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# **HUMAN RESOURCES DEVELOPMENT: INDUCTION PROGRAMS – DIFFICULTIES, IMPACTS AND SOLUTIONS**



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Induction is the organizational supportive introductory stage for new employees to settle quickly into their job and soon become active and efficient workers. Most academic studies related to this topic focus on the perspectives of the employees and neglect the employers' point of view. Thus, the author of this thesis decided to look into the topic again on behalf of the employers.

The theory deals with relevant literature in HRM and especially inductions programs. The empirical part includes a survey that was carried out in a large-scale customer-service based company.

Qualitative methodology and semi-structured interviews were used for investigation. Results confirm the significance of induction program to new entrants' performance and retention in company X. The research also indicates the three main obstacles of employers while conducting induction program. They are the contradictory relationship between time and workload, individuals' diversity and communication breakdown.

Based on the findings, the thesis suggests the employers of the company X to lengthen the period for induction program, increase the quantity of training courses and trainer meetings for the quality of trainers. Moreover, the employers should improve their line manager's appraisals for the instructors' assignments, extra working-hour, payment, and the check-up on the trainees' backgrounds. Furthermore, regarding the instructors, the improvements in induction contents, materials, and interactions within the trainer and trainees are recommend.

### **KEYWORDS:**

Induction, HRM, Human Resource Department, new employees, employee performance, employee retention, induction obstacles, organizational values

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## LIST OF ABBREVIATIONS (OR) SYMBOLS

Human Resources (HR)	A department within an organization that deals with the people who work for that organization
Human Resource Management (HRM)	The process an organization undergoes to manage people to achieve its goals.
Human Resource Development (HRD)	The part of human resource management that specifically deals with training and development of the employees in the organization.
ICPD	The United Nations review of the International Conference on Population and Development Programme of Action
Qualitative Data Analysis (QDA)	The process of turning written data such as interview notes into findings
Face to Face Interview (FtF Interview)	A method by which the researcher administers the questionnaire in a face-to-face manner.
Email Interview (E-Interview)	Interview conducting or administering through emails
CDA	Confidential Disclosure Agreement

# 1. INTRODUCTION

Human Resource Management's effectiveness has been considered as a determinant of business performance. It assists the business to survive through rapid evolution and development decades of the world markets. Organizational performance depends on its HRM practices. In recent years, sustained competitive advantages are pursued from the deliberate strategy in implementing and monitoring activities related to HR. There is an increase in expenditures for HRM in exchange for employees' confidence, productive contribution, satisfaction, and loyalty. (Dessler, 2013, 32)

Several researchers e.g. (Chidambaram, Ramachandran, & Thevar, 2013, 140; Foot & Hook, 2002, 21) point out that induction program is one of the most important in the firm's HR strategy. It is the first core step to form foundations for new starters or even the existing employees under functional transfer. Employees develop in many ways to meet the current and future organizational requirements and changes. Well-designed orientation programs grant a positive return for the employer in several terms that include employee productivity, attachment, and retention.

Meanwhile, many organizations underestimate the role of induction. In return, they take the risk of staff turnover because of their poor performance in orientation. The fact seems to be that employers always expect new employees to be adequate in handling of work tasks and working environment as soon as getting along with their supervisors and colleagues. However, it is impossible for starters to meet these expectations at the beginning. They typically undergo anxiety and stress to prove their abilities as long as to "fit in" at the office. Therefore, the induction period is the most important and impressive phase in an employee's career. It ensures new employees a good start, avert communication breakdown, and make the job more manageable, predictable and profitable. (Kebenei, 2014, 2).

According to Dessler (2013, 271), the firm would put their employees' performances into risks due to the shortage and confusion of messages sent through induction period. An improper induction program leads to disorders in employees' goal, mission, tasks, and responsibilities. As an illustration, Gregg

and Wadsworth (1999, cited in Derek Torrington et al., 2008, 165) indicate that around 17 percent had left within three months and 42 percent within 12 months due to the induction failure. The analysis was made from a survey of 870,000 new workers in 1992. To support the assumption, a survey done by CIPD (2007) also shows during 2006 to 2007, a nine percent grown in the number of employers facing retention obstacle. The reasons are the promotion from outside organizations, the level of payment, lack of development or career opportunities, lack of support from line manager, stress, level of working hours and workload, lack of support from colleagues, and perception of job security. These factors are supposed to be covered up by induction section. It also emphasizes in a high proportion (19 percent) of new starters quitting the jobs within the first six months in accordance to 52 percent of voluntary labor turnover.

