee’s anxiety
3. To reduce startup costs
4. To save time for supervisors and co-workers
5. To develop realistic job expectations, positive attitudes and job satisfaction²³

In summarizing these five key components, Judy Brown links proper orientation to reduced turnover as employees are made to feel valued, given all the necessary tools to complete their job and placed in positions that match their knowledge, skills and abilities, all of which is

²³ Brown, J. (n.d.). Employee Orientation: Keeping New Employee on Board.
<http://humanresources.about.com/od/retention/a/keepnewemployee.htm>. (p.2)

linked to helping new hires succeed at their jobs. The author believes that a reduction in anxiety can be achieved as orientation provides, “guidelines for behavior and conduct, so that the employees doesn’t [sic] have to experience the stress of guessing.”²⁴ If done well, orientation can help organizations reduce cost as it facilitates a shorter learning curve because it assists employees get ‘up to speed’ more quickly and since useful information is disseminated up front “the less likely supervisors and co-workers will have to spend time teaching the employee”²⁵ She is of the opinion that:

employees learn as soon as possible what is expected of them, and what to expect from others, in addition to learning about the values and attitudes of the organization. While people learn from experience, they will make mistakes that are unnecessary and potentially damaging.²⁶

Belcourt et.al (2003) support this view and add to the list

- **LOWERS RECRUITING AND TRAINING COSTS**

The former is accomplished through reduced start-up costs. Employees via orientation get “up to speed” much more quickly and it reduces the costs associated with learning the job such as mistakes and downtime caused by uncertainty, confusion and a lack of information. It will also encourage institutional excellence by communicating expectations of quality performance whilst the latter is accomplished since orientation is supposed to save time. Supervisors spend far less time correcting undesired activities and actions. The better the initial orientation, the less production time supervisors and co-workers will have to spend “showing”, “telling”, and answering questions. It provides the new employee with those resources and the knowledge, which he/she will need to begin his/her new job.

²⁴ Ibid

²⁵ Ibid

²⁶ Ibid

- **FACILITATES LEARNING AND HIGHER PRODUCTIVITY**

Effective orientation will facilitate new employees with an understanding of the organizations' operations, what is expected of them, and the information necessary for completing their job in their work place as a result workers will implement correct and efficient operating procedures, productivity will be much higher, workplace accidents will be fewer, and the quality of the product will be better.

- **IMPROVES EMPLOYEE MORALE**

When workers are more knowledgeable, they feel more secure and are more likely to be “on-board” with the company’s goals and objectives. When employees see how they “fit in” to the “overall picture”, you are likely to have a happier, more motivated workforce that sees their employment with you as an investment into their future as much as your decision to hire them was an investment in the company’s success.

Now that we have examined why employers may need to revisit their approach to employee orientation the question remains: “What’s in it for the employee?”

Why do employees need orientation programs?

If we are to assume that the primary purpose of any orientation program is to serve as an introduction of the organization to the individual and of the individual to the organization then we need to carefully examine the needs of new employees. In summary, most writers on this subject tend to agree that new employees need to be introduced to the culture, property, standards, rules, regulations, nuances and traditions. They need to know what you expect of them and from them and the organization has to find a process by which this introduction can be facilitated and communicated.

Most organizations take for granted that this information is either not important and that all employees need to know is how to get the job done or that it is a process that takes place naturally and effortlessly. They often forget their own experiences and if because of their natural abilities or talent their integration was successful, then they often assume that it will be the same for everyone else. Managers forget that learning does not take place in isolation and that it is not restricted to a desk manual and a supervisor who may be available to answer questions.

This is true of a Court where a particular protocol exists and management is often shocked that this protocol is not universally known.

Charles R. McConnell notes that:

New employees always have questions, and the more the questions that can be addressed by an effective company or departmental orientation, the more quickly an employee will reach the level of comfort and effectiveness of other employees.²⁷

Some of these questions include: What are my duties and responsibilities? Where is my workstation, the cafeteria, rest rooms, parking areas, and such? How will I know if I'm doing satisfactory work? Who evaluates my work? Who do I go to with questions or help when I need it?

Jean Barbazette (Successful New Employee Orientation) supports this notion and goes further to state that part of the orientation planning process is to find answers to all these questions and

²⁷McConnell, Charles. R. (n.d.). *When to Establish an Employee Orientation Program*.
http://www.nfib.com/object/IO_29294.html.(p.2)

include the information in the orientation process. Ron Kaufman adds that they want quality answers to all of the questions they may have and clarification of expectations from the very beginning and most important is the need to ensure that, “orientation is not an ill-guided fantasy of what you wish the company could be.”²⁸ In addition to having these questions answered employees have higher-order needs and Kaufman is of the opinion that new hires want to feel a sense of acceptance and belonging inside the organization, they usually want to fit in with accepted norms and values.

Orientation however is not only for new employee but very often organizations recognize the need to re-orient old employees as most organizations are in a constant state of change. Whenever there are changes policies, procedures, the introduction of a new product or a change in mission, vision and strategies for example old employees need to be brought up to speed. It should also be noted that re-orientation is also useful as it serves to remind old employees about things they might have learned when they entered the organization but may have forgotten over time.

Orientation is also important for people who are employed on a short-term basis. As in the case of the Family Court this may refer specifically to On-the-Job Trainees. Charles Cadwell notes that:

The irony is that you should have the same quality orientation for an employee who may be with you for six weeks, as for one that will be with you for six years. The only difference is that it must be done more quickly.²⁹

²⁸ Kaufman, R. (n.d.). *It Pays to Help New Staff Start Right*.
<http://www.businessknowhow.com/manage/newstaffstartright.htm>. (p.3)

²⁹ Cadwell, C. M. (1998). *New Employee Orientation: Bringing People on Board Successfully* (1st ed.). n.p.: Thomson Learning Publishers. (p.54)

What are the critical success factors/indicators in orientation programs?

Before we proceed to discuss critical success factors it may be important to examine why some orientation programs fail. Most would agree that too often poor orientation programs are an information overload. Many organizations are of the view orientation programs are short events in which employees are given a handbook and piles of paper work.

This is often as a result of the organization's need to get the new hire to learn as much as possible as quickly as possible. For most organizations, time is money and the longer the new hire stays away from his/her desk it means the organization's level of productivity may be negatively impacted. As such, many orientation programs have little to do with the needs of new hires and are geared only to facilitate the needs and resources of the organization itself. Therefore one-day courses seem to be the norm and so new hires are overwhelmed, "with facts, figures, names and faces packed into an eight hour day; showing boring orientation videos; providing lengthy front-of-the room lectures; and failing to prepare for the new hire;"³⁰ Very often new employees can only internalize very little of what is covered.

This is not however the only reason for this hurried approach. Mindful of the use of their human resources, organizations don't like the idea of running these programs too often.

It would mean that key personnel would have to be away from their desk and so they wait until they have enough new employees to make it worth their while. What happens, however,

³⁰ Barbara O'Toole. Orientation v. Integration.
<http://humanresources.about.com/od/orientation/a/orientation.htm> (p.1)

depending on the rate of recruitment is that orientation may take place weeks or months after employees are no longer considered new and have already formed opinions, and imbibed a mixed set of impressions and values, and are often resentful of being drawn away from the work place for a seemingly unnecessary program.

For some organizations, these programs may tend to be too technical. Information is pitched way above the heads of the participants and the information is not delivered when the new employee wants or needs it.

Nothing can be more technical, confusing and frightening to the lay employee than joining a court organization. Legal and judicial terminology and lexicon combined with the protocol, the seriousness, the high profile nature of the work and the potential impact of an error together make it a formidable workplace to enter. This underscores the need for individualized, soft entry.

Judith Brown³¹ found that the most frequent complaints about new employee orientation programs are that they are overwhelming, boring, or that the new employee is left to sink or swim. This she believes the by-product of this she believes is a confused new employee who is not productive and is more likely to leave the organization within a year. She further explains the main reason that orientation programs fail is as result of the program not being well planned; the employee is unaware of the job requirements and the employee does not feel welcome.

³¹ Judith Brown. Employee Orientation: Keeping New Employees on Board. <http://humanresources.about.com> (p.1)

Another reason cited and agreed upon by most authors is what can be referred to as the overkill of paper work. “Filling out forms can dampen the enthusiasm of even the most positive person, yet many employers make the mistake of having new hires spend the first day completing the required paper work,”³² says Mel Kleinman.

Susan M. Heathfield³³ sums all of this up in her top ten list of approaches to orientation that can turn off employees:

1. Make sure a work area has not been created or assigned
2. Schedule the new employee to start work while her supervisor is on vacation
3. Leave the new employee standing in the company reception area for a half hour while reception staff try to figure out what to do with him
4. Leave the new employee at her work station, to manage on her own, while coworkers pair up and head out to lunch
5. Provide a hour in a noisy lobby for the new employee to read and sign-off on a 100 page Employee Handbook
6. Show the new employee his office and don't introduce him to coworkers or assign him a mentor
7. Assign the new employee to (work with) your most unhappy, negative, company-bashing staff member.

³² Mel Kleinman. What happens if you don't train them and they stay?
<http://www.stevenpublishing.com/stevens/ohspub.nsf/d3d5b4f938b22b6e8625670c006d> (p.2)

³³ Susan Heathfield Top Ten Ways to Turn Off a New Employee.
<http://www.fastfwd.co.za/index>. (p.1)

8. Assign the employee “busy work” that has nothing to do with her core job description, because you are having a busy week
9. Start the new employee with a one or two day new employee orientation during which HR personnel make presentations.

Yet very often most organizations are guilty of one or more of the above including the Family Court.

Dr. John Sullivan³⁴ has identified the following elements as essentials to a successful orientation program:

- ❑ It has weighted and targeted goals and it meets each of them; it is done by a senior person.
- ❑ Is an on-going process.
- ❑ It begins before the first day.
- ❑ It makes the first day a celebration.
- ❑ It involves the family and others in the process.
- ❑ It makes them productive on the first day.
- ❑ It isn't boring/rushed or ineffective.
- ❑ It's global/multi-lingual and diverse. Have a one-size-fits-one-strategy to allow for individual/local needs.
- ❑ It's available on the Intranet and uses technology.
- ❑ It reduces turnover.
- ❑ It can be done "remotely" and during "off" periods.

³⁴ Dr. John Sullivan. *The New Hire Orientation “Toolkit” 64 tips you can use tomorrow.*
<http://ourworld.compuserve.com/homepages/gately/pp15js24.htm> (Part 2) (p.4-5)

- It is monitored, measured and rewarded. It also uses feedback to continuously improve.

Jean Barbazette³⁵ views successful new employee orientation as an enthusiastic welcome, full of variety and timely information and has identified having several key elements.

It is well planned; its content is appropriate, clear, and complete; its materials and the roles of its participants are well designed; appropriate activities are used to involve the new employee; the new employee's critical first day is carefully designed; the program is evaluated and feedback is solicited from its participants, including the new employee. This, alas can only be effected with time to prepare and staff dedicated to the orientation task.

What information/topics should be included in successful orientation programs?

Commenting on the contents of orientations programs Jean Barbazette³⁶ notes that based on research conducted by the Training Clinic most organizations programs are usually knowledge and attitudinal based. She goes further to state that those organizations that balance their program objectives to include knowledge, attitudinal and skill objectives achieve greater results. She identifies a number of areas to be covered under these headings for example knowledge objectives includes the mission and vision of the organization, skill objectives takes into account identifying, practicing and explaining safety procedures, and attitude objectives refers to making employees feel welcome, comfortable and part of the organization, establishing a positive working relationship and making a good first impression.

³⁵ Barbazette, J. (2001). *Successful New Employee Orientation*. (2nd ed.), n.p.: Jossey-Bass/Pfeiffer Publishers. (p.5)

³⁶ Ibid (p.20)

Who needs to be involved?

According to Ron Kaufman everyone needs to be involved in the process as new employees are not the only ones affected by the quality of your orientation program. He states during this “important period peers, bosses, subordinates, senior managers, customers, supplies and even the new hire’s family”³⁷ are influenced during this important period. He is also of the opinion that each of these groups may have different questions and concerns about the new employee, which need to be addressed. Mr. Kaufman believes that the reputation of the Human Resource Department is also at stake as a poorly planned orientation sends an early message that the HR department is ineffective and out of touch.

This makes this author however, question the orientation process for Human Resource Officers. This is an area of great concern and if the Human Resource Department is so charged, then their orientation as well must be thorough.

Every writer on the subject of orientation speaks about the importance of the role of the Human Resource Department, the supervisors and the mentors (buddy). Barbara O’Toole (Orientation vs Integration) states that the Human Resources Department handles the company overview, the handbook, benefits and other basic information. However the supervisor then takes over.

³⁷ Ron Kaufman. *It Pays to Help New Staff Start Right*.
<http://www.businessknowhow.com/manage/newstaffstartright.htm> (p.1)

The supervisor is expected to provide information to the new hire that is specific to the unit and its work in general as well as the knowledge and skill required for them to complete their various job functions.

The assignment of a mentor or buddy is useful as that person becomes the main source of information and point of contact for the new employee and others in the organization. Ideally they should be someone who works in the same unit as the new hire. They can provide information that cannot be obtained during the formal orientation process such as norms and unwritten rules, which would help the employee to navigate through the new environment. It is usually helpful to have the mentor work in the same department so that they can assist in training and clarifying work assignments. Mentors can also ease new employees into the social circuit by inviting them or giving them information about work related social activities and accompany them to lunch particularly during the early states of employment. They can also be a great source of encouragement by providing feedback on work related and social issues.

Jean Barbazette³⁸ writes that support from top management, supervisors, and human resource professional is needed. She recommends the use of a task force. The purpose of this group is to guide the development of the orientation process and build support in the organization for orientation at all levels. Essential to the formation of this task force is the selection of the appropriate mix of employees from different levels and departments in the organization. Included in this group are specific supervisors, lead persons, managers, trainers, human resource professionals, and employees who can give different perspectives to the orientation program

³⁸ Barbazette, J. (2001). *Successful New Employee Orientation*. (2nd ed.), n.p.: Jossey-Bass/Pfeiffer Publishers.

developers. This approach is worthy of consideration in a Family Court setting where various different professions come together in the same organization to complement each other and various types of support staff come together to support them.

Despite the various challenges facing organizations today in terms of either creating or redesigning their orientation program most successful companies view new employee orientation as a critical process that is essential for the success of both employee and organization. Doris Sims in *Creating New Employee Orientation Programs* notes that the trend is changing, “More companies are starting to recognize the importance and value of this first impression program.”³⁹

³⁹ Doris M. Sims. *Creative New Employee Orientation Programs – Books in Brief*. <http://www.findarticles.com> (p.1)

METHODOLOGY

Research Design

The research design used to gather the data for this report was three surveys each of which featured a different data collection method and survey population. The three data collection methods, study population, the response rate of the total population, and the number of questions were:

1. Self-administered questionnaire of 80 of 130 Staff, stratified sample 80 respondents, or 61.5% of the total population, nine questions.

Staff were represented by the following four subgroups: -

- a. 40 of 70 of Contract workers
 - b. 15 of 15 of Public Servants on contract
14 of 25 of Public Servants
 - c. 11 of 20 of On-the-Job Trainees
 - d. 80 of 130 of Total
2. Self-administered questionnaire to all 16 Supervisors, full enumeration, 11 questions.
 3. Personal interviews with three Court Executive Administrators (CEAs), full enumeration, 19 questions.

The response rate for the respective respondents is as follows, 77.5% for and a 100% for both Supervisors and Court Executive Administrators.

SURVEY INSTRUMENTS

1. Orientation Impact Staff questionnaire

This questionnaire was designed to ascertain from staff members their opinion on their orientation experience with the view of developing an effective Staff's Orientation program for all staff of the Family Court. The main areas:

- Impact of current orientation
- Design Content
- General Recommendations

2. Orientation Impact Supervisors Survey Questionnaire

This questionnaire was designed to assess how supervisors are currently orienting new staff who are assigned to their unit. It was also intended to solicit from them what they considered the important ingredients of an orientation program and its benefits to the organization. The main areas surveyed included:

- Evaluation of current orientation
- Supervisors Role
- Benefits of implementation
- Design Content
- General Recommendations

3. Court Executive Administrators Survey

This questionnaire was designed to capture the opinion of the leaders of the organization, to find out how important CEAs thought the development of such a program would be to the Family

Court in the first instance and the Judiciary of Trinidad and Tobago as a whole. It was also intended to solicit from them what they considered the important ingredients of an orientation program and its benefits to the organization. The main areas surveyed included:

- ❑ Evaluation of current orientation
- ❑ Benefits of staff orientation
- ❑ Design Content
- ❑ General Recommendations

Copies of the questionnaires with the respective covering letters are shown at Appendices III – VIII.

PRE-TEST OF STAFF AND SUPERVISOR SURVEYS AND CEA INTERVIEW

QUESTIONS

Each interview and survey questionnaire was pre-tested prior to being disseminated. In order to ensure clarity and understanding several individuals were asked to perform the pre-test. For the pre-testing of the Orientation Impact Staff questionnaire, pre-tests were completed by one staff member from Judiciary Support Unit, the Court Office, the Statistical Unit and the Communication and Information Unit. The Orientation Impact Supervisors questionnaire was pre-tested by the Court Librarian, two Court Office Supervisors, the Court Statistician and the Secretary, Communication and Information Unit. The Court Executive Administrators Survey was pre-tested by the Family Court Manager, the Court Statistician and one Court Office Supervisor.

After completion of the pre-tests the following adjustments were made to the questionnaires structure. Adjustments were inclusive of:

- Deletion of all questions specific to how and from whom information was obtained
- Re-wording of some questions for clarity
- Deletion of redundant questions
- Re-configuration of questions into the final format: - Agree, Disagree etc.
- Creating specific categories of responses for questions that were formerly open-ended.