In reality, although employers are aware and make an effort for their orientation program preparations, the induction program still possibly faces low productive results. The reasons may vary from HRD such as lack of organizational recognition, attention, investments, time limitation, financial conditions. It also depends on instructors' ability and attitude, such as knowledge and skills in induction, communication, motivation and enthusiasm. Regarding induction topic, researchers usually focus on behalf of employees to underline the necessity of induction. However, it seems to be unfair that there is an inadequacy in the study of their challenges. To keep the balance in induction study and investigating the topic from different angles, this thesis analyzes the current problem induction program on behalf of employers.

During the author's internship in Riga and a full-time participation in high school Youth Organization, one of her main tasks was to plan and implement induction program for new trainees and members. Hence, she built up the strong interest in this topic. Furthermore, she has broadened her viewpoints from discussion with her colleagues, and acknowledge that difficulties in the induction are mutual. To further deepen the knowledge, the author wishes to carry out the research on organizational obstacles when they induct their new hires. The objective is to assist employers to analyze their difficulties and how significant they influence the employment. Also, the author proposes improvements to the

program quality in order to meet new starters' expectations and engage them to well performance in organizations.

The thesis will focus on answering three following questions:

- From employer's point of view, how do these difficulties influence the employees' performance and retention?
- What difficulties do employers have to face during induction process?
- What could be improvements for the problems?

#### Case study of Company X

A trainer of Company X and the author had a conversation regarding her difficulties while conducting induction program. She shared an interest in employer difficulties, the background reasons and how to improve the situation, hence, she proposed to cooperate in the research. This thesis is a commission between the author and the trainer from X. According to NDA, the name of the company is hidden for a confidential purpose.

X Ltd provides 24/7/365 services in directory service, customer relationship marketing, digital direct marketing and search media. X provides consumers assistance service regardless of time, place and media. In addition, they also assist companies in growing and serving their customers better by offering cost-efficient digital advertising solutions. More than 800 employees are working for the company. The company is considered as the market leader in its industry.

X is an interesting case for induction study because the company has a broad range of variety in business, HR and constant flow of employees. Furthermore, considering the services they offer, the lack of proper induction process is a challenge since employees' performance and working attitude strongly reflect the quality of the service. The quality of the service then has direct effects on stakeholder's perspectives and feedbacks towards the business and consequently on company existence and growth. The daily tasks of employees are mostly done over phone calls, which means there is no physical interaction in selling products or supporting customers. This lack of physical interactions may lead to more pressure due to technical problems, communication breakdowns between employees and clients or the negative customer

feedbacks. Thus, the employers at X needs to have a brief orientation to support their employees handling various difficulties at the workplace. For example, if someone calls to ask for direction and the connection is weak, or he is confused about orientation. Thus, he repeats a question “where should be the left?” for several times. This situation frustrates the employee. However, she is required to stay calm and helpful. Or, when the customer is a foreigner, the language barrier is also an objection for employees to cope with.

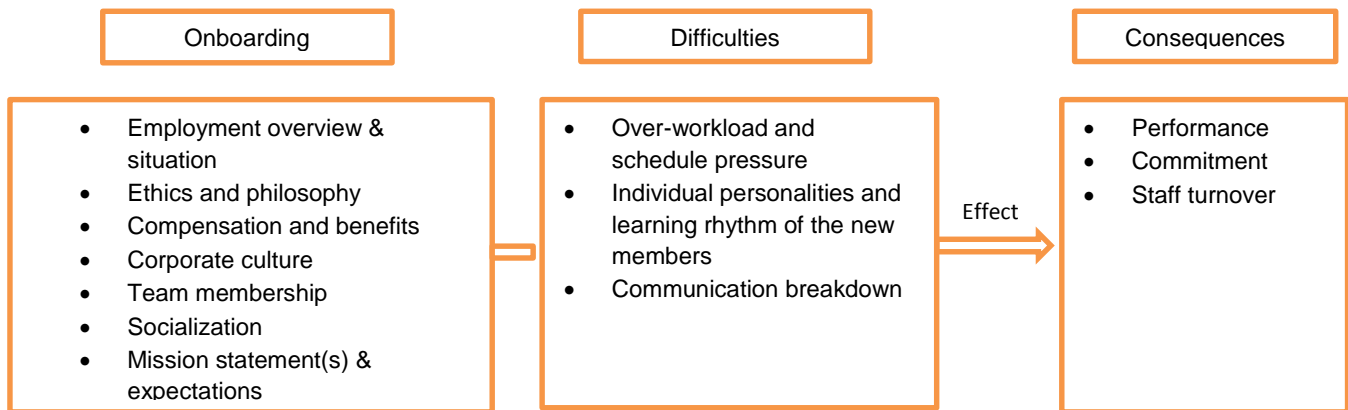
Nowadays, along with technology development, customer service served by a human being is usually cut down with digital technology or automatic machines. Thus, the firm needs to develop their strategy to keep their customers and business growing. Induction is a solution to ensure the quality of customer service. This thesis tackles the challenges of the induction process in company X and investigates its influences to build up some recommendations on their available induction program. In the case of X, HR manager is not directly responsible for conducting induction program. Senior employees are supervisors for it. The study is done on behalf of Human Resources Department in company X with the assistance of the senior employees who are in charge of the induction program.