COLLECTION AND ANALYSIS OF QUESTIONNAIRES

The review of the literature on the subject was used as the primary source of information regarding what type of data and information would inform the content of all survey instruments. Staff of the Family Court was the primary source for data collection. The data collected for this report was generated from self-administered questionnaires to staff representative of the four sub-groups (contract workers, public servant on contract, public servant and On the Job trainees), self-administered questionnaires to Supervisors and interviews with Court Executive Administrators. This included a stratified random sample of 80 staff which represented the target population of this group and a response rate of 77.5% was realized, represented by four subgroups: 40 Contract workers, 15 public servants on contract, 14 public servant in the court's operation and 11 On-the-Job trainees; a census of 16 supervisors, 11 questions and a 100% response rate was realized and interviews with Court Executive Administrators, three respondents, 19 questions and a 100% response rate was realized.

Although 80 questionnaires were administered to staff only 62 persons responded, however there were a number of instances where respondents in the survey did not respond to all question in the survey and this accounts for the difference in the totals.

Table 1: Status of Employment

Status of employment	No. of persons surveyed	No. of Responses
Contract Workers	40	36
Public Servant on contract	15	6
Public servant	14	8
On the Job trainees	11	11
Not Stated*	0	1
Total	80	62

* A not stated option was not a part of the questionnaire but is included in this table for clarity

Also given that there were no options on the questionnaire to accommodate non-response (e.g. Not Stated) to individual questions, the totals in some tables do not agree with the total number of respondents participating in the survey. This is illustrated by footnotes at the base of each affected table.

There were questions that were asked of all groups and those asked of only two groups. The following tables identify like questions. These questions were posed in order to determine if there was consensus/agreement as it relates to the opinion of the respondents.

Table 2: CEA/Supervisors/Staff

Similar Questions			
Questions	C.E.A	Supervisors	Staff
What impact has the absence of a formal orientation program had on staff	Q8	Q8	Q9
What can the organization do to prepare staff for their first day of work	Q12	Q9	Q4
What information/topics should be made available to staff during initial stages of employment	Q13	Q10	Q5
Most important areas of training for all staff during initial stages of employment	Q14	Q6	Q6
Special things that can be done to make staff feel welcome	Q15	Q7	Q8

Table 3: Staff and Supervisors

Similar Questions		
Questions	Supervisors	Staff
What impact has the absence of a formal orientation program had on staff	Q8	Q9
What can the organization do to prepare staff for their first day of work	Q9	Q4
What information/topics should be made available to staff during initial stages of employment	Q10	Q5
Most important areas of training for all staff during initial stages of employment	Q6	Q6
Special things that can be done to make staff feel welcome	Q7	Q8
Things persons should be aware of to prevent making mistakes on their second day of work	Q11	Q7

*Status of Employment * Length of Employment*

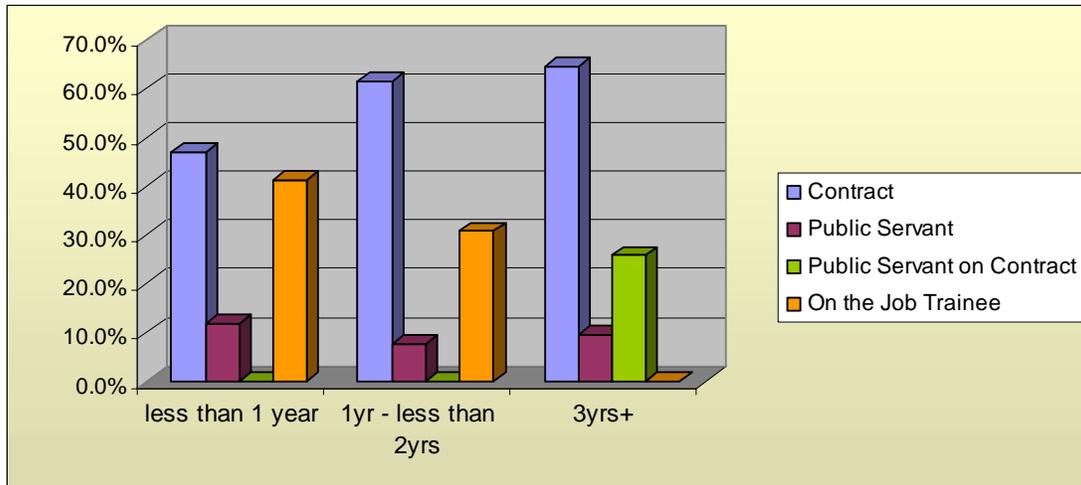
Table 4

	Length of Employment			Total
	less than 1 year	1yr - less than 2yrs	3yrs+	
Contract	8 47.1%	8 61.5%	20 64.5%	36 59.0%
Public Servant	2 11.8%	1 7.7%	3 9.7%	6 9.8%
Public Servant on Contract	0 0.0%	0 0.0%	8 25.8%	8 13.1%
On the Job Trainee	7 41.2%	4 30.8%	0 0.0%	11 18.0%
Total	17 100.0%	13 100.0%	31 100.0%	61 100.0%

Of the 17 staff members who were employed for less than one year, eight or 47.1% were Contract workers, two or 11.8% were Public Servants and seven or 41.2% were On the Job Trainees, notably none of this category of workers were Public Servant on Contract.

In terms of the 13 respondents who worked at the organization from one year to less than two years, eight or 61.5% were contract workers, one or 7.7% was a Public Servant and four or 30.8% were On the Job Trainees, again there were no Public Servants on Contract who were employed in this cohort.

With regard to the 31 staff employed at the organization for three year plus, i.e. the modal group, 20 or 64.5% were Contract workers, three or 9.7% were Public Servants, eight or 25.8% were Public Servants on Contract. Interestingly there was no On the Job Trainees found in the 3year + category.



Graph 1: Status of Employment

Data Collection Procedure

Orientation Impact Staff questionnaire

Staff of the Statistical Unit was responsible for the implementation of the survey. The Court Manager and the Court Statistician developed the survey (see Appendix IV). Once the development of the survey and pre-tests were completed the questionnaire together with a covering letter (see Appendix III) was placed in an envelope bearing the name and designation of each staff member in the sample and delivered to each by hand. Staff was given a maximum of three days to complete the questionnaire. To maintain confidentiality, the questionnaire was placed in specially designated customer feedback boxes located on each floor of the building. Personnel of the statistical unit collected questionnaires daily. The questionnaires were manually edited and the statistical unit cleaned the data, as questionnaires were checked for spelling and grammar errors and inconsistencies in terms of questions and responses. All closed ended and multiple response questions were pre-coded. The open-ended questions were coded into categories after the editing process was completed and a coding structure was developed to

accommodate the appropriate variables with respect to each response. The software application Statistical Package for Social Sciences (SPSS) was used for data capturing. This software system allows for the generation of contingency tables and graphs in order to effectively analyze the data. The Statistical Unit did data entry of all completed questionnaires. The main purpose of this survey was to find out from staff members their opinion on their orientation experience with the view of developing an effective Staff's Orientation program for all staff of the Family Court.

Orientation Impact Supervisors questionnaire

Staff of the Statistical Unit was responsible for the implementation of the survey. The Court Manager and the Court Statistician developed the survey (see Appendix VI). Once the development of the survey and pre-test was completed the questionnaire together with a covering letter (see Appendix V) was placed in an envelope bearing the name and designation of each staff member in the sample and delivered to each one by hand. Staff was given a maximum of three days to complete the questionnaire. To maintain confidentiality, the questionnaire was placed in specially designated customer feedback boxes located on each floor of the building. Personnel of the statistical unit collected questionnaires daily. The questionnaires were manually edited and the statistical unit cleaned the data, as questionnaires were checked for spelling and grammar errors and inconsistencies in terms of questions and responses. All closed ended and multiple response questions were pre-coded. The open-ended questions were coded into categories after the editing process was completed and a coding structure was developed to accommodate the appropriate variables in the respective responses. The software application SPSS was used for data capturing. This software system allows for the generation of contingency tables and graphs in order to effectively analyze the data. The statistical unit did data entry of all

completed questionnaire. The main purpose of this survey was ascertain information from supervisors as to how they currently orient new staff who are assigned to their unit with the view of developing an effective Staff's Orientation program for all staff of the Family Court.

Personal Interviews with Court Executive Administrators

These interviews were conducted to obtain each administrator's views on the usefulness of staff orientation in general, the impact of its presence and/or absence on the Judiciary and its staff, and in terms of the design content what they considered to be the important elements. Nineteen questions were asked of each CEA (See Appendix VIII).

Attempts to schedule appointments with Court Executive Administrators proved to be quite a challenge because of their hectic schedules. To reduce the length of the interview time the survey instrument was sent to all respondents via email so that they could review the questions beforehand. This method proved to be quite useful in that respondents sought clarification with respect to a number of questions and this led to these questions being reworded.

Two of the respondents attempted to answer the questions via e-mail; however, this was followed up by a brief interview of approximately 15 minutes to clarify some of the answers. For one respondent a face-to-face interview was conducted for approximately half an hour. The responses to these questions were in the first instance retyped and the final interviews were first handwritten and then typed into the questionnaire for each respective respondent.

The questions ranged from their knowledge about orientation programs to whether its information content should vary depending on place of assignment and who should be involved

in the development and execution of such programs. The information obtained from these responses was important because not only is it prudent to get support from your leaders for the implementation of any program but it is equally as important to solicit their opinion in terms of the design content so that they feel a part of the program from the very beginning.

Problems Encountered

1. Given the hectic schedule of the Court Executive Administrators their availability for interviews proved problematic causing delay in completion of analysis.
2. Respondents found difficulty in understanding some questions, on review of the questionnaire, it was discovered that there was an accidental use of double barreled (two questions in one) questions which slowed the process considerably.
3. The length of questionnaire caused a relatively high degree of interviewee fatigue, which again slowed down the exercise.
4. Pre test failed to find inconsistencies in the CEAs questionnaire. The re-wording of the CEAs questionnaire also contributed to delays in collecting data.
5. Tight deadline for submission of questionnaire resulted in a larger non-response rate than expected (23%), whereas the expected non-response rate was 15%.

FINDINGS

From the findings of the staff survey, two variables emerged as major sources of variance in the opinions given by the respondents. The Status of the Staff, that is whether they were hired on Contract, as Public Servants, Public Servants on Contract, or as On the Job Trainees was a significant consideration in influencing responses. The other variable of note was Length of Employment.

When analyzing the data, focus was placed on six broad factors:

1. Staff opinions towards being welcomed.
2. Mission and vision.
3. Strategic goals.
4. Performance standards.
5. Organizational values.
6. Occupational health and safety.

The pertinent tables and charts and a brief analysis of each are presented in this section. These factors were chosen because of their importance in evaluating how staff is orientated into the Family Court, representing the key areas of knowledge, skills and attitude objectives. The questions pertaining to each of these areas are given below:

1. Knowledge

- Upon entry into the organization the mission and vision were presented and discussed with me.

- Upon entry into the organization the strategic goals were presented and discussed with me.
- Upon entry into the organization the courts' performance standards were presented and discussed with me.

2. Skills

- I was taught all the skills necessary to complete my job
- I benefited from having a more experience staff provided me with guidance, support and encouragement
- Occupational health and safety policies and procedures was made known to me

3. Attitude

- I felt welcome when I began working in this organization
- I understood my role in assisting the organization to achieve its strategic goals
- The values of the organization were clearly explained to me

In addition, these factors that were chosen had the element of compatibility with groups, supervisors and staff. This meant that for each chosen factor there was at least one question that referred to the same subject matter posed to each of the two groups.

Further the questions pertaining to these factors showed the most variance of opinions amongst the different categories of staff under examination, and therefore warranted closer attention.

It should be noted that there were no options on the questionnaire to accommodate respondents who did not wish to respond to a particular question. As such the totals in some tables do not agree with the total number of respondents participating in the survey. This is illustrated by footnotes at the base of each affected table.

The findings of the Supervisors survey closely mirrored those of the Staff's. The variable that seemed to drive variance in this survey was that of Length of Time Employed. Again the six broad factors mentioned above were examined

Employee Survey Findings By Question

Examination of “Status of Staff” Variable for Staff

Question 1: I felt welcomed when I began working in this organization

Table 5

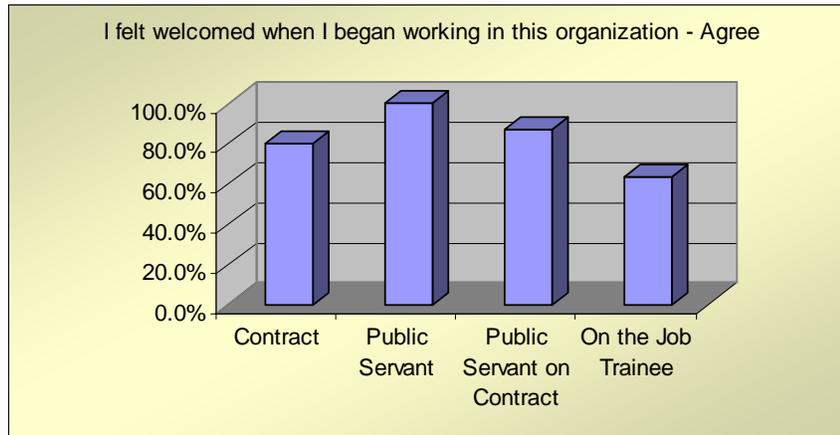
Response		Status of Employment				Total
		Contract	Public Servant	Public Servant on Contract	On the Job Trainee	
Disagree		2	0	1	2	5
		5.7%	0.0%	12.5%	18.2%	8.3%
Neither Agree nor Disagree		5	0	0	2	7
		14.3%	0.0%	0.0%	18.2%	11.7%
Agree		28	6	7	7	48
		80.0%	100.0%	87.5%	63.6%	80.0%
Total		35	6	8	11	60
		100.0%	100.0%	100.0%	100.0%	100.0%

1) It should be noted that one of the respondents in the survey did not state his/her Status of Employment

2) One of the Contract workers who participated in the survey did not respond to this question

In response to the statement “**I felt welcomed when I began working in this organization**”, the category “Agree” comprised of the following: 28 or 80% of the workers employed on Contract surveyed, six or 100% of all Public Servants surveyed, seven or 87.5% of the Public Servants on Contract and seven or 63.6% of the On the Job Trainees. This meant that 60 or 80% of all staff

who participated in the survey were in agreement that they felt welcomed when they began working at the organization. It should be noted that one of the Contract workers who participated in the survey did not respond to this question.



Graph 2: Question 1 - I felt welcomed when I began working in this organization

Question 2: Upon entry into the organization the mission and vision were presented and discussed with me

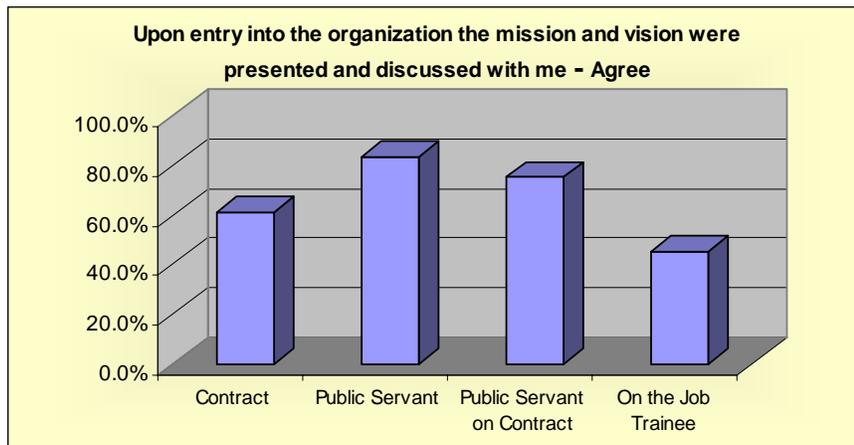
Table 6

Response	Status of Employment				Total
	Contract	Public Servant	Public Servant on Contract	On the Job Trainee	
Disagree	8	1	1	4	14
	22.2%	16.7%	12.5%	36.4%	23.0%
Neither Agree nor Disagree	6	0	1	2	9
	16.7%	0.0%	12.5%	18.2%	14.8%
Agree	22	5	6	5	38
	61.1%	83.3%	75.0%	45.5%	62.3%
Total	36	6	8	11	61
	100.0%	100.0%	100.0%	100.0%	100.0%

It should be noted that one of the respondents in the survey did not state his/her Status of Employment

With regard to the statement “**Upon entry into the organization the mission and vision were presented and discussed with me**”, the category “Agree” included the following: 22 or 61.1% of the workers employed on Contract surveyed, five or 83.3% of all Public Servants surveyed,

six or 75.0% of the Public Servants on Contract and five or 45.5% of the On the Job Trainees. Therefore 38 or 62.3% of all staff who participated in the survey were in agreement that they were presented with the Vision and Mission. It is important to note however that among the Public Servants and Public Servants on Contract; 78.6 percent were in agreement, but in terms of Contract workers and On the Job Trainees; only 57.4% such workers were in agreement with this assertion.



Graph 3: Question 2 - Upon entry into the organization the mission and vision were presented and discussed with me

Question 3: I understood my role in assisting the organization to achieve its mission and vision

Table 7

Response	Status of Employment				Total
	Contract	Public Servant	Public Servant on Contract	On the Job Trainee	
Disagree	4	0	0	1	5
	11.1%	0.0%	0.0%	9.1%	8.2%
Neither Agree nor Disagree	10	1	1	6	18
	27.8%	16.7%	12.5%	54.5%	29.5%
Agree	22	5	7	4	38
	61.1%	83.3%	87.5%	36.4%	62.3%
Total	36	6	8	11	61
	100.0%	100.0%	100.0%	100.0%	100.0%

It should be noted that one of the respondents in the survey did not state his/her Status of Employment

With regard to the statement “**I understood my role in assisting the organization to achieve its mission and vision**”, the category “Agree” consisted of: 22 or 61.1% of the workers employed on Contract surveyed, five or 83.3% of all Public Servants surveyed, seven or 87.5% of the Public Servants on Contract and four or 36.4% of the On the Job Trainees. Therefore 38 or 62.3% of all staff who participated in the survey were in agreement that they understood their role in assisting the organization to achieve this mission and vision. Again, among the Public Servants and Public Servants on Contract; 85.7 percent were in agreement, whereas among Contract workers and On the Job Trainees; only 55.3% such workers were in agreement, a pattern that closely resembles that of those who agreed that “**Upon entry into the organization the mission and vision were presented and discussed with me**”.



Graph 4: Question 3 - I understood my role in assisting the organization to achieve its mission and vision

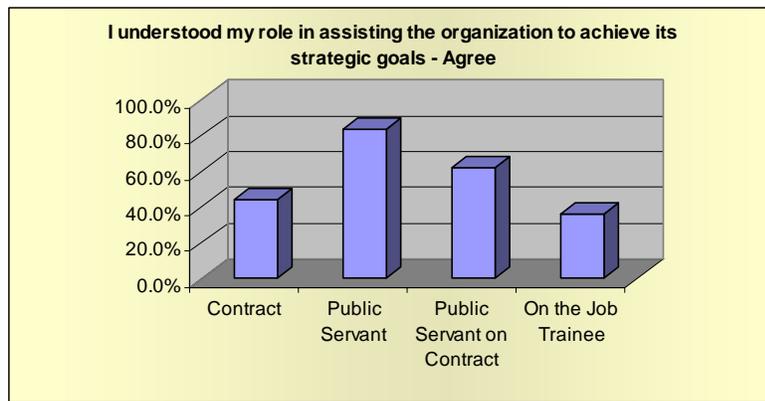
Question 4: I understood my role in assisting the organization to achieve its strategic goals

Table 8

		Status of Employment				Total
		Contract	Public Servant	Public Servant on Contract	On the Job Trainee	
Disagree		6	0	1	2	9
		16.7%	0.0%	12.5%	18.2%	14.8%
Neither Agree nor Disagree		14	1	2	5	22
		38.9%	16.7%	25.0%	45.5%	36.1%
Agree		16	5	5	4	30
		44.4%	83.3%	62.5%	36.4%	49.2%
Total		36	6	8	11	61
		100.0%	100.0%	100.0%	100.0%	100.0%

It should be noted that one of the respondents in the survey did not state his/her Status of Employment

With regard to the statement “**I understood my role in assisting the organization to achieve its strategic goals**”, the category “Agree” consisted of: 16 or 44.4% of the workers employed on Contract surveyed, five or 83.3% of all Public Servants surveyed, five or 62.5% of the Public Servants on Contract and four or 36.4% of the On the Job Trainees. Therefore 30 or 49.2% of all staff who participated in the survey were in agreement that they understood their role in the organization. Public Servants and Public Servants on Contract accounted for 71.4 percent of all persons who were in agreement in the survey, whereas among Contract workers and On the Job Trainees; only 42.6% such workers were in agreement.



Graph 5: Question 4: I understood my role in assisting the organization to achieve its strategic goals

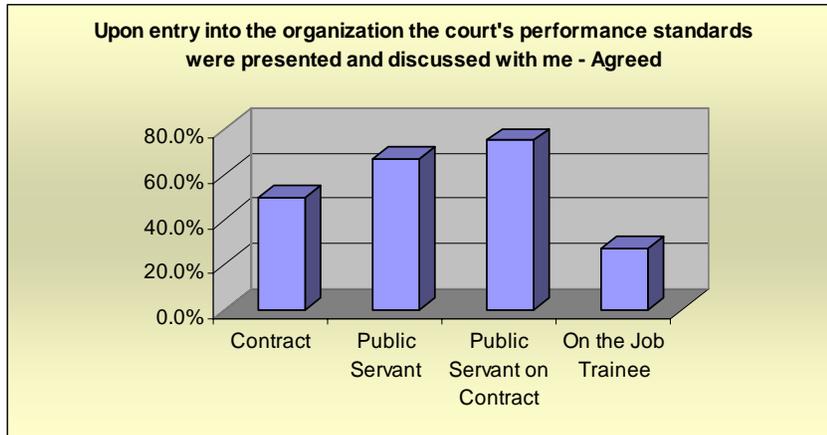
Question 5: Upon entry into the organization the court's performance standards were presented and discussed with me

Table 9

Response	Status of Employment				Total
	Contract	Public Servant	Public Servant on Contract	On the Job Trainee	
Disagree	12	2	2	5	21
	33.3%	33.3%	25.0%	45.5%	34.4%
Neither Agree nor Disagree	6	0	0	3	9
	16.7%	0.0%	0.0%	27.3%	14.8%
Agree	18	4	6	3	31
	50.0%	66.7%	75.0%	27.3%	50.8%
Total	36	6	8	11	61
	100.0%	100.0%	100.0%	100.0%	100.0%

It should be noted that one of the respondents in the survey did not state his/her Status of Employment

With regard to the statement **“Upon entry into the organization the court's performance standards were presented and discussed with me”**, the category “Agree” consisted of: 18 or 50.0% of the workers employed on Contract surveyed, four or 66.7% of all Public Servants surveyed, six or 75.0% of the Public Servants on Contract and three or 27.3% of the On the Job Trainees. Therefore 31 or 50.8% of all staff who participated in the survey were in agreement that **the court's performance standards were presented and discussed with them**. Public Servants and Public Servants on Contract accounted for 71.4% of all persons who were in agreement in the survey, whereas among Contract workers and On the Job Trainees; only 44.7% such workers were in agreement. This further strengthens the assertion that Public Servants and Public Servants on Contract had similar experiences which varied from those of Contract workers and On the Job Trainees.



Graph 6: Question 5 - Upon entry into the organization the court's performance standards were presented and discussed with me

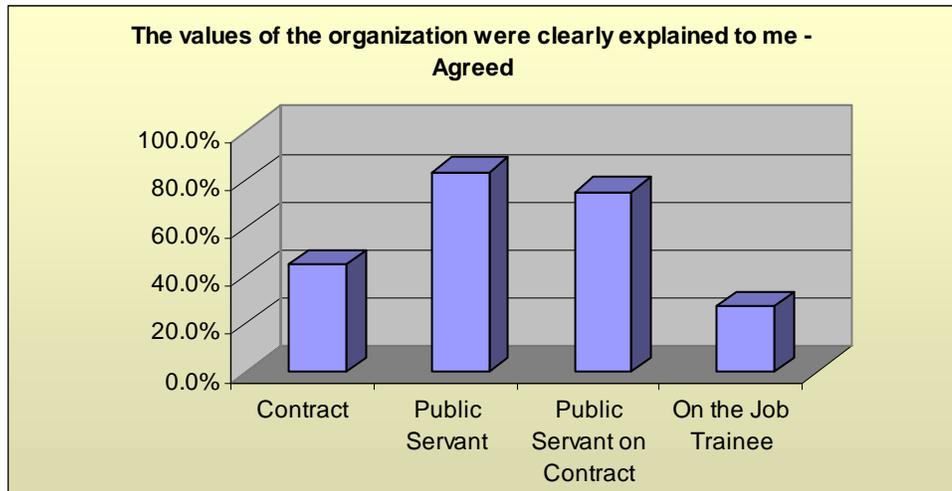
Question 6 - The values of the organization were clearly explained to me

Table 10

Purpose	Status of Employment				Total
	Contract	Public Servant	Public Servant on Contract	On the Job Trainee	
Disagree	8	1	1	3	13
	22.2%	16.7%	12.5%	27.3%	21.3%
Neither Agree nor Disagree	12	0	1	5	18
	33.3%	0.0%	12.5%	45.5%	29.5%
Agree	16	5	6	3	30
	44.4%	83.3%	75.0%	27.3%	49.2%
Total	36	6	8	11	61
	100.0%	100.0%	100.0%	100.0%	100.0%

It should be noted that one of the respondents in the survey did not state his/her Status of Employment

With regard to the statement “**The values of the organization were clearly explained to me**”, the category “Agree” consisted of: 16 or 44.4% of the workers employed on Contract surveyed, five or 83.3% of all Public Servants surveyed, six or 75.0% of the Public Servants on Contract and three or 27.3% of the On the Job Trainees. Therefore 30 or 49.2% of all staff who participated in the survey were in agreement that the **values of the organization were clearly explained to them**. Public Servants and Public Servants on Contract accounted for 78.6 percent of all persons who were in agreement in the survey, whereas among Contract workers and On the Job Trainees; only 40.4% such workers were in agreement representing a sharp contrast in the opinion of the two apparent cohorts.



Graph 7: Question 6 - The values of the organization were clearly explained to me

Question 7 - Occupational health and safety policies and procedures was made known to me

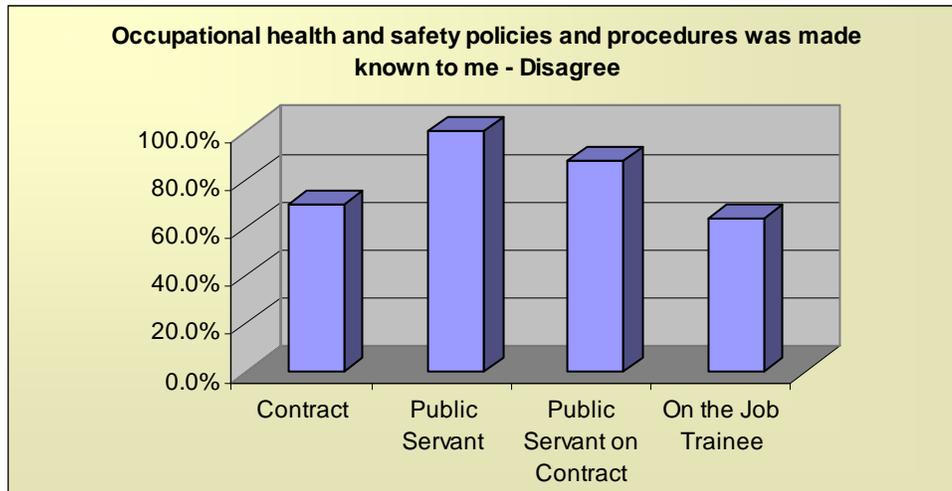
Table 11

Purpose	Status of Employment				Total
	Contract	Public Servant	Public Servant on Contract	On the Job Trainee	
Disagree	25	5	7	7	44
	69.4%	100.0%	87.5%	63.6%	73.3%
Neither Agree nor Disagree	7	0	0	3	10
	19.4%	0.0%	0.0%	27.3%	16.7%
Agree	4	0	1	1	6
	11.1%	0.0%	12.5%	9.1%	10.0%
Total	36	5	8	11	60
	100.0%	100.0%	100.0%	100.0%	100.0%

1. It should be noted that one of the respondents in the survey did not state his/her Status of Employment

2. One of the Public Servants who participated in the survey did not respond to this question

With regard to the statement “**Occupational health and safety policies and procedures was made known to me**”, the category “Disagree” consisted of: 25 or 69.4% of the workers employed on Contract surveyed, five or 100.0% of all Public Servants responding to this question, seven or 87.5% of the Public Servants on Contract and seven or 63.6% of the On the Job Trainees. Therefore 44 or 73.3% of all staff who participated in the survey were in disagreement that **Occupational health and safety policies and procedures were made known to them**. In terms of this question, all groups of staff represented seemed to be uniform in disagreement. It should be noted that one of the Public Servants who participated in the survey did not respond to this question



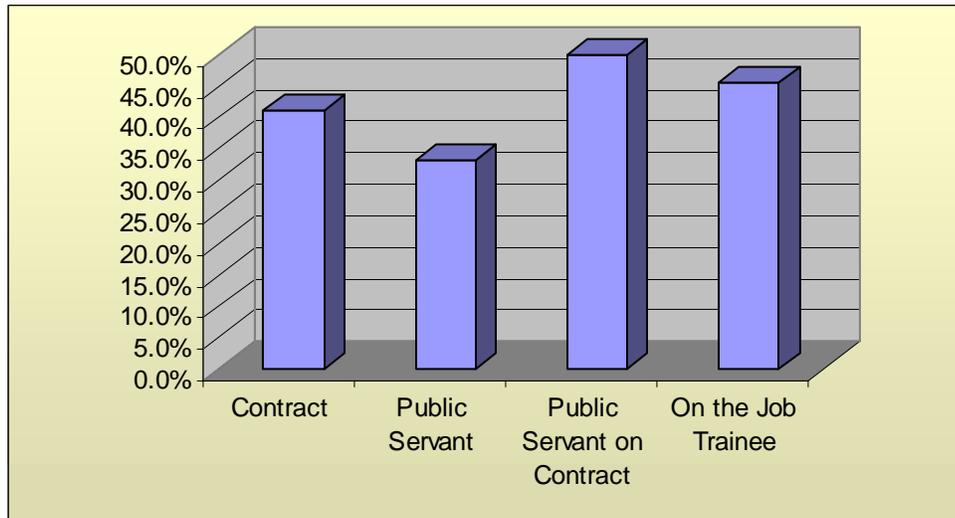
Graph 8: Question 7 - Occupational health and safety policies and procedures was made known to me

Question 8: I was taught all the skills necessary to complete my job

Table 12

Response	Status of Employment				Total
	Contract	Public Servant	Public Servant on Contract	On the Job Trainee	
Disagree	10	2	3	2	17
	29.4%	33.3%	37.5%	18.2%	28.8%
Neither Agree nor Disagree	10	2	1	4	17
	29.4%	33.3%	12.5%	36.4%	28.8%
Agree	14	2	4	5	25
	41.2%	33.3%	50.0%	45.5%	42.4%
Total	34	6	8	11	59
	100.0%	100.0%	100.0%	100.0%	100.0%

With regard to the statement “I was taught all the skills necessary to complete my job”, the category “Agree” consisted of: 14 or 41.2% of the workers employed on Contract surveyed, two or 33.3% of all Public Servants surveyed, four or 50.0% of the Public Servants on Contract and five or 45.5% of the On the Job Trainees. Therefore 25 or 42.4% of all staff who participated in the survey were in agreement that they understood their role in the organization.



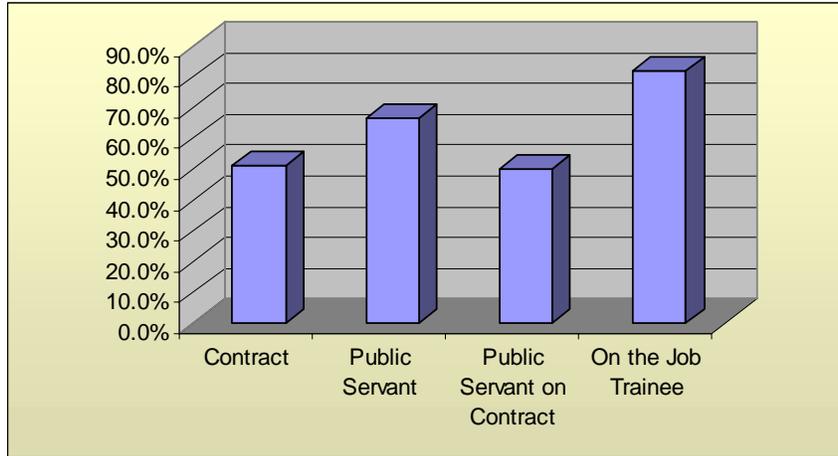
Graph 9: Question 8: I was taught all the skills necessary to complete my job

Question 9: I benefited from having a more experienced staff provide me with guidance, support and encouragement

Table 13

Response	Status of Employment				Total
	Contract	Public Servant	Public Servant on Contract	On the Job Trainee	
Disagree	13	1	4	2	20
	37.1%	16.7%	50.0%	18.2%	33.3%
Neither Agree nor Disagree	4	1	0	0	5
	11.4%	16.7%	0.0%	0.0%	8.3%
Agree	18	4	4	9	35
	51.4%	66.7%	50.0%	81.8%	58.3%
Total	35	6	8	11	60
	100.0%	100.0%	100.0%	100.0%	100.0%

With regard to the statement “I benefited from having a more experienced staff provide me with guidance, support and encouragement”, the category “Agree” consisted of: 18 or 51.4% of the workers employed on Contract surveyed, four or 66.7% of all Public Servants surveyed, four or 50.0% of the Public Servants on Contract and nine or 81.8% of the On the Job Trainees. Therefore 35 or 58.3% of all staff who participated in the survey were in agreement that they benefited from having a more experienced staff provide me with guidance, support and encouragement.