The theoretical framework supports the singular focus on specific aspects of the thesis topic and leads to precise data analysis. (Mehta, 2013) The conceptual framework below identifies the model used in this thesis to demonstrate the findings and results. The theoretical framework of this study is substructure for induction improvement recommendation. It also discusses the influences of the induction failures to employees. The study is guided by Foot & Hook (2011); and Torrington, Hall & Taylor (2008) to indicate the contents of induction program that employers use to align their employees with necessary information at the beginning stage. In this context, the starters need to acquire guidance consisting of personal task and role, group, and organizational domains (Kavoo-Linge & Kluri, 2013). Through the induction program, companies reduce uncertainty and compose an adaptable, controllable workplace. The main purpose is to maximize employees’ performance and engagement, accordingly to minimize staff turnover (Foot & Hook, 2011 and Dessler, 2013). Additional researchers also show the significance of induction in stable organizational growth. This



theoretical concept has served as the basis for general knowledge in this area because there are confusions and doubts among employers in induction implementation. Respectively, the theory of Maslow Hierarchy of Needs (1943), further discussed on Maslow on Management by Bennis (1998) and Leadership by Hughes, et al. (2012) is proposed as the central philosophy. This theory is selected to explain the precondition of induction in the success of employees' performance and commitment.

Furthermore, a theme interview is used to answer the questions listed in this thesis. Interview method is chosen to investigate the deep knowledge in human dimensions of the topic. In this case, the author attempts to analyze personal experiences and opinions from the employer's point of view in induction study. The source of primary research for orientation obstacles comes from the interviews with four people who have experiences in induction program for at least two years; whereas, the consequences and solution are figured out through personal observation and documentary analysis as illustrated in Figure 1 below.



**Figure 1: Thesis Theoretical Framework**

Employers consider their employees as the most valuable assets. Senior employees conduct the induction on behalf of the company in order to improve new staff performance and long-term staff retention. In onboarding programs, many mainly authoritative information and requirements are contained. The companies try to conform their new members as well as possible. However, the program is always limited by time, current employee resources and firm's workload. Therefore, the failure in induction is predictable and reasonable. The reasons could be communication breakdown, differences in individuals and overloaded schedule. Unfortunately, the failure has a direct impact on employees' job later on. The after-effects are reflected on poor performance, fragile attachment, and loyalty towards their working place.

This thesis studies the Human Sources Development (HRD) and focuses on the employer obstacles in the induction program. According to the author, the induction failure may lead to the negative impacts on HRD achievements, specifically employee performance, and retention in the company. Induction is psychologically and physically important for employers to afford their newcomers. In other word, iduction is a "tool" to satisfy the needs of new staff members to become fully operational quickly and to reinforce the positive first impressions employees have of your organization. Induction is challenging for the employers due to the conflicts between work-information loads and work schedule. Through this study, the author contributes the new dimension of induction: Induction and Employers, specialized in Senior Employees – Difficulties and Solutions. This dimension is lacking from previous study analysis.

## **2. INDUCTION PROGRAM**

According to Introduction, analysis on obstacles when inducing new employees is the research objectives. The specific is to identify the factors that distress the process and finally evaluate adverse consequences. The review of previous studies in the related field is necessary in order to enhance a theoretical background for the research. Accordingly, the concepts of induction including definition, purpose and significance are discussed. This part is the groundwork to address induction difficulties and induction improvements. Assumptions of background reasons and corresponding influence on employees and firms are deliberated.