Graph 10: Question 9 - I benefited from having a more experienced staff provide me with guidance, support and encouragement

Examination of “Length of Employment” variable

Question 1 - I felt welcomed when I began working in this organization

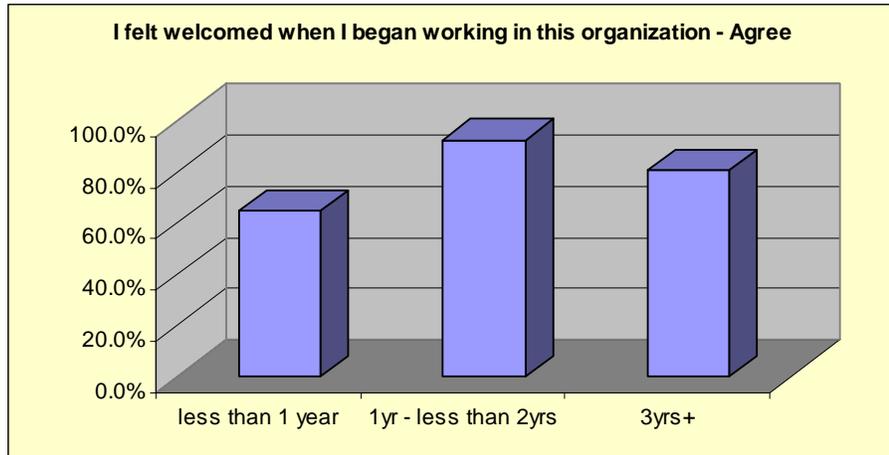
Table 14

Purpose	Length of Employment			Total
	less than 1 year	1yr - less than 2yrs	3yrs+	
Disagree	3	0	3	6
	17.6%	0.0%	9.7%	9.8%
Neither Agree nor Disagree	3	1	3	7
	17.6%	7.7%	9.7%	11.5%
Agree	11	12	25	48
	64.7%	92.3%	80.6%	78.7%
Total	17	13	31	61
	100.0%	100.0%	100.0%	100.0%

It should be noted that one of the workers who reported being employed for 3yrs+ did not respond to this question.

In response to the statement “I felt welcomed when I began working in this organization”, 11 or 64.7% of workers surveyed who were employed for less than one year reported that they “agreed” with this assertion. Among those respondents who were employed one year – less than two years, 12 or 92.3% said that they agreed with the statement. In terms persons who worked at the organization for three years and over, 25 or 80.6% of all such respondents indicated that they

were in agreement with this statement. Therefore 48 or 78.7% of all staff were in agreement. It should be noted that one of the workers who reported being employed for 3yrs+ did not respond to this question.



Graph 11: Question 1 - I felt welcomed when I began working in this organization

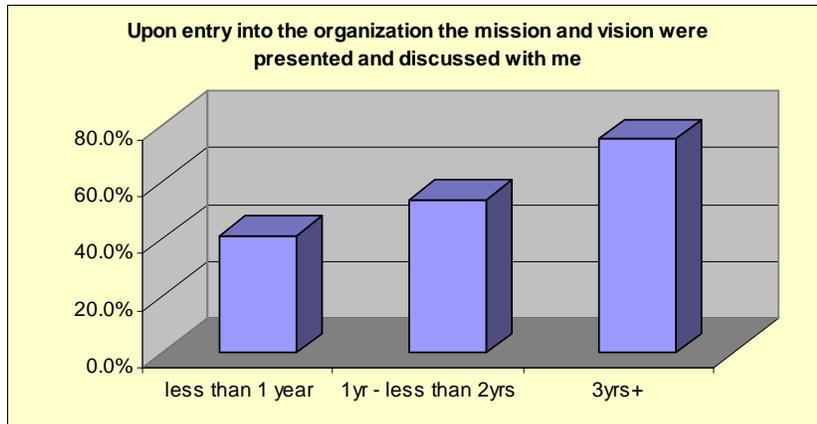
Question 2 - Upon entry into the organization the mission and vision were presented and discussed with me

Table 15

Purpose	Length of Employment			Total
	less than 1 year	1yr - less than 2yrs	3yrs+	
Disagree	8	4	3	15
	47.1%	30.8%	9.4%	24.2%
Neither Agree nor Disagree	2	2	5	9
	11.8%	15.4%	15.6%	14.5%
Agree	7	7	24	38
	41.2%	53.8%	75.0%	61.3%
Total	17	13	32	62
	100.0%	100.0%	100.0%	100.0%

In response to the statement “**Upon entry into the organization the mission and vision were presented and discussed with me**”, 7 or 41.2% of workers surveyed who were employed for less than one year reported that they “agreed” with this assertion. Among those respondents who were employed one year – less than two years, 7 or 53.8% said that they agreed with the statement. In terms

persons who worked at the organization for three years and over; 24 or 75.0% of all such respondents indicated that they were in agreement with this statement. Overall 38 or 61.3% of those surveyed were in agreement. These figures clearly suggest that there is a relationship between agreement on the presentation of the mission and vision upon entry and the time period the staff was brought on board.



Graph 12: Question 2 - Upon entry into the organization the mission and vision were presented and discussed with me

Question 3 - I understood my role in assisting the organization to achieve its strategic goals

Table 16

Purpose	Length of Employment			Total
	less than 1 year	1yr - less than 2yrs	3yrs+	
Disagree	2	3	4	9
	11.8%	23.1%	12.5%	14.5%
Neither Agree nor Disagree	8	5	9	22
	47.1%	38.5%	28.1%	35.5%
Agree	7	5	19	31
	41.2%	38.5%	59.4%	50.0%
Total	17	13	32	62
	100.0%	100.0%	100.0%	100.0%

In response to the statement “**I understood my role in assisting the organization to achieve its strategic goals**”, 7 or 41.2% of workers surveyed who were employed for less than one year reported that they “agreed” with this assertion. Among those respondents who were employed one year – less

than two years, 5 or 38.5% said that they agreed with the statement. In terms persons who worked at the organization for three years and over, 19 or 59.4% of all such respondents indicated that they were in agreement with this statement. Therefore 31 or 50% of all respondents agreed with this assertion.



Graph 13: Question 3 - I understood my role in assisting the organization to achieve its strategic goals

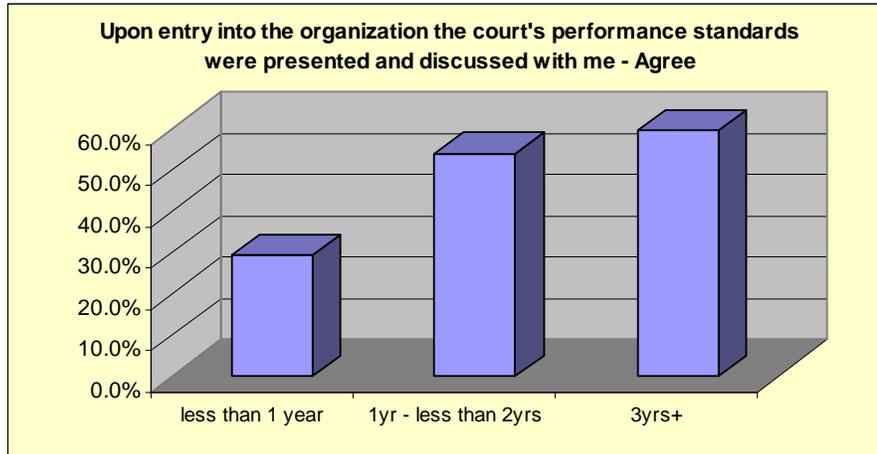
Question 4 - Upon entry into the organization the court's performance standards were presented and discussed with me

Table 17

Purpose	Length of Employment			Total
	less than 1 year	1yr - less than 2yrs	3yrs+	
Disagree	9	5	8	22
	52.9%	38.5%	25.0%	35.5%
Neither Agree nor Disagree	3	1	5	9
	17.6%	7.7%	15.6%	14.5%
Agree	5	7	19	31
	29.4%	53.8%	59.4%	50.0%
Total	17	13	32	62
	100.0%	100.0%	100.0%	100.0%

In response to the statement “**Upon entry into the organization the court's performance standards were presented and discussed with me**”, five or 29.4% of workers surveyed who were employed for less than one year reported that they “agreed” with this assertion. Among those

respondents who were employed one year – less than two years, seven or 53.8% said that they agreed with the statement. In terms persons who worked at the organization for three years and over, 19 or 59.4% of all such respondents indicated that they were in agreement with this statement. Again the implication is that there is a strong relationship between time hired and opinion on presentation of the court’s performance standards.



Graph 14: Question 4 - Upon entry into the organization the court's performance standards were presented and discussed with me

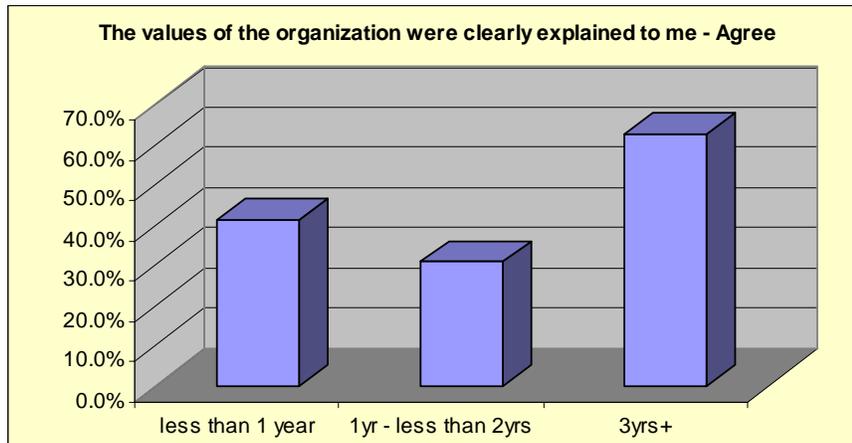
Question 5 - The values of the organization were clearly explained to me

Table 18

Purpose	Length of Employment			Total
	less than 1 year	1yr - less than 2yrs	3yrs+	
Disagree	4	5	4	13
	23.5%	38.5%	12.5%	21.0%
Neither Agree nor Disagree	6	4	8	18
	35.3%	30.8%	25.0%	29.0%
Agree	7	4	20	31
	41.2%	30.8%	62.5%	50.0%
Total	17	13	32	62
	100.0%	100.0%	100.0%	100.0%

In response to the statement “**The values of the organization were clearly explained to me**”, seven or 41.2% of workers surveyed who were employed for less than one year reported that they “agreed” with this assertion. Among those respondents who were employed one year – less than

two years, four or 30.8% said that they agreed with the statement. In terms persons who worked at the organization for three years and over, 20 or 62.5% of all such respondents indicated that they were in agreement with this statement. Therefore 31 or 50% of all respondents agreed with this assertion.



Graph 15: Question 5 - The values of the organization were clearly explained to me

Question 6 - Occupational health and safety policies and procedures was made known to me

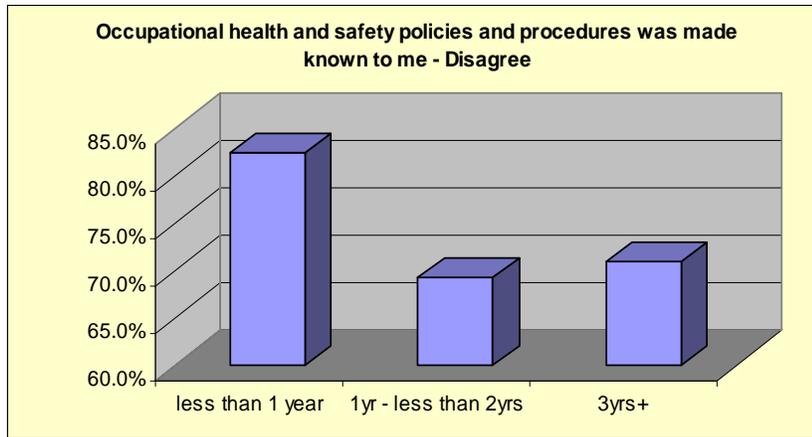
Table 19

Purpose	Length of Employment			Total
	less than 1 year	1yr - less than 2yrs	3yrs+	
Disagree	14	9	22	45
	82.4%	69.2%	71.0%	73.8%
Neither Agree nor Disagree	1	4	5	10
	5.9%	30.8%	16.1%	16.4%
Agree	2	0	4	6
	11.8%	0.0%	12.9%	9.8%
Total	17	13	31	61
	100.0%	100.0%	100.0%	100.0%

It should be noted that one of the workers who reported being employed for 3yrs+ did not respond to this question

In response to the statement “Occupational health and safety policies and procedures was made known to me”, 14 or 82.4% of workers surveyed who were employed for less than one year reported that they “disagreed” with this assertion. Among those respondents who were

employed one year – less than two years, nine or 69.2% said that they “disagreed” with the statement. In terms persons who worked at the organization for three years and over, 22 or 71.0% of all such respondents indicated that they were in disagreement with this statement. Therefore 45 or 73.8% of all respondents “disagreed” with this assertion. It should be noted that one of the workers who reported being employed for 3yrs+ did not respond to this question



Graph 16 Question 6 - Occupational health and safety policies and procedures was made known to me

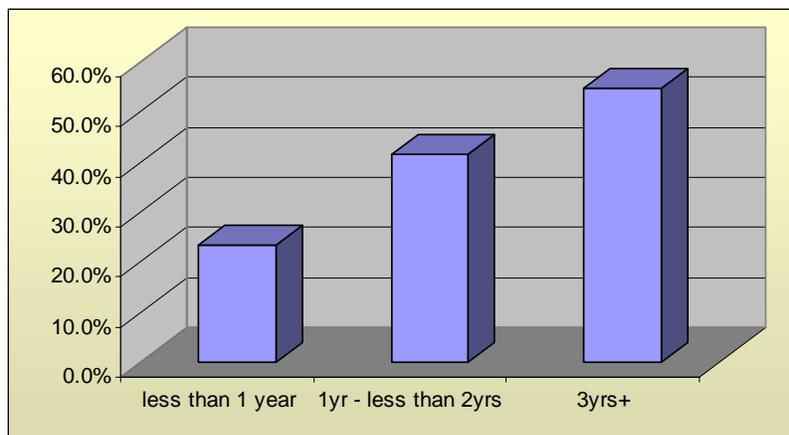
Question 7: I was taught all the skills necessary to complete my job

Table 20

Response	Length of Employment			Total
	less than 1 year	1yr - less than 2yrs	3yrs+	
Disagree	7	3	7	17
	41.2%	25.0%	22.6%	28.3%
Neither Agree nor Disagree	6	4	7	17
	35.3%	33.3%	22.6%	28.3%
Agree	4	5	17	26
	23.5%	41.7%	54.8%	43.3%
Total	17	12	31	60
	100.0%	100.0%	100.0%	100.0%

In response to the statement “I was taught all the skills necessary to complete my job”, seven or 41.2% of workers surveyed who were employed for less than one year reported that they “disagreed” with this assertion. However among those respondents who were employed one year – less than

two years, five or 47.7% said that they “agreed” with the statement. In terms persons who worked at the organization for three years and over, 17 or 54.8% of all such respondents indicated that they were in agreement with this statement. Therefore 26 or 43.3% of all respondents “agreed” with this assertion, while 17 or 28.3% staff members “disagreed.” The data shows that more recently employed staff were in less agreement than those employed in the past. It should be noted that two of the workers who reported being employed for 3yrs+ did not respond to this question.



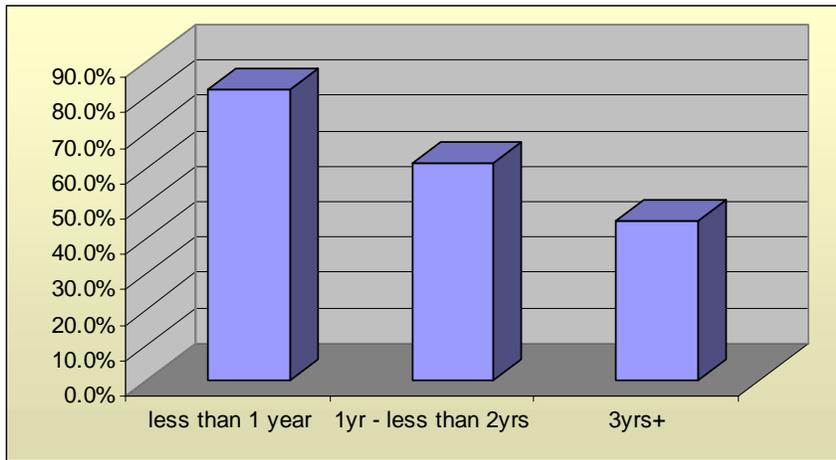
Graph 17: Question 7: I was taught all the skills necessary to complete my job

Question 8: I benefited from having a more experienced staff provide me with guidance, support and encouragement

Table 21

	Length of Employment			Total
	less than 1 year	1yr - less than 2yrs	3yrs+	
Disagree	2	3	15	20
	11.8%	23.1%	48.4%	32.8%
Neither Agree nor Disagree	1	2	2	5
	5.9%	15.4%	6.5%	8.2%
Agree	14	8	14	36
	82.4%	61.5%	45.2%	59.0%
Total	17	13	31	61
	100.0%	100.0%	100.0%	100.0%

In response to the statement “**I benefited from having a more experienced staff provide me with guidance, support and encouragement**”, 14 or 82.4% of workers surveyed who were employed for less than one year reported that they “agreed” with this assertion. Among those respondents who were employed one year – less than two years, eight or 61.5% said that they agreed with the statement. In terms persons who worked at the organization for three years and over, 14 or 45.2% of all such respondents indicated that they were in agreement with this statement. Therefore 36 or 59.0% of all respondents agreed with this assertion.



Graph 18: Question 8: I benefited from having a more experienced staff provide me with guidance, support and encouragement

Comparison Of Supervisors Survey Findings By Question

Question 1

Staff: *I felt welcomed when I began working in this organization*

Supervisor: *I have created a plan to welcome all new staff assigned to my unit.*

Table 22

Response		Staff: Felt welcomed
	Disagree	6
		9.80%
	Neither Agree nor Disagree	7
		11.50%
	Agree	48
		78.70%
Total		61
		100.00%

Table 23

Response		Supervisors: Had plan to welcome Staff
	Disagree	5
		31.30%
	Neither Agree nor Disagree	4
		25.00%
	Agree	7
		43.80%
Total		16
		100.00%

In terms of the factor ‘feeling of being welcomed’ the data revealed that more than half of the staff felt welcomed when they began working in the organization. This was indicated by the 48 or 78.7% of staff members that agreed with the assertion “**I felt welcomed when I began working in this organization**”. In contrast seven or 43.8% of all supervisors responding to this question stated that they had a plan to welcome all staff on entry to the organization. It should be noted that one staff did not respond to this question.

Question 2:

Supervisor: *I discussed with them the mission and vision of the organization.*

Staff: *Upon entry into the organization the mission and vision were presented and discussed with me.*

Table 24

Response		Staff - Mission and Vision was presented and discussed with me
	Disagree	15
		24.20%
	Neither Agree nor Disagree	9
		14.50%
	Agree	38
		61.30%
Total		62
		100.00%

Table 25

Response		Supervisor - Presented and discussed Mission and Vision
	Disagree	4
		25.00%
	Neither Agree nor Disagree	3
		18.80%
	Agree	9
		56.30%
Total		16
		100.00%

In terms of the factor ‘mission and vision’ the data revealed that the majority of the staff participating in the survey felt that the mission and vision of the organization were presented to them. This was illustrated by the fact that 38 or 61.3% of staff members that agreed with the assertion “**Upon entry into the organization the mission and vision were presented and discussed with me**”. In comparison nine or 56.3% of all supervisors responding to this question stated that they presented and discussed Mission and Vision.

Question 3

Staff: I understood my role in assisting the organization to achieve its mission and vision

Supervisor: I explained their role in assisting the organization to achieve its mission and vision

Table 26

Response		Staff - Understood Mission and Vision
	Disagree	5 8.10%
	Neither Agree nor Disagree	18 29.00%
	Agree	39 62.90%
Total		62 100.00%

Table 27

Response		Supervisor - Facilitated understanding of Mission and Vision
	Disagree	1 6.70%
	Neither Agree nor Disagree	3 20.00%
	Agree	11 73.30%
Total		15 100.00%

One Supervisor did not respond to this Question

In terms of the factor ‘mission and vision’ the data revealed that more than half of the staff understood their role in assisting the organization to achieve its mission and vision. 39 or 62.9% of staff members responding to this question, agreed with the assertion: “**I understood my role in assisting the organization to achieve its mission and vision**”. In comparison 11 or 73.3% of all

supervisors responding to this question stated that they facilitated the understanding of Mission and Vision.

Question 4

Staff: I understood my role in assisting the organization to achieve its strategic goals

Supervisor: I explained to them their role in assisting the organization to achieve its strategic goals

Table 28

Response		Staff understood role in assisting the organization to achieve its strategic goals
	Disagree	11 17.70%
	Neither Agree nor Disagree	17 27.40%
	Agree	34 54.80%
Total		62 100.00%

Table 29

Response		Supervisor - Facilitated understanding Strategic Goals
	Disagree	2 12.50%
	Neither Agree nor Disagree	1 6.30%
	Agree	13 81.30%
Total		16 100.00%

In terms of the factor ‘strategic goals’ the data revealed that half of the staff felt they understand their role in assisting the organization to achieve its strategic goals. This was indicated by the 34 or 54.8% of staff members that agreed with the assertion “**I understood my role in assisting the organization to achieve its strategic goals**” In contrast 13 or 81.3% of all supervisors responding to this question stated that they facilitated understanding Strategic Goals.

Question 5

Staff: Upon entry into the organization the court's performance standards were presented and discussed with me

Supervisor: I discuss with them the performance standards of the organization

Table 30

Response	Staff - Performance Standards were presented and discussed with me
Disagree	22 35.50%
Neither Agree nor Disagree	9 14.50%
Agree	31 50.00%
Total	62 100.00%

Table 31

Response	Supervisor - Presented and discussed Performance Standards
Disagree	2 13.30%
Neither Agree nor Disagree	1 6.70%
Agree	12 80.00%
Total	15 100.00%

One Supervisor did not respond to this Question

In terms of the factor ‘court’s performance standards” the data revealed that half of the staff felt that the court’s performance standards were presented and discussed with them. In terms of the staff 31 or 50.0% of staff members that agreed with the assertion **“Upon entry into the organization the court's performance standards were presented and discussed with me”** In contrast 12 or 80.0% of all supervisors responding to this question stated that they presented and discussed performance standards.

Question 6:

Staff: *The values of the organization were clearly explained to me*

Supervisor: *I clearly explained the values of the organization to all new staff*

Table 32

Response		Staff - Organizational Values were clearly explained to me
Disagree		13
		21.00%
Neither Agree nor Disagree		18
		29.00%
Agree		31
		50.00%
Total		62
		100.00%

Table 33

Response		Supervisor - Explained Organizational Values
Disagree		2
		12.50%
Neither Agree nor Disagree		5
		31.30%
Agree		9
		56.30%
Total		16
		100.00%

In terms of the factor ‘organizational values’ the data revealed that half of the staff felt that the organizational values were explained to them. This was illustrated by the fact that 31 or 50.0% of staff members that agreed with the assertion: “**The values of the organization were clearly explained to me**”. In comparison 9 or 56.3% of all supervisors responding to this question stated that they explained Organizational Values.

Question 7

Staff: Occupational health and safety policies and procedures was made known to me
 Supervisor: I reviewed with new staff all the Occupational health and safety policies and procedures

Table 34

Response	Staff - Occupational Health and Safety policies were made known me
Disagree	45
	73.80%
Neither Agree nor Disagree	10
	16.40%
Agree	6
	9.80%
Total	61
	100.00%

Table 35

Response	Supervisor - Explained Occupational Health and Safety policies
Disagree	4
	25.00%
Neither Agree nor Disagree	10
	62.50%
Agree	2
	12.50%
Total	16
	100.00%

In terms of the factor ‘occupational health and safety’ the data revealed less than half of the staff did not feel that they knew the Occupational Health and Safety policies. This was indicated by the 45 or 73.8% of staff members that disagreed with the assertion **Occupational health and safety policies and procedures was made known to me**. This is mirrored by the fact that only two or 12.5% of all supervisors responding to this question stated that they explained Occupational Health and Safety policies.

Question 8

Staff: I was taught all the skills necessary to complete my job
 Supervisor: I ensure that new staff were taught all the skills necessary to complete their job.

Table 36

Response	Staff - Skills necessary were taught
Disagree	17
	28.3%
Neither Agree nor Disagree	17
	28.3%
Agree	26
	43.3%
Total	60
	100.0%

Table 37

Response	Supervisor – taught skill necessary
Disagree	1
	6.3%
Neither Agree nor Disagree	4
	25.0%
Agree	11
	68.8%
Total	16
	100.0%

In terms of the factor ‘necessary skills’ the data revealed that only 26 or 43.3% the staff responded in agreement to the assertion “**i was taught all the skills necessary to complete my job**”. In contrast 11 or 68.8% of all supervisors responding to this question stated that they ensured that new staff was taught all necessary skills on entry to the organization. It should be noted that two staff did not respond to this question.

Question 9

Staff: I benefited from having a more experienced staff provide me with guidance, support and encouragement

Supervisor: I always assign a more experience staff to new staff to provides them with guidance, support and encouragement

Table 38

		Staff- Guidance, support and encouragement
Disagree		20
		32.8%
Neither Agree nor Disagree		5
		8.2%
Agree		36
		59.0%
Total		61
		100.0%

Table 39

		Supervisor – facilitated guidance, support and encouragement
Disagree		0
		0.0%
Neither Agree nor Disagree		3
		18.8%
Agree		13
		81.3%
Total		16
		100.0%

In terms of the factor ‘guidance, support and encouragement’ the data revealed that more than half of the staff felt that they were guided, supported and encouraged when entering the organization. 36 or 59.0% of staff members responding to this question, agreed with the assertion: “**I benefited from having a more experienced staff provide me with guidance, support and encouragement**”. In comparison 13 or 81.3% of all supervisors responding to this question stated that they facilitated the guidance, support and encouragement of these staff.

Personal Interviews with Court Executive Administrators

All CEA's agreed that there was a need to have a formal orientation program for all staff. However even though they all agreed that they were aware of the existence of an orientation program for staff employed with the Judiciary it was limited in the main to the existence of an orientation booklet for both judicial and non-judicial staff and an attempt to orient persons in large groups.

With the exception of one respondent who claimed not to know much about orientation programs the other respondents had some idea of its importance and who should manage and execute such programs. All respondents agreed that the introduction of a formal orientation program for all Judiciary staff is important to the development of the organization in that it would assist persons to understand what we do and how we do business as distinct from the operations of the wider public service, create a more productive and efficient environment, set the tone and the expectation between staff and employer, reduce the learning curve, to meet key persons and facilitate ease of entry into the organization so that all persons can contribute to achieving the organizations mission and vision.

CEAs also believed that its absence has negatively affected the organization's performance with specific reference to the court's overall performance and by extension its reputation. In addition they felt that staff might not be focused on the objective and plans of the organization and that they might also experience high levels of stress, insecurity and uncertainty.

It was clearly stated that its introduction would have a positive impact on the organization's customer service delivery, there would be a better understanding and appreciation of the organization, it would assist in aligning individuals with the goals, objective, vision, morals of the organization and make the link between people's job and where it fits into the organization's chain of production.

In terms of identifying key persons who should be involved in the development and execution of an orientation program the answers included the Chief Justice, the Court Executive Administrator, Court Administrative Unit, Human Resource Unit (HRU), senior managers and supervisors.

In terms of welcoming new staff all respondents felt that new staff should receive information packages before coming on board or have assigned to them a liaison person as a point of contact. Once on board, in the initial stages of employment they should be made to understand the organization and where they fit into the workflow. There was also common agreement that training in customer service should be a priority. Even though the Judiciary is divided into three main areas: High Court, Magistracy and Family Court, all CEAs agreed that there should be little variation in terms of the content of a new staff orientation program. (see Appendix IX for full interview).

**QUESTION AND RESPONSES COMMON TO ALL RESPONDENTS STAFF,
SUPERVISORS AND CEAs**

1. **“What are the four most important items of information/topics you believe all staff should know during their initial stages of their employment with the organization?”**

This question was asked to all persons surveyed, and the most frequent responses were:-

- Knowledge and role of the organization
- The organization’s policies and procedures
- Terms of Employment
- Specific job function as it relates to the organization
- Key individuals

2. **“What are the four most important if information/topic you believe the organization should provide to all staff before they began their first day of work?”**

When ask, respondents generally agreed with the following:-

- Knowledge about the organization as a whole
- Organization procedures and policies
- Terms and conditions of employment
- Orientation booklet/package

3. **“What are the four most important areas of training you believe all person employed by the Judiciary should participate in?”**

In response to this statement all respondents indicated the following responses:

- Customer Service
- Court operation and processes
- Protocol
- Training specific to duties

4. **“What are four things that you feel could be done to make new staff feel welcomed by the organization?”**

This question was asked to all people surveyed, respondents all agreed that the four things that you feel could be done to make new staff feel welcomed were:-

- Have an experience staff/mentor assigned to help socialized and train as well as provide personal
- support and assistance.

- ❑ Tour to familiarize new staff with the court facility and to meet relevant persons.
- ❑ Provide information about work assignment and a working area properly prepared with all necessary tools, equipment and stationary etc.
- ❑ A welcome package containing the relevant information.

5. “What impact if any, do you think the absence of a formal orientation program has had on staff?”

In relation to the factor ‘absence of a formal orientation program’ respondent agreed on the following impacts:

- ❑ Tendency for conflict, confusion and frustration
- ❑ People from different organization come in with their own knowledge and perception of the organization
- ❑ Job functions not clearly define hence the tendency to make mistakes
- ❑ Long learning curve
- ❑ Absence of a Family Court/work culture
- ❑ Lack of commitment to the organization
- ❑ Difficulty to establish a team work environment
- ❑ Absence of a sense of belongingness
- ❑ High turn over of staff
- ❑ Lack of knowledge of the key persons in the organization i.e. Judges and Magistrates

(see Appendix X – XII for complete reports on staff, supervisors and court executive administrators open-ended responses).

CONCLUSIONS AND RECOMMENDATIONS

In many public sector organizations, orientation programs are almost non-existent. One may be exposed to some form of orientation when one enters the public service but once employees move from one ministry or department to another, there is an assumption that they know all they need to know about the organization and so the question of orientation does not arise. Often overlooked is the difference that exists among organizations. Each ministry and department has its own culture, function, policies, procedures, values and so on and its core business varies depending on the mandate of the organization/ministry/department. The literature clearly points out the danger in making such assumptions, because without an appreciation for the uniqueness of each organization, the organizations' overall performance can be negatively affected, not to mention the psychological effects on new hires.

The Family Court of Trinidad and Tobago, however, as a new institution, is in an enviable position, in that it is allowed and actually expected to find new and innovative ways to do business and to do so in ways that existing organizations do not. One such innovation was the introduction of an orientation program for all employees prior to the start up of the Family Court. Joining the establishment of the Court were new employees who had never worked in a court environment and "old" employees, public servants who either had experience working in wider Judiciary (High Court/Magistracy) or the wider public service.

In evaluating how employees are oriented into the Family Court, the findings reveal that the status of the employees, that is, whether persons were hired on contract, as Public Servants, as Public Servants on Contract, or as On the Job Trainees had a significant impact on responses.

An examination of the data with regard to the status of employees revealed that the groups 'Public Servants' and 'Public Servants on Contract' "behaved" as a cohort as did the groups 'Contract Workers' and 'On the Job Trainees'.

With regard to the knowledge component of the orientation program, Public Servants and Public Servants on Contract seem to have a better understanding of the organization's mission, vision, strategic goals, performance standards and values of the organization. One can make the assumption that they have been in the system for a longer period and having been exposed to these ideas and concepts prior to the start up of the Family Court placed them in a better position to internalize the information since it was not unfamiliar to them.

With the attitude component, Public Servants and Public Servants on Contract also seem also to have a clearer sense of the organizations' core business and the role they were expected to play in assisting the organization in achieving its mission and vision and strategic goals. Again the assumption can be made that prior knowledge plays an important role in this regard.

These knowledge and attitude components of the orientation program, however, seemed to be somewhat of a challenge for the new employees, i.e. contract workers and on the job trainees. In the skills component, these groups outranked the other group in their level of agreement that they were being taught all the skills necessary to complete their jobs as well as having benefited from having a more experienced employee providing them with the necessary guidance, support and encouragement. One can conclude based on the fact that when Contract employees, Public

Servants and Public Servants on Contract came on board, all the procedures, workflows etc were new to almost everyone and there was very little existing expertise in any given area.

On the Job Trainees will therefore have benefited from the experience of the older hands. In effect, from this it appears that these groups were more dependent on the Orientation Program. They, however, did not seem to feel as welcomed to the organization as their colleagues and this is an issue that needs further examination. Among the groups a high percentage of all respondents felt that occupational health and safety policies procedures were not made know to them. For any organization, this is serious a concern.

Once factor closely linked to these findings seems to be the length of time that persons were employed by the Family Court. It was observed that employees who were employed for three or more years were in agreement in most of the assertions posed and the reverse was true for those recently employed in the organization. This trend seemed to hold true as well for supervisors who were surveyed separately. In addition, the responses of the supervisors survey closely mirrored those of the staff's. The variable that seemed to drive variance in this survey was that of length of time employed.

An important part of this research was to determine the level of interest by senior administrators in the importance of such a program and its introduction to the wider Judiciary. All seemed to have an appreciation of the benefits of orientation programs as well as the fallout when such programs do not exist and how this has negatively impacted the Judiciary as a whole. Most important, however, was the fact that they saw themselves as part of the process.

The literature review proved to be particularly useful to this author as it pointed out the importance of research in the design and implementation of an orientation policy plan for the Family Court. It also highlighted the issues, the nature and extent of the effort, thought and consideration, and the kind of work that is required before hand. It also helps in ascertaining the key personnel who should be charged with the responsibility for orientation at the Family Court. It pointed out the need for a team approach so that the voices and concerns of all employees at every level in the organization can be heard and taken into account. In terms of assisting the organization to establish a new planned culture best suited to the ideal of the organization, it pointed the author to ways in which orientation programs can assist in this regard.

Before reviewing the literature, one would have thought that the main beneficiaries of an orientation program would be new hires. However, it was soon realized that some of the literature focused not only on the needs of the organization but interestingly, it also highlighted the needs of “old employees” who would also benefit from being re-oriented. Re-orientation serves to remind “old” employees about information, policies and procedures etc that might have been forgotten as well as to bring them up to date with latest developments.

The Family Court has assisted in the training of young persons (On-the-Job-Trainees) whose length of stay lasts for periods of no more than six months. With this rate of turnover it was very interesting to note that some authors deal with how short term employees’ orientation should be addressed, highlighting the fact that when it comes to orientation, one size does not fit all.

Therefore, orientation programs must be designed and developed to meet the regular and unusual needs of the organization and its prospective employees.

The review of the literature also highlighted the importance of the role of supervisors and mentors and underscored the importance of having persons with the right temperament and attitude selected to teach and mentor new hires. As was pointed out, disgruntled and unhappy employees are to be avoided at all cost. Worthy of attention as well is the idea that if you have received a good orientation, then on a balance of probability you will pass on to new hires positive experiences.

The literature was very valuable in helping to avoid mistakes that most organizations make and showing how they may be avoided.

However one of the most telling and useful aspects of this study were the comments made by staff (See Appendix X) as to how they felt when their orientation fell short of their expectations. Their feelings and opinions on their orientation experience mirrored the sentiments expressed by all authors as to the levels of frustration, anxiety and confusion that new hires often experience. This information has helped this author to better understand some of the behaviors and attitudes of staff that may be counterproductive.