### **2.1 Understanding Induction Program**

Even though the idea of induction has been discussed and developed along with HRM topic throughout decades, there remain several disorientations of its concepts. Employers are confused about what induction is and how it has influences on their employees. Thus, the author acknowledges the importance of indubitable knowledge to effectively analyze its obstacles and consecutive impacts on employees' deficiency. Furthermore, it provides readers, especially those who are employers, a clear image when designing and conducting the program into practice.

Induction is the supportive introductory stage for new employees to settle quickly into their job and soon become active and efficient workers (Foot & Hook, 2011, 211). The theory was initially formed in the United States and has been developed worldwide over the past few decades (Aswathappa, 2005, 179). Based on Nankervis, et al. (2009, 287), induction is the final stage of recruitment and selection, and the first phase of training and employees development. The process of induction starts from recruitment stage. It emphasizes the very first days of employees at work and continues throughout their development process in the company. The program can be different depending on the roles, status and the variety of program activities of the new employees (Wesson & Gogus, 2005). Usually, the term of induction is combined with orientation. There exists an assumption that the two concepts could be understood as a synonym (Khanduja, 2013). In fact, they are various in meaning and application. Induction

signifies the comprehensive preview of the firm typically in a form of presentation, whereas orientation is the practical overview that comprises socialization and learning-process. Orientation helps formalize and improve new hire’s level of comfort. The table below (Table 1) shows the variation of information flow included in induction and orientation program.

**Table 1: Difference in contents of Induction and Orientation (adopted by the author, 2015)**

• Induction	• Orientation
<ul style="list-style-type: none"> <li>• Company Overview</li> <li>• Mission, Vision, Values</li> <li>• History, objectives, and clients</li> <li>• Business verticals, management team and hierarchy</li> <li>• Policies and dress code</li> <li>• Business conduct guidelines</li> <li>• Statutory forms for new participants:</li> <li>• Policies (holiday, sick leaves, break, hours of work, overtime, etc.)</li> <li>• Payment (methods, payment date, deduction)</li> <li>• Workplace health and safety overview</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Supervisors, Colleagues, Team Member and other Managers</li> <li>• Work assignment and clients</li> <li>• Philosophy, policies, and expectations of the firms</li> <li>• Facilities/layout (area utilized by the firms)</li> <li>• Compensation and benefits (Employment terms and conditions)</li> <li>• Key contacts (whom to ask, how to ask, confidentiality)</li> </ul>

Orientation refers to informal, cordial sessions to get new employee(s) accustomed to the department, job role and work culture. The orientation occurs for one to several days depending on the organizational and departmental plans and requirements. They can organize it in forms of social activities; for example department tours, warm-up party, training course, etc. While induction is more formal and continuous process, orientation is one small activity that takes place during an overall systematic long training process known as induction. Thus, the orientation is a subsidiary session of induction to make positive impressions and facilitate a smooth transition of employee(s). Despite the differences in context, orientation and induction have a perfectly supportive relationship, which is, in this thesis, discussed as a mutual conception in HRM. In many organizations, it seems that their concerns about recruits are low compared to what they expect from them. The induction program is usually taken quite hurriedly without a specific authorized person. It is just a quick introduction of recruit to immediate staff and a brief orientation of organizational expectations within the shortest time as possible.

In a large organization such as company X, planning and organizing an induction program is a primary responsibility of HRD (HR Client Service, University of Southern Queensland, 2015). HRD's duties are to prepare and update associated documents (handbooks and checklists), as well as regularly evaluate the induction program to assert it meet organizational objectives. Moreover, HRD should work in collaboration with managers and supervisors to support and ensure their necessary skills and perceptions, as well as facility resources in order to deliver effective induction to new employees and to answer to their needs. Besides, colleagues and specialists from other departments (IT, security, receptionist, record management, etc.) are also extremely important for the transition of recruit to make him/her feel welcome and supported. Hence, it seems that an effective program is the responsibility of the whole organization and its participants. For example, receptionist knows the arrival of the new member, HR manager is available to greet the new person and ensure the basic information is given, and questions or problems are solved, a "buddy" colleague to guide a department tour, break the ice, support the new member physically and emotionally.