When one combines the literature with the findings and analysis in the evaluation of how employees are oriented into the Family Court one can conclude that the organization has achieved some level of success. However, there is much work to be done if the organization is to

position itself to make a real difference and to prepare for the future. Mindful that the rollout of the court is imminent, every effort must be made to ensure that we get it right so that we can “capitalize on each new employee’s enthusiasm and keep it alive once the work begins”⁴⁰

It is with this in mind that the following recommendations are being put forward on a phased basis:

Phase 1- Establishment of a Family Court Task Force

Recommendation:

Establishment of an orientation design and implementation task force comprising at least one Court Executive Administrator, Family Court Manager, Communication and Information Specialist, human resource professionals, senior managers, supervisors, trainers and experienced and new employees. This task force should be charged with the responsibility for:

- ❑ Establishing an orientation program to meet the needs of the Family Court
- ❑ Determining the specific objectives and outcome for the orientation program
- ❑ Determining what skill, knowledge and attitudes that the organization what to impart to new employees
- ❑ Reviewing the initial program to determine useful aspects of the program
- ❑ Determining the needs of the varying levels of employees
- ❑ Identifying the competencies needed for each job
- ❑ Determining the training needs for each job function
- ❑ Determining what resource materials needs to be developed
- ❑ Identifying key personnel and clarify the roles of each participant
- ❑ Identifying measurable bottom line results eg. Reduce employee turnover, improved employee relations

⁴⁰ Cadwell, C. M. (1998). *New Employee Orientation: Bringing People on Board Successfully*. (1st ed.). n.p.: Thomson Learning Publishers. (p.3)

Phase II – Documentation

That the Human Resource Unit together with Research Assistants be made responsible for:

- ❑ Conducting further research on issues identified by the task force
- ❑ Collating and analyzing results
- ❑ Presenting findings to the task force
- ❑ Reviewing feedback from the task force for inclusion
- ❑ Documenting processes and procedures
- ❑ Determining how information is to be disseminated

Phase III- Sensitizing of all Employees

A sub committee headed by the Human Resource Specialist and the Communication and

Information Specialist charged with the responsibility for:

- ❑ Sensitizing all staff members to the benefits to be gained from the introduction of an orientation program to the Family Court
- ❑ Soliciting their feedback on its introduction
- ❑ To identifying persons who would be interested in being part of the process

Phase IV - Training

The Human Resource Unit to be charged with the responsibility for identifying the specific responsibilities and competencies required for all personnel involved e.g. Train the Trainer

course for the following:

- ❑ Human Resource Personnel
- ❑ Managers
- ❑ Supervisors
- ❑ Mentors

Phase V –Evaluation of Orientation Program

That the task force evaluates the effectiveness of orientation objectives and outcomes by:

- ❑ Developing an orientation evaluation process
- ❑ Simulating the orientation program, utilizing new employees
- ❑ Soliciting feedback and reaction of the program from the participants
- ❑ Incorporating the feedback into the design of the program
- ❑ Measuring bottom line results

Phase VI - Implementation

That the task force be responsible for implementation of the program by:

- ❑ Development of a framework for implementation
- ❑ Execution of an implementation plan
- ❑ Continuous monitoring and evaluation of the program
- ❑ Implementing any changes based on monitoring process

Phase VI- Establishment of a Judiciary Task Force

- ❑ Using the above approach, the Judiciary Task Force should be responsible for the design and development of an orientation program for the entire Judiciary.

In closing Ron Kaufman advises organizations that:

“The time, money and human resources you dedicate to new employee orientation can be one of your long-term corporate investment. Make sure your program is thoughtfully designed, carefully delivered, continuously upgraded and improved”⁴¹

As the Family Court of Trinidad and Tobago continues to expand its operations while attempting to maintain its standards of performance, orientation of its employee must not be taken lightly.

⁴¹ Ron Kaufman. It Pays to Help New Staff Start Right.
<http://www.businessknowhow.com/manage/newstaffstartright.htm> (p.13)

Without a well-planned orientation program the organization will not be in a position to marshal the knowledge, skill and ability of its workforce. The secret to an effective orientation plan seems to lie with the notion that “first impressions count and if you do it right then you only have to do it once.”

APPENDIX 1

About the Judiciary of Trinidad and Tobago

The structure of the Judiciary of the Republic of Trinidad and Tobago comprises the Supreme Court of Judicature, which includes the Court of Appeal and the High Court, and the Magistracy.

The Supreme Court was established under the Constitution of the Republic of Trinidad and Tobago and the Magistracy under the Summary Courts and the Petty Civil Courts Acts respectively. Original jurisdiction is exercised by both the High Court and Magistracy in matters related to civil and criminal matters and the Court of Appeal exercises an appellate jurisdiction over both.

The Chief Justice who is responsible overall for the administration of justice heads the Judiciary of Trinidad and Tobago and the Chief Magistrate who heads the Magistracy reports directly to the Chief Justice.

The Chief Justice of Trinidad and Tobago is the president of the Court of Appeal. The establishment of the Court of Appeal allows for nine (9) judges exclusive of the Chief Justice. Appeals from the Court of Appeal lie to the English Privy Council as of right or with the leave of the court.

A recent addition to the Judiciary of Trinidad and Tobago is the Family Court Pilot Project. The jurisdiction of this court incorporates the High Court and the Magistracy. High Court

jurisdiction comprises three (3) judges and two Registrars, the Magistracy (5) magistrates inclusive of a Senior Magistrate.

The Chief Justice through the Department of Court Administration excises the day-to-day administration and management of the Judiciary and it is under his direct control and supervision. This unit was created to assist him in identifying and dealing with problems as it relates to the administration of justice. The Court Executive Administrator who reports directly to the Chief Justice heads this unit.

APPENDIX II

Overall Year one Performance Ranking: Six Outcome Performance Areas: Six areas in which the Pilot is expected to help the Family Court have an improved impact on the community:*		
Performance Area		Goal/ Performance Standards
1. * Access to Justice:	The Pilot should make Family Court processes more open, accessible and safe	<i>1.1. Transparency</i>
		<i>1.2 Safety, accessibility and convenience:</i>
		<i>1.3 Effective Participation</i>
		<i>1.4 Courtesy, Responsiveness, and Respect (incl. customer service)</i>
		<i>1.5 Affordable Costs of Access</i>
		<i>1.6 Use of Court for Resolving Disputes</i>
2. Expedition and Timeliness	The Pilot should better ensure that the Family Court meets its responsibilities to everyone affected by its actions and activities in a timely and expeditious manner – in a manner that does not cause delay.	<i>2.1. Case Processing</i>
		<i>2.2 Compliance with Schedules for Providing Specific Services:</i>
		<i>2.3 Compliance with Schedules for Providing Information to customers and others</i>
		<i>2.4 Compliance with Schedules for Providing Non-Budgetary Disbursements to customers and others</i>
		<i>2.5 Prompt Implementation of Law and Procedure</i>
3. Equality Fairness & Integrity	Family Courts should provide due process and equal protection of the law to all who have business before them. The court's authority and its orders should guide the actions of those under its jurisdiction both before and after a case is resolved.	<i>3.1. Fair and Reliable Judicial Process</i>
		<i>3.2 Court Decisions and Actions</i>
		<i>3.3 Clarity</i>
		<i>3.4 Responsibility for Enforcement</i>
		<i>3.5 Production and Preservation of Court Decisions and Actions</i>
4. Independence and Accountability	The judiciary must assert and maintain its distinctiveness as a separate branch from government. The judiciary must also remain independent of inappropriate influence from special interest groups. Family Courts	<i>4.1. Independence and Comity</i>
		<i>4.2 Accountability for Public Resources</i>
		<i>4.3 Personnel Practices and Decisions</i>
		<i>4.4 Public Education</i>
		<i>4.5 Response to Change</i>

	must establish their legal and organizational boundaries, monitor and control their operations, and account publicly for their performance.	
5. Public Trust and Confidence	Family Courts serve several constituencies, and all should have trust and confidence in the courts.	<i>5.1 The public</i>
		<i>5.2 Community Opinion Leaders</i>
		<i>5.3 Those who participate in court proceedings and the work of the court</i>
Overall Year one Performance Ranking: Five Process Performance Areas: Five areas in which the pilots will create within all parts of the court the environment, capabilities and actions for continuous learning and improvement		
Performance Area		Goal/ Performance Standards
6. Environment for Conducting the Work of the Court	Family Courts should provide the judiciary, staff and customers with a environment that is conducive to work and participation in the functions of the court	<i>6.1 Physical Working Environment</i>
		<i>6.2 Social Aspects of Working Environment</i>
		<i>6.3 Management Structures and Practices</i>
7 Clear direction and leadership	Strong leadership is required to develop within all groups a commitment to working toward a shared vision and set of objectives.	<i>7.1 Setting and showing leadership and vision</i> <ul style="list-style-type: none"> • <i>Setting of performance standards and measures</i> • <i>Ensuring visible support</i>
		<i>7.2 Ensuring effective strategic planning</i> <ul style="list-style-type: none"> • <i>Environmental monitoring and scanning</i> • <i>Forecasting demands and resource needs</i> • <i>Identifying Potential and Best Practices</i> • <i>Continuous Monitoring and Evaluation</i>
		<i>7.3 Driving Continuous Improvement of all processes/ Creating a learning organization</i>
8 Clear accountabilities and strong partnerships	Accountabilities and responsibilities for all essential tasks would be clearly defined and allocated to the appropriate groups – both	<i>8.1 Clear roles and responsibilities</i>
		<i>8.2 Effective organizational structures within the Family Court</i>
		<i>8.3 Building partnerships with external groups (incl. Govt.)</i>

s	appropriate groups – both within the court, and in partnerships with external groups.	8.4 <i>Developing</i> partnerships with the bar and external service providers
9. Effective and efficient operational strategies, tools, & practices	Continuously improving measures to ensure that court administrative units combine and utilize all available resources in ways that best provide the services required to meet changing requirements	9.1 <i>Effective Policies</i>
		9.2 <i>Rules, practice directions,</i>
		9.3 <i>Reducing Procedural challenges through re-engineering Administrative and litigation support procedures</i>
		9.4 <i>Case and caseflow management (including ADR)</i>
		9.5 <i>Information Resources for judges (e.g. bench books), customers, and other participants</i>
		9.6 <i>Enhanced Intervention strategies</i>
		9.7 <i>Utilization of Judicial Resources</i>
		9.8 <i>Utilization of Staff and other Resources</i>
10. Sufficient well-trained personnel and adequate resources	Having available adequate levels and types of highly effective resources of all types is critical to an effective court administration.	10.1 <i>Human Resources: Judges and Magistrates</i>
		10.2 <i>Human Resources: Staff (e.g. mediators, parties, registry staff,)</i>
		10.3 <i>Human Resources: Others (e.g. advocates, other social support services)</i>
		10.4 <i>Physical facilities (design, construction, maintenance, renovation)</i>
		10.5 <i>Equipment (purchase and maintenance)</i>
		10.6 <i>Financial Resources</i>
Overall Year one Performance Ranking: Five Process Performance Areas: Five areas in which the pilots will create within all parts of the court the environment, capabilities and actions for continuous learning and improvement		
Performance Area		Goal/ Performance Standards
11. Effective support systems	The support systems of the courts must be enlisted to ensure that the above initiatives are on track, to alert the courts of changing trends and the need for adjustments, and to support resource requests.	<i>Including:</i>
		11.1 <i>Court management information systems,</i>
		11.2 <i>Communications systems,</i>
		11.3 <i>Financial systems</i>
* First Five Performance Standards developed by the National Center of State Courts		

APPENDIX III

FAMILY COURT TRAINING MAY 2003 - MAY 2004

Date of Training	Type of Training	Benefactors
November 1, 2003	Custody Assessment	All Staff
April 19, 2004	Counter Unit Training for Staff	Registry Staff
April 19-20, 2004	The Economic Consequences of Relationship Breakdown	Judges
April 19-23, 2004	Counter Training for Staff	Registry Staff
April 20, 2004	Front Desk Unit Training for Staff	Registry Staff
April 21, 2004	Listing Unit Training for Staff	Registry Staff
April 21-22, 2004	Counter Training for Staff	Registry Staff
April 22, 2004	Judgments & Orders Unit Training for Staff	Registry Staff
April 23 & 28, 2004	Time Allowed Training for Staff	Registry Staff
April 25-27, 2003	Family & Divorce Mediation Skills Workshop	Mediation Unit
April 26-27, 2004	Court Training for Staff	All Staff
April 28-30, 2004	Statistics Training for Staff	Judicial Support Staff, Judicial Secretary, Secretary
August 4-7, 2003	Enhancing Services in a Family Court	Social Services and Mediation
December 3, 2003	Understanding Families in Trinidad and Tobago	All Staff
December 4-5, 2003	Enhancing Services in a Staff Family Court	All Staff
December 9-11, 2003	Juvenile & Family Court Performance Standards	All Staff
February 2-3, 2004	Hearing the Voice of the Child Enhancing Judicial Skills in Family/Criminal Law	Judges and Magistrates
February 2-5, 2004	Overview Presentation for Intake, Probation Officers, Social Workers and Mediation Coordinator	Intake Officers, Probation Officers, Social Workers and Mediation Coordinator
February 3-7, 2004	Family & Divorce Mediation Skills Workshop	Mediation Unit
January- February 2004	Making a Difference at the Family Court	All Staff
January-February 2004	Orientation Workshop	All Staff
March 12 & 15, 2004	Family Law Legislation Training	All Staff

Date of Training	Type of Training	Benefactors
March 12 & 15, 2004	Document Training	Registry Staff
March 12, 15-17, April 26-30, 2004	JEMS Training	Registry Staff
March 16-19, 2004	Tour of Magistrate's Court Registry Training for Staff	Registry Staff
March 25-26 & 29, 2004	JEMS Training	Registry Staff
March 31, April 1-2, 5-6, 2004	JEMS Training	Registry Staff
May 10, 2004	Judgments & Orders Training for Staff	Registry Staff
May 10, 2004	Counter Training for Staff	Registry Staff
May 10, 2004	Counter and Front Desk Training for Staff	Registry Staff
May 10, 2004	Sorting & Routing Training for Staff	Registry Staff
May 10, 2004	Listing Unit Training for Staff	Registry Staff
May 10, 2004	Counter Listing Front Desk Judgments & Orders	Registry Staff
May 10, 2004	Private Complaints Counter Training for Staff	Registry Staff
May 10, 2004	Private Complaints & Revenue Counter	Registry Staff
May 19, 21, 26, & 28, June 5, 2004	A Vision of Excellence	Judges, Magistrates and their team
May 20, 2004	Mediation Training for Staff	Mediation Unit
July 27, 2004	Training of the Drafting of Court Orders	Judicial Support Officers, Judgments & Orders Officers, Section Managers & Consequential Activities

**FAMILY COURT TRAINING
MAY 2004 - MAY 2005**

Date of Training	Type of Training	Benefactors
15, 17, 19, 22 June 2004	Domestic Violence Workshop	Social Services Unit
17, 19, 24 & 26 August 2004	Co-Parenting Workshop	Social Services Unit
11-12 November 2004	Conference "Revisiting Abuse – Impact on the Individual, Family and National Community"	Social Workers
18 –19 February 2005	Drug Treatment Court	Heads of Registry, Probation Officers, Head of Mediation and Social Services

28 February – 4 March 2005	Family Mediation Workshop	Mediator
15 February – 23 March 2005	Customer Service Training	All Staff Members
14, 19, 21 April 2005	Audio Digital Training	Staff
12 & 13, 19 & 20, 26 & 27 April 2005	Supervisory Training	Supervisors and Heads of Sections
2 – 12 May 2005	Evacuation Training	All Staff Members
May 23-24 2004	Induction Training	New Social Workers

**FAMILY COURT TRAINING
MAY 2005-MAY 2006**

Date of Training	Type of Training	Benefactors
10 & 12 May, 2005	Audio Digital Training	Staff
9-11, 16-18 June 2005	SPSS Training	Staff of Statistical Unit
8-11 May 2006	Orientation to Court Processes	All staff members
11 & 16 November, 2006	Audio Digital Training	Staff
9 November, 2006	Poverty: Communication Across Barriers	Magistrates, Heads of Sections, Heads of Units, Mediators, Bailiffs, Probation Officers, Social Workers, Intake Officers, Accounting Assistant, Customer Service Representative, Police Officers

APPENDIX IV



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MEMORANDUM

To: All Staff
From: Ms. Donna Boucaud
Family Court Manager
Date: January 3, 2007
Subject: **Orientation Impact Survey**

Dear Staff,

At present, I am participating in the Court Executive Program held by the National Center for State Courts. Phase III of this program requires that I conduct a research project. I have chosen to research the development of an orientation program for the Family Court of Trinidad and Tobago. When this program is developed, it would serve as a template for implementation into the wider Judiciary.

As you may be aware the support and input from staff members is critical to the success of any such initiative. In light of this, I would greatly appreciate your assistance in the completion of this project by completing this questionnaire, which is designed to evaluate how Family Court employees are currently oriented into the organization with a view to developing an effective orientation program for all employees of the court.

I have enclosed a survey instrument entitled "Orientation Impact Staff Survey", which contains nine (9) questions. Please read each instruction and question carefully before completing the questionnaire. I welcome any comments and ideas as they relate to your orientation experience at the Family Court.

I thank you in anticipation of your assistance.

Donna Boucaud
Family Court Manager

APPENDIX V

Orientation Impact Staff Survey

Objective

This questionnaire is designed to evaluate how Family Court employees are currently oriented into the organization with a view to developing an effective orientation program for all employees of the Family Court of Trinidad and Tobago.

Instructions

- Please complete this questionnaire and deposit it in the customer feedback box provided on each floor on or before January 5th, 2007
- Due to the similarity of questions kindly read the questionnaire at least twice before entering data
- For priority questions insert numbers into the box. (NB 1 most priority – 4 least priority)

Note: To ensure confidentiality, you are not required to write your name on the form.

1. How long have you been employed with the Family Court?

- 1 less than 1 year 2 1yr - less than 2 yrs 3 3yrs +

2. What is the status of your employment?

- 1 Contract 2 Public Servant 3 Public Servant on Contract 4 OJT/Intern/
Petty Contract

3. With respect to each of the following areas, please rank your level of agreement or otherwise based on your opinion or impression of how you were oriented into the organization **when you first began working with the organization.**

		Disagree	Neither Agree nor Disagree	Agree
a.	I felt welcomed when I began working in this organization.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b.	I was given information before hand to prepare me for my first day of work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c.	Upon entry into the organization the mission and vision were presented and discussed with me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d.	I understood my role in assisting the organization to achieve its mission and vision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
e.	Upon entry into the organization the strategic goals were presented and discussed with me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
f.	I understood my role in assisting the	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

		Disagree	Neither Agree nor Disagree	Agree
	organization to achieve its strategic goals			
g.	Upon entry into the organization the court's performance standards were presented and discussed with me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
h.	I understood my role in assisting the organization to achieve its performance standards	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
i.	I was told what the organization expected from me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
j.	If I needed information/help I knew exactly who and which department would have provided me with the information I needed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
k.	The values of the organization were clearly explained to me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
l.	It was made clear what behaviors the organization considered acceptable	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
m.	It was made clear what I was to expect from the organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
n.	I was given sufficient information on the history of the organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
o.	I was given all relevant information on grievance procedures.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
p.	It was made clear how the organization as a whole operated	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
q.	I was made aware of the consequence(s) of breaking the rules in this organization	<input type="checkbox"/> 1T	<input type="checkbox"/> 2	<input type="checkbox"/> 3
r.	I was made aware of the training opportunities available within this organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
s.	The terms and conditions of my employment were explained to me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
t.	I was given all the information necessary to complete my job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
u.	I was taught all the skills necessary to complete my job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
v.	My supervisor knew that I was assigned to his/her unit and he/she was prepared to receive me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
w.	I was assigned work/tasks on my very first day of work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
x.	My office/workspace was set up and waiting for me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

		Disagree	Neither Agree nor Disagree	Agree
y.	I was able to observe colleagues at work before starting a task	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
z.	I benefited from a manual in the performance of my duties	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
aa.	I benefited from having a more experienced employee provide me with guidance, support and encouragement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
bb.	The rules/policies/regulations of the organization were properly documented and made available to me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
cc.	I had an opportunity to ask questions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
dd.	I was introduced to top management in the organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
ee.	I was introduced to co-workers in the organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
ff.	I was made aware of my rights as an employee	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
gg.	I was given a tour of the court facility	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
hh.	Occupational health and safety policies and procedures was made known to me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
ii.	I was made aware of security policies and procedures	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

4. What are the four (4) most important items of information/topics you would have liked the organization to have provided for you **before you began your first day of work?**
[Please number in order of priority]

- Knowledge about the organization as a whole
- Terms and Conditions of Employment
- Health, Safety and Security
- Internal Communication
- Performance Reviews
- Training Opportunities
- Promotion Opportunities
- Knowledge about the operations of other units
- Specific job functions
- Organization's policies and procedures
- Employee Programs and Services
- Other _____

5. What are the four (4) most important items of information/topics you would have liked to receive from the organization during the **initial stages of your employment** with the organization i.e. **when you first started working?** [*Please number in order of priority*]

- Knowledge about the organization as a whole
 - Terms and Conditions of Employment
 - Health, Safety and Security
 - Internal Communication
 - Performance Reviews
 - Training Opportunities
 - Knowledge about the operations of other units
 - Specific job functions
 - Organization's policies and procedures
 - Employee Programs and Services
 - Other _____
-

6. During initial stages of employment what are the four (4) most important areas of training you believe **all persons** employed by the Family Court should participate in? [Please list in order of priority]

Legal

e.g. Family Proceeding Rules
Summary Courts Act
Other relevant law and legislation

Customer Service

e.g. Customer Service Training
Understanding Families in Trinidad and Tobago
Understanding our Customers (Socio Economic and Psychological/
Intercultural issues)

Software Applications

e.g. AS400 / JEMS Training
Audio Digital Training
Computer Literacy
Biometric Palm Reader

Court Processes

e.g. Orientation to Court Processes

Court Document Training
Work Flow and Processes
Case Flow Management

Protocol

e.g. Hearing Room Protocol
Court Terminology
How to interact and communicate (verbal and written) with Judicial Officers

Staff Development

e.g. Building Good Working Relationships
Effective Communication Training
Time Management Training
Work ethics and values
Supervisor / Supervisee Training

Other

7. What are the four (4) most things you believe all employees must be aware of on the first day to avoid making mistakes on the second day? [Please number in order of priority]

- Who are the Judges and Magistrates
 - Who are the senior managers
 - Hearing Room Protocol
 - What are the policies and procedures governing the operations of the court
 - What are my supervisors expectations
 - Which unit or person depends on me to complete my job
 - How do I answer the phone
 - How are messages to be handled
 - What are my hours of work and lunch time
 - What are my immediate priorities for the first week
 - What are the likely barriers in trying to get the job done
 - Who do I go to for answers to problems
 - Who knows the right answers when information is conflicting
 - How should I dress
 - What are the unwritten rules
 - The location of all employees and units
 - Other _____
-

8. What are the four (4) most important things you feel could be done to make new employees feel welcomed by the organization. [*Please number in order of priority*]

- Letter of welcome which includes meaningful information e.g. When, where and at what time to report
- Have relevant materials sent to you before the first day of work
- Memo to communicate to everyone your arrival
- Tour to familiarize yourself with the court facility and to meet your future co-workers
- Receive a genuine welcome from your supervisor who is prepared for your arrival and assigns meaningful first day work assignments
- Receive an enthusiastic introduction to your coworkers
- Your assigned work area is properly prepared with all the necessary tools, equipment, stationery supplies etc
- Have an experienced employee assigned to you to help socialize and train you as well as provide personal support and assistance
- Other _____

9. What impact if any, do you think the absence of a formal orientation program has had on you and your ability to perform your job function?

APPENDIX VI



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Tel: (868) 624-4405/ 627-6297**

MEMORANDUM

To: Heads of Sections

From: Ms. Donna Boucaud
Family Court Manager

Date: January 3, 2007

Subject: **Orientation Impact Survey**

Dear Supervisors,

At present, I am participating in the Court Executive Program held by the National Center for State Courts. Phase III of this program requires that I conduct a research project. I have chosen to research the development of an orientation program for the Family Court of Trinidad and Tobago. When this program is developed, it would serve as a template for implementation into the wider Judiciary.

As you may be aware the support and input from staff members is critical to the success of any such initiative. In light of this, I would greatly appreciate your assistance in the completion of this project by completing this questionnaire, which is designed to evaluate how Family Court employees are currently oriented into the organization with a view to developing an effective orientation program for all employees of the court.

I have enclosed a survey instrument entitled "Orientation Impact Supervisors Survey", which contains eleven (11) questions. Please read each instruction and question carefully before completing the questionnaire. I welcome any comments and ideas as they relate to your orientation experience at the Family Court.

I thank you in anticipation of your assistance.

Donna Boucaud
Family Court Manager

		Disagree	Neither Agree nor Disagree	Agree
f.	I explained to them their role in assisting the organization to achieve its strategic goals	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
g.	I discussed with them the performance standards of the organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
h.	I explained to them their role in assisting the organization to achieve its performance standards	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
i.	I told them as a supervisor what I expected from them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
j.	I provided them with a “who to call” list if they needed information/help	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
k.	I clearly explained the values of the organization to all new employees	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
l.	I made it clear to them what behaviors I considered acceptable	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
m.	As a supervisor I made it clear to new employees what they could expect from me.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
n.	I reviewed all grievance procedures with new employees.			
o.	I provided for them and overview of the unit and its relationship to the rest of the organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
p.	I discuss with new employees the consequence(s) of breaking the rules in this organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
q.	I made new employee’s aware of training opportunities available within this organization			
r.	I review with all new employees the terms and conditions of their employment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
s.	I provided new employees with all the information necessary to complete their job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
t.	I ensured that new employees were taught all the skills necessary to complete their job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
u.	I know before hand when new employees are being assigned to my unit and was prepared to receive them			
v.	New employees receive work assignments on their very first day of work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
w.	I ensure that the new employees work space was prepared on their arrival	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
x.	I always give new employees an opportunity to	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

		Disagree	Neither Agree nor Disagree	Agree
	observe colleagues at work before I assign them a task			
y.	Desk manuals are available for all new employees to assist them in the performance of their duties	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
z.	I always assign a more experienced employee to new employees to provide them with guidance, support and encouragement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
aa.	I reviewed and made available to all new employees the relevant rules/policies/regulations of the organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
bb.	I made sure that new employees were given an opportunity to ask questions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
cc.	I ensure that all new employees are introduced to top management in the organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
dd.	I ensure that new employees are introduced to co-workers in the organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
ee.	As a supervisor I made all new employees aware of their rights as an employee	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
ff.	I ensure that all new employees are given a tour of the court facility	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
gg.	I reviewed with new employees all the occupational health and safety policies and procedures	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
hh.	I discussed with new employees security policies and procedures	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
ii.	I always know beforehand when a new employee is to be assigned to my unit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
jj.	I schedule time to meet with new employee to discuss any concerns I or my new employee may have and review important information	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
kk.	If I were in the employee's place, I would have been satisfied with the way my supervisor oriented me into my unit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
ll.	I believe that a formal orientation program	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

		Disagree	Neither Agree nor Disagree	Agree
	should be introduced in the Family Court			
mm	As a supervisor I believe that I should play an active role in the development and execution of the Family Court's Orientation Program	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

4. If you agree with question (mm) above, what role do you see yourself playing in the (1) development and (2) execution of the court's orientation program?

5. As a supervisor, what are the four (4) most important items of information/topics you believe all persons should know before being assigned to your unit? [Please list in order of priority]

Legal

e.g. Family Proceeding Rules
 Summary Courts Act
 Other relevant law and legislation

Customer Service

e.g. Customer Service Training
 Understanding Families in Trinidad and Tobago
 Understanding our Customers (Socio Economic and Psychological/
 Intercultural issues)

Software Applications

e.g. AS400 / JEMS Training
 Audio Digital Training

Computer Literacy
Biometric Palm Reader

Court Processes

e.g. Orientation to Court Processes
Court Document Training
Work Flow and Processes
Case Flow Management

Protocol

e.g. Hearing Room Protocol
Court Terminology
How to interact and communicate (verbal and written) with Judicial
Officers

Staff Development

e.g. Building Good Working Relationships
Effective Communication Training
Time Management Training
Work ethics and values
Supervisor / Supervisee Training

6.As a supervisor, what are the four (4) most important areas of training you believe **all persons (not just staff attached to your unit)** should know in order to function efficiently regardless of what unit they are assigned to? [Please list in order of priority]

1. _____

2. _____

3. _____

4. _____

7. What are the four most important “special” things as a supervisor you feel you can do to make new employees feel comfortable, welcomed and secure when assigned to your unit?

1. _____

2. _____

3. _____

4. _____

8. What impact if any, do you think the absence of a formal orientation program has had on Family Court Employees?

9. What are the four (4) most important items of information/topics you believe the organization should provide to all employees **before they began their first day of work**? *[Please number in order of priority]*

- Knowledge about the organization as a whole
- Terms and Conditions of Employment
- Health, Safety and Security
- Internal Communication
- Performance Reviews
- Training Opportunities
- Promotion Opportunities
- Knowledge about the operations of other units
- Specific job functions
- Organization's policies and procedures
- Employee Programs and Services
- Other _____

10. What are the four (4) most important items of information/topics you believe all employees should receive during the **initial stages of their employment** with the organization i.e. **when they first started working**? *[Please number in order of priority]*

- Knowledge about the organization as a whole
- Terms and Conditions of Employment
- Health, Safety and Security
- Internal Communication
- Performance Reviews
- Training Opportunities
- Knowledge about the operations of other units
- Specific job functions
- Organization's policies and procedures
- Employee Programs and Services
- Other _____

11. What are the four (4) most things you believe all employees must be aware of on the first day to avoid making mistakes on the second day? *[Please number in order of priority]*

- Who are the Judges and Magistrates
- Who are the senior managers

- Hearing Room Protocol
 - What are the policies and procedures governing the operations of the court
 - What are my supervisors expectations
 - Which unit or person depends on me to complete my job
 - How do I answer the phone
 - How are messages to be handled
 - What are my hours of work and lunch time
 - What are my immediate priorities for the first week
 - What are the likely barriers in trying to get the job done
 - Who do I go to for answers to problems
 - Who knows the right answers when information is conflicting
 - How should I dress
 - What are the unwritten rules
 - The location of all employees and units
- Other _____

APPENDIX VIII



December 5, 2006

Court Executive Administrator / Deputy
Hall of Justice
Knox Street
Port of Spain

Dear Madam,

At present, I am participating in the Court Executive Program held by the National Center for State Courts. Phase III of this program requires that I conduct a research project. I have chosen to research the development of an orientation program for the Family Court of Trinidad and Tobago. When this program is developed, it would serve as a template for implementation into the wider Judiciary.

As you may be aware the support and input from top management is critical to the success of any such initiative. In light of this, I would greatly appreciate your assistance in the completion of this project by making yourself available to be interviewed by officers attached to the Communication and Information Unit of the Family Court.

To properly prepare for this interview and in the interest of time, I have enclosed for your convenience an interview sheet, which comprises twenty-two (22) questions. Additionally it would be helpful if you would review these questions prior to the scheduled interview date. This interview should take approximately 30 minutes to conclude. The officers from the above unit will contact you to secure a date and time for this interview at your earliest convenience.

Should you have any additional queries, please do not hesitate to contact Ms. Carmel Drake at ext. 425/431

I thank you in anticipation of your assistance.

Donna Boucaud
Family Court Manager

APPENDIX IX

Personal Interviews with Court Executive Administrators

1. How long have you been employed with the Judiciary of Trinidad and Tobago?
2. What post do you hold in the organization at present? Prior to this, have you ever held any other post?
3. Do you know of any existing orientation program for **all** staff employed by the Judiciary? If yes, what was your involvement in this program?
4. Do you know of the existence of any previous orientation program for **all** staff employed by the Judiciary? If yes, what was your involvement in this program?
5. In general, what knowledge/information do you have about orientation programs?
6. Do you believe that the introduction of a formal orientation program for all Judiciary employees is an important development? If yes, why do you think it is important?
7. What benefits do you think the Judiciary would gain as a whole with the introduction of a formal orientation program?
8. What impact if any, do you think the absence of a formal orientation program has had on employees of the Judiciary?
9. What impact if any, do you think the absence of a formal orientation program has had on the Judiciary as a whole?
10. Who do you think should be involved in the development of a formal orientation program for the Judiciary of Trinidad and Tobago?
11. Who do you think should be involved in the execution of an orientation program for the Judiciary of Trinidad and Tobago?
12. What are the four most important items of information/topics you believe the organization should make available to all employees **before** they begin their first day of work?
13. What are the four most important items of information/topics you believe all employees should know **during the initial stages** of their employment with the organization?
14. What are the four most important areas of training you believe all persons employed by the Judiciary should participate in during the initial stages of their employment?

15. What are the four most important things you believe new employees' need to know about this work environment to avoid making mistakes on the second day?
16. What are the four most important things you feel could be done to make new employees feel welcomed by the organization?
17. What impression/s about the organization do you think should be created in the minds of new employee's on their first day at work?
18. What do you think the organization can do to create that impression?
19. What do you think the organization can do to prepare potential employees for their first day at work?
20. What do you think should be the duration of an orientation program for the Judiciary of Trinidad and Tobago?
21. Do you believe that staff attached to the High Court, Magistracy and Family Court should be oriented differently? If yes, what would be the major difference/s?

APPENDIX X

Name of Court Executive Administrator: Mr. Gary Kelly

PERSONAL INTERVIEW QUESTIONS RE. COURT EXECUTIVE PROGRAM

1. **How long have you been employed with the Judiciary of Trinidad and Tobago?**
September 1991

2. **What post do you hold in the organization at present? Prior to this, have you ever held any other post?**

Court Executive Administrator
Administrative Secretary to the Chief Justice

3. **Do you know of any existing orientation programs for all staff employed by the Judiciary? If yes, what was your involvement in this program?**

Yes. I know of the existence of an orientation program but I am not sure how well it is functioning. However, I assisted in the preparation of an orientation booklet for both judicial and non-judicial staff.

4. **Do you know of the existence of any previous orientation programs for all staff employed by the Judiciary? If yes, what was your involvement in this program?**

No.

5. **In general, what knowledge/information do you have about orientation programs?**

That it is essential for persons joining an organization that they be given a sense of the culture, purpose and function of the organization.

6. **Do you believe that the introduction of a formal orientation program for all Judiciary employees is an important development? If yes, why do you think it is important?**

Yes. It is important that you do not throw people into the deep end and expect them to function efficiently. They need to be mentored both. Orientation allows for ease of comfort into the organization and it helps them to become more effective in the deliveries of their duties a lot sooner. Orientation will also give new employees an opportunity to understand and interact with key persons and this will lead to a shorter learning curve and result in a faster and more productive and efficient environment.