In a nutshell, induction program is organized by HRD and conducted by every member of the company. It is the process of receiving employees, introducing them to their co-workers, facilities and engaging them in organizational activities, customs, and traditions in the attempt to facilitate the transition of new employees in addition to their instantaneous responds to the new environment and responsibilities (Amstrong, 1982; Gomez-Mejia et al, 2012, Ogunbameru 2004). As according to Kavoo-Linge & Kiuri (2013, 214 -215), there are two types of information required:

- General and social information: work routine, introduction to team members, colleagues, a tour of local facilities; explanation of job procedures, duties and responsibilities; the schedule of training to be received;
- Review of the organization such as history, missions, operations, labor legislation including hours of work, payment period, overtime requirement, punctuality, safety and health policies, etc. and terms to indicate how employees.

## **2.2 Purpose and Significance of Induction**

Dessler (2013, 270) states that the purpose of the induction program is to provide new starters with essential information as well as inspiration to get off on the right foot immediately and catch up with the organization work. The aim is to keep up members with organizational changes and developments for the best full advantages exploited (Armstrong, 2014, 2; Foot & Hook, 1999, cited in Runola, 2013). Likewise, Mestre et al. (1997) and WHS (2014) also indicate that the principal ambition is to equip the new employees with necessary information and skills so as to cope with the insecurities and frustration caused by the transition to new job and environment. Mestre also highlights that the induction helps employees get used to organization's activities and changes, encourages them to communicate and solve problems together, which consequently builds a strong teamwork and positive support among them. Ideally, an induction program should accomplish four main purposes:

- New employees feel welcomed and familiar to be a part of the team;
- Essential information (email access, personal benefits, passcode, etc.) is delivered to function effectively;
- Acknowledge the organization in a board;
- Customize the person into the organizational culture, values and daily operations (Dessler, 2013, 270).

An effective induction boosts employees' productivity and confidence through building up their self-esteem, morale, and enthusiasm. Additionally, it establishes good communication and relationship between the employee and his supervisor from the first day to raise their attachment and engagement to the firm. Buckley & Caple (2007) define that the purpose of induction is to enable an individual to acquire knowledge and skills for adequate performance of a given task/job. Moreover, Karve (2010) believes that the purpose of induction is to aid new employees on integration through harmony accomplishment and a certain balance between individual and organizational values. Nevertheless, Bailey (2002) also shares the other view of induction program that it just focuses on the goals of the corporate which is too formal and legislative to absorb and retain. These arguments additionally demonstrate the purpose of induction is to maximize the efficiency of the new staff and minimize the risk of high employee turnover. Low labor turnover can be achieved by conducting new employees to the work transition as well as assisting them to understand how their individual performances collectively contribute to the success of the organization, and the social benefits they would devote through organizational services or products created. It is impossible for new employees to absorb everything at once. Thus, an induction program should be well designed, determining what information is needed, when it is needed and how to present it. An effective induction program should assemble and balance all the activities of planning and monitoring the integration as long as maintenance of employees in an organization (Deb, 2006).

### **2.3 Assumption Reasons for limitation in induction on behalf of employers**

Individuals are different from one another physically, mentally, experimentally and emotionally in various ways. The differences reflect on the personal work behaviors such as educational-vocational choice, acquisition of job-related knowledge, job performance, job satisfaction and tenure. Based on Rogelberg, (2007, 344-48), there are three main aspects of individual differences: cognitive abilities, preferences (interests and values), and personalities. Cognitive capacities are brain-based abilities related to knowledge approach, attention, memory, judgment, evaluation, problem solving, decision making, comprehension and production of language. For example, some people are able to concentrate and obtain the new information faster than the other.

Personal interests and the set of values drive individual behaviors and motivations within the organization. Motivational factors are essential to attracting people into the organizational activities, engage them with the organizational operation and encourage them throughout the downfall. For instance, to survive in X's industry where requires good skills of communication, most people are keen on social areas so that they can perform their task as well as possible. In addition, personalities attribute on how people behave at work. Reserved person takes a long time to get along with other colleagues compared to a sociable one, or shy one is always hesitated to question in the case of misconception, confusion and finally, it may take a longer time for them to learn.

Induction is not an event but a process. Based on Mestre, et al. (1997), induction requires to be prolonged due to its relevance to planning strategic change, re-engineering, replacing in the department, overseas projects and secondments as well as an introduction of new technology. Additionally, during the process, it is sometimes necessary to review elements depending on the requirements of individual recipient and the particular circumstances of the job. Therefore, it demands enormous time and efforts from the employers to plan, prepare and conduct the program to their members. Figure 2 and 3 explain the contradictory relationship between information load and time pressure.