7. What benefits do you think the Judiciary would gain as a whole with the introduction of a formal orientation program?

- Better integration of persons.
- Improvement of customer service delivery of the court.
- Allowance for people to understand what the organization wants from them.

8. What impact if any, do you think the absence of a formal orientation program has had on employees of the Judiciary?

- Conflict among employees
- Clash in culture.
- People working towards the same goal but taking different routes.
- People who want to exit the organization.
- People from different organization come in with their own knowledge and perception of the organization but it is different from what is expected and this leads to stress that will affect performance.

9. What impact if any, do you think the absence of a formal orientation program has had on the Judiciary as a whole?

Depending on where persons are assigned, people can be given the wrong impression and not know who to go to and who to follow. This often results in high levels of stress, insecurity, and uncertainty depending on your place of assignment. In some units, you may be fully able to integrate whereas if you go to other units you can be demoralized.

10. Who do you think should be involved in the development of a formal orientation program for the Judiciary of Trinidad and Tobago?

- Human Resource Unit
- Senior managers

11. Who do you think should be involved in the execution of an orientation program for the Judiciary of Trinidad and Tobago?

- Senior Managers
- Supervisors
- External professional contracted to train in specific areas.

12. What do you think the organization can do to prepare potential employees for their first day at work?

Have a liaison person available to the designated employees to answer any questions they might have. The key person should also disseminate information

and inform the new employee of the relevant documentation that would be required for registration on their first day. However, this can be challenging for public servants as prior notification is usually overlooked. It is an easier process for contract officers.

13. What are some important items of information/topics you believe all employees should know during the initial stages of their employment with the organization?

- Constitution of organization, for example, why does organization exist, what is its purpose and who does it serve,
- Structure of organization.
- Key individuals.
- Key stakeholders.

14. What are the four most important areas of training you believe all persons employed by the Judiciary should participate in during the initial stages of their employment.

- Customer service.
- Skills training specific to duties.
- Personal development training.
- Understanding the organization and its culture.

15. What are four special things that you feel could be done to make new employees feel welcomed by the organization?

- Person be assigned mentor who they can turn to for answers.
- Walk around with a senior staff member who introduces the new employee to all staff members including key persons with whom the new employee would interact with on a daily basis.
- Human Resource Unit sends out notice informing staff that a new employee is on board. The notice should provide some bio-data on the person and unit to which the person will be assigned.
- Should also receive a welcome package with key information and memorabilia.

16. What impression/s about the organization do you think should be created in the minds of new employee's on their first day at work?

A realistic and honest impression of the organization where you highlight good things that the organization has been doing as well as challenges it has been facing and it goes to the credibility of the organization.

17. What do you think the organization can do to create that impression?

Senior managers or human resource representatives can meet with new employee to have this kind of discussion.

18. What do you think should be the duration of an orientation program for the Judiciary of Trinidad and Tobago?

Between one to four weeks given the organizations' resources.

19. Do you believe that staff attached to the High Court, Magistracy and Family Court should be oriented differently? If yes, what would be the major difference/s?

There should be no major differences. It is one organization and everyone should be given the same orientation. However one needs to be mindful that persons move from the Magistracy to the High Court and vice versa. As a consequence, the content may need to be varied somewhat depending on where the new employee is assigned, however, the bulk of information should be along similar lines.

Name of Deputy Court Executive Administrator: Mr. Jerome Mark

**PERSONAL INTERVIEW QUESTIONS RE.
COURT EXECUTIVE PROGRAM**

1. How long have you been employed with the Judiciary of Trinidad and Tobago?

Eight years.

2. What post do you hold in the organization at present? Prior to this, have you ever held any other post?

Deputy Court Executive Administrator.
Director of Planning.

- 3. Do you know of existing orientation programs for all staff employed by the Judiciary? If yes, what was your involvement in this program?**

Yes. At present whenever large groups come into the organization we attempt to orient them by asking heads of departments, judicial officers and other key persons to give an overview of their specific areas of operations.

Together with the Court Executive Administrator and Deputy Court Executive Administrator we give an introduction of court administration and its role in the Judiciary.

- 4. Do you know of the existence of any previous orientation programs for all staff employed by the Judiciary? If yes, what was your involvement in this program?**

Yes. A booklet was produced in 2001. One booklet was for orientation of non-judicial staff and the other for judicial officers.

I reviewed the booklet for content, accuracy and gave report regarding the booklet.

- 5. In general, what knowledge/information do you have about orientation programs?**

Not much, learnt from experience.

- 6. Do you believe that the introduction of a formal orientation programs for all Judiciary employees is an important development? If yes, why do you think it is important?**

Yes, it is an important development; it sets the tone and the expectation between employee and employer. It creates the social contracts.

7. What benefits do you think the Judiciary would gain as a whole with the introduction of a formal orientation program?

Alignment of individuals with the goals, objectives, vision, morals of the organization. Shows the participants the roles and the importance of the roles to the organization, sets ground rules.

8. What impact if any, do you think the absence of a formal orientation program has had on employees of the Judiciary?

Employees become a product of the environment or culture where they are placed.

9. What impact if any do you think the absence of a formal orientation program has had on the Judiciary as a whole?

Employees are not focused on the objectives and plan of the organization. Given the changing environment of the court we need buy-in from employees and also to align them with the strategic operations of the organization.

10. Who do you think should be involved in the development of a formal orientation program for the Judiciary of Trinidad and Tobago?

Court Executive Administrator, Chief Justice, Human Resource Unit, Court Administrative Unit and specialist organizations (in the various fields) in which the Judiciary interacts with and with whom the employee will be expected to interact.

11. Who do you think should be involved in the implementation of an orientation program for the Judiciary of Trinidad and Tobago?

Human Resource Representative and Court Executive Administrator.

12. What do you think the organization can do to prepare potential employees for their first day of work?

Send them the orientation package before, which include Code of Ethics, Strategic Plan (Vision, Mission, Goals, Objectives), basic technical Information on their specific job assessment (e.g. accounts, courtroom support) and who is who and how to get assistance. Create the expectation and then leave them up to it.

13. What are some important items of information/ topics you believe all employees should know during initial stages of their employment with the organization?

- Role of the Judiciary.
- Role of the job in relation to the organization.
- Terms of employment.
- Who are key persons

14. What are the four most important areas of training you believe all persons employed by the Judiciary should participate in during the initial stages of their employment?

1. Protocol.
2. Customer Service.
3. Court Operations and processes.
4. Business Software and its applications.

15. What are four special things that you feel could be done to make new employees feel welcomed by the organization?

1. Know what the organization is about.
2. Meet the relevant people.
3. Get an orientation package that tells you what is current and how to get involved.
4. Assignment of a mentor.

16. What impression/s about the organization do you think should be created in the minds of new employee's on their first day at work?

That this is a professional organization, where employees exude team spirit and good work ethic.

17. What do you think the organization can do to create that impression?

The organization can introduce a professional orientation program.

18. What do you think should be the duration of an orientation program for the Judiciary of Trinidad and Tobago?

Two weeks to one month depending on the level in the organization and the level of technical work.

19. Do you believe that staff attached to the High Court, Magistracy and family Court should be oriented differently? If yes, what would be the major difference/s?

No. The bulk of the information should be the same but should vary only in terms of procedural focus and environmental conditions. Content should be the same.

Name of Court Executive Administrator: Ms. Wendy Lewis

**PERSONAL INTERVIEW QUESTIONS RE.
COURT EXECUTIVE PROGRAM**

1. How long have you been employed with the Judiciary of Trinidad and Tobago?

Five (5) years.

2. What post do you hold in the organization at present? Prior to this, have you ever held any other post?

Deputy Court Executive Administrator.
No

3. Do you know of any existing orientation programs for all staff employed by the Judiciary? If yes, what was your involvement in this program?

- a. There is no formal program. We have tried to set up orientation programs for some persons for one – two weeks depending on the type of job.

4. Do you know of the existence of any previous orientation programs for all staff employed by the Judiciary? If yes, what was your involvement in this program?

- a. No.

5. In general, what knowledge/information do you have about orientation programs?

- a. Although there has never been any formal orientation program initiated by the Human Resource Department, the execution and management of such a program should really lie with this department.

6. Do you believe that the introduction of a formal orientation program for all Judiciary employees is an important development? If yes, why do you think it is important?

Yes.

When public servants come from other Ministries/Dep't, they assume that the Judiciary is an ordinary Ministry/Dep't. They are not knowledgeable about the constitution, about the three arms of the state, the Judiciary as an independent arm of the state and what that means. Employees need to understand that the functions of court operations are quite

unique and different. Therefore, persons coming into the organization from the public service also need a proper orientation program even though they are public servants.

Contract employees, usually know very little of the Judiciary and come in with their own expertise in a particular area. An orientation program will allow persons to come in and understand the history of the organization itself and what we do and how important that is to our internal and external stakeholders. Based on that body of knowledge, they can contribute their expertise to the organization's mission and vision.

7. What benefits do you think the Judiciary would gain as a whole with the introduction of a formal orientation program?

- a. Efficient Customer service.
- b. Better appreciation for the organization.
- c. An awareness of job specifications and its importance.
- d. Achievement of mission and vision of the organization.

8. What impact if any, do you think the absence of a formal orientation program has had on employees of the Judiciary?

- a. Persons are not properly trained to do the job. They will do the job but they will not be as effective as they should be.

9. What impact if any, do you think the absence of a formal orientation program has had on the Judiciary as a whole?

- a. It may have affected the organization's reputation. Customers might have had to deal with persons who did not have a full understanding of their job function.
- b. It may have impacted the organization's ability to meet time-standard/deadlines, as it relates to the chain of production.
- c. It might have allowed critical mistakes to be made.

10. Who do you think should be involved in the development of a formal orientation program for the Judiciary of Trinidad and Tobago?

- a. Human Resource
- b. Judicial Education Institute
- c. Supervisor/Managers/District Managers

11. Who do you think should be involved in the execution of an orientation program for the Judiciary of Trinidad and Tobago?

- a. Human Resource

- b. Judicial Education Institute (Judges and Magistrates should also be fully oriented and given a clear understanding of the business of the Court).

12. What do you think the organization can do to prepare potential employees for their first day at work?

- a. Send a prepared package for the new employee. This package should include:
- b. History of the organization
- c. Vision and mission of the organization
- d. Procedures and policies of the organization
- e. General employee information
- f. Orientation booklet

13. What are some important items of information/topics you believe all employees should know during the initial stages of their employment with the organization?

- a. The procedural operations of the desk to which they are assigned.
- b. The rules and regulations of the organization.
- c. The procedural operations of the Unit (role & functions of Supervisors, Colleagues).
- d. The beginning and end of the whole chain of production and;
- e. Where they fit in the organization.

14. What are the four most important areas of training you believe all persons employed by the Judiciary should participate in during the initial stages of their employment.

- a. Customer Service.
- b. Court Operations.
- c. Protocol – Understand the respect to be given to Judicial Officers, Judges and Magistrates as well as subordinates.
- d. Training specific to their job functions.

15. What are four special things that you feel could be done to make new employees feel welcomed by the organization?

- a. Assignment of specific personnel from the Human resource that really walks a person through the process.
- b. Proper guided tours.
- c. Proper introduction to section heads.
- d. Provide information about what they are assigned to.

16. What impression/s about the organization do you think should be created in the minds of new employee's on their first day at work?

For people to feel that this is the best place to work.

17. What do you think the organization can do to create that impression?

Treat everyone on an equal level.

18. What do you think should be the duration of an orientation program for the Judiciary of Trinidad and Tobago?

Vary depending on the level and the area of work.

2 weeks – 1 month and then a follow up for approximately one week.

19. Do you believe that staff attached to the High Court, Magistracy and Family Court should be oriented differently? If yes, what would be the major difference/s?

No.

What would happen is that very soon Magistracy staff would be coming into High Court and High Court into Magistracy. Whether one works in the Magistracy, High Court or Family Court, it is one organization so one should understand the organization and how it works. There is a body of knowledge that everyone should have and know.

APPENDIX XI

**Orientation Impact Staff Survey
Open-ended Responses to**

Q9. What impact if any, do you think the absence of a formal orientation program has had on you and your ability to perform your job function?

<p>1-Job function was not clear, hence mistakes were made. 2-Felt confused at times, until familiar with co-workers and the building. 3-Did not feel welcomed during the initial stages of employment.</p>
<p>1-Had to learn functions & duties on my own. 2-Did not have a clear idea of how the Family Court functions E.g. policies and procedures, workflows, reporting lines, Who can come to the FC i.e. Magisterial jurisdictions etc. 3-Felt like a stranger and also uncomfortable at times since co-workers were not introduced on arrival into the organization. 4-Lack of proper protocol</p>
<p>1-One had to learn the operations on their own and learning by trial and error, which takes time and sometime important aspects of the operations/procedures, could have been omitted or by-passed because of lack of experience. 2-Discovery of some aspects of the Courts operations was delayed and only later on through self discovery one learn by "accident" about the valuable operations which could have helped to solve earlier tasks.</p>
<p>1-A formal orientation would assist a new worker to better equip his/herself in his/her new job. 2-Other co-workers can be come familiar with new workers, which eases the tension between both parties.</p>
<p>1-During initial stages, the FC building and its staff was totally unfamiliar 2-I was unable to recognize/acknowledge judges, magistrates. 3-I was directed to several people and units for requested information at times.</p>
<p>1-I had to "feel my way around" the organization for quite a while, learning as I went along. This took quite a while since the learning process only took place when conflict arose, conflict meaning a situation which needed a pre-knowledge in order to be dealt with effectively whereas if a formal orientation was done, situation may have been dealt with differently and more efficiently.</p>

1-I knew more or less what was expected from me through work experience, being a previous customer of the FC and information given during the interview from the interview panel.
2-A lot of mistakes was made. These mistakes could have been prevented with a formal orientation program.
2-Lack of motivation because ALL information necessary was not available for me to be an effective and efficient worker from day one.

1-Little information about the organization was available

1-A lot of basic things that should have been made known took a lot longer to grasp because I had to discover them all on my own.

1-Took longer to meet everyone and know which department they work in.

1-Code of dress is demeaning for some young new employees and disrespectful to the organization as a court (E.g. OJT's) ground floor.
2-Work is passed on unfinished.
E.g. notices not stapled together & clearly marked who it is going to and you get a bad attitude when you tell them about it.
3-Registry counter needs experienced employees to guide persons filing documents to know how to fill out documents and which documents are acceptable for service.
4-Lack of training for customer service representatives. E.g. soft-spoken, pleasant, humble, be very helpful and knowledgeable.
5-Court should be very strict with a dress code for litigants and attorneys who come to the court wearing slippers who expose their bodies and underwear.

1-I was not equipped with the most relevant information needed to perform my job function, in particular my first day of work.

1-Takes much longer time to become knowledgeable of procedures-which also means that it would take a longer time to make a valuable contribution to the performance/standard of the court.
2-There is also an element of "How much do I not know?" and how can I obtain this knowledge & be confident knowing that I am fully knowledgeable, equipped to function properly.

1-The adjustment period is too long.
2-Loss in production. It is usually best to "Hit the ground running" so to encourage a better work ethic.

1-With the absence of a formal Orientation Program I was not fully aware of what of the court's requirements and procedures were to get the job done effectively.

APPENDIX XII

Orientation Impact Supervisor Survey

Open-ended Responses to: -

Q8. What impact if any, do you think the absence of a formal orientation program has had on Family Court employees?

<p>1-The new officers may not know their roles and functions 2-There may be an absence of knowledge of changes or amendments to laws 3-Orientation will bring out more improved systems</p>
<p>The lack of proper information allows for a negative first impression, this would give the new employee the impression that 1-The court is not well organized and anything goes 2-Other negative influences other than accepted behavior would step in 3-It would appear that the court has no standards of performance</p>
<p>1-In the absence of such a program the employees would not fully understand their work environment 2-They would not appreciate the service that must be given to the Court's customers and they would be ignorant of the Court's true purpose in society</p>
<p>1-It allows for varying expectations, level of accepted performance and varying standards 2-Confusion and animosity with respect to penalizing persons and identifying preferred work ethics 3-A system of I will go to "who I like for permission"</p>
<p>1-Lack of commitment</p>
<p>1-Employees would not feel that they fully belong to the organization. 2-They will not be fully committed to the organization.</p>
<p>1-Quick turnovers-lack of a formal program did not assist employees in fully appreciating the organization's values; hence decreased their sense of belonging and their commitment</p>
<p>1-Employees are not desirous of wanting to continue being employed in the Family Court 2-Employees are not willing to work as a team 3-Employee are frustrated by the office politics/cultures</p>

1-Employees don't know what was expected of them.
2-The issuance of an employee handbook and the attempt by supervisors to enforce the terms failed to do act as a formal orientation
3-The development of a formal orientation program to which all members of staff should be exposed would go a long way to demonstrate what is expected of employees

1-There is no strong Family Court culture

1-Employees do not know what is expected of them, trying to work towards achieving the goal of the organization.
2-Employees are unable to achieve their full potential.
3-Employees are not willing to go the extra mile.

APPENDIX XIII

Orientation Impact C.E.A. Survey

Open-ended Responses to:

Q8. What impact if any, do you think the absence of a formal orientation program has had on employees of the Judiciary?

1-Employees more susceptible to conflict
2-Employees experienced a clash in culture
3-Employees working towards the same goal but taking different routes
4-Employees want to exit the organization
5-Employees from different organizations come in with their own knowledge and perception of the organization but it is different from what is expected and this leads to stress that will affect performance.

1-Employees become a product of the environment or culture where they are placed

1-Employees are not properly trained to do their job. They will do their job but they will not be as effective as they should be

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