**Figure 2: Information that employer desires to share with new entrants through orientation**  
(Source: Bailey, 2002)

According to figure 2, the priority of induction is still the firm's basic overview of administration, employment conditions and standard requirements because the key is to introduce the new entrants to the organization and its culture. The next level is the general requirements or goals that the company expects from their employees. This information is very valuable especially for the person who is working in another country or required to use a second language. In the case of company X, because of its large scale, the person should know the company structure and appropriate contact persons for certain situations. Since there is a busy load of data which requires to be informed, the employees normally get so overloaded that it is necessary to remind and show them again later. Conversely, materials for the duties and individual expectation is located on the top of the pyramid with the narrow scope because it is explained more accurately to the employees during the training period. Usually, the company limits this information as they have high expectations on the ability of employees despite the gap between what a person knows and can do and what his or her job requires he or she to know and be able to do. Besides, the timeline for induction is reduced steadily (Figure 3).

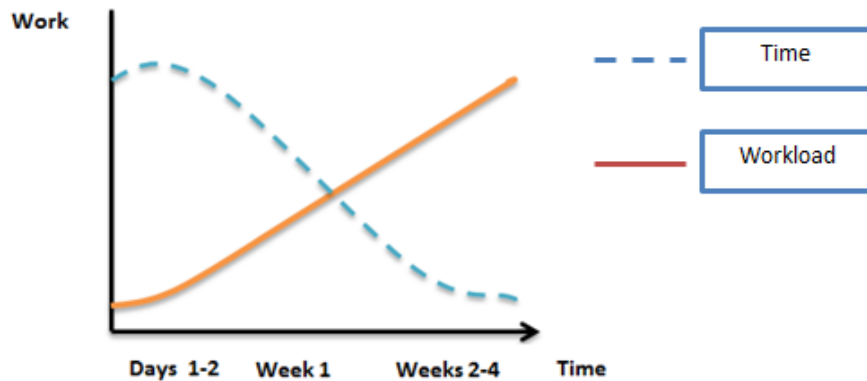


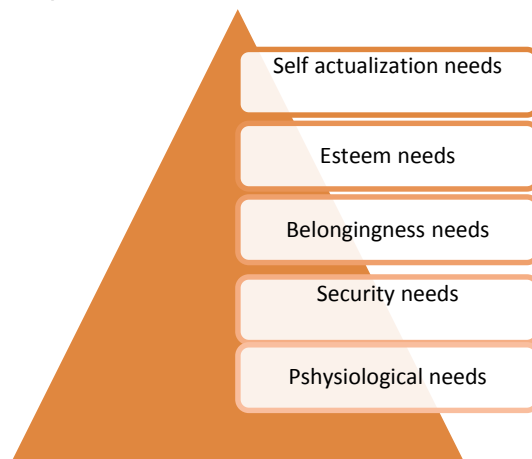
Figure 3: Spent time relation in induction implementation and work (Source: Bailey, 2002)

Figure 3 shows the conflict in employees' demand and employers' responses. While the employees have more questions when they start to work, the employers have less time for the induction. Induction schedule will be reduced accordingly to the time employees have spent at work. From the point of employers, the employees are supposed and expected to accompany with the working environment and their task/job. Hence, the process of acknowledging new information should be faster, therefore, time for induction is reduced as every single second at work is valuable, profitable and limited. However, this assumption makes new entrants hesitated to ask questions, frustrated, confused and turn themselves into an isolated or a bystander.

Comparing the pack of information and the time spent on induction leads to obstacles for both employers and employees to send and receive/ attain the necessity. Moreover, during the induction, employers are expected to ease, motivate and inspire their new-comers to make them not only get comfortable but also excited and appreciate the opportunity of being a part of the organization. Inspiration is a challenge for employers to do in a short period that requires multiple skills such as leadership, senior members with experiences and knowledge in the business area.

## 2.4 The Impact of Induction on Employees

People are motivated to personal performance, development and attachment only when their needs are fulfilled (Hughes et al. 2012). The employees refuse to contribute to the company that they do not feel comfortable and secured within. Psychologically, need satisfaction, employees performance, and retention strongly relate to each other. Therefore, affording employees' needs is essential for employers to maximize the profitability from human resources. Induction is the prior step to reconcile and motivate employees into organizational operations. As discussed above, the purpose of induction is smooth and trouble-free transitions for new members of staff by means of arming them with necessities. In other words, induction program attempts to fulfill the needs and expectations of the new employees. The understanding of employees' needs is required on behalf of employers to conduct the program successfully. In 1943, the psychologist Abraham Maslow developed a theory that clarifies five basic needs of human in organization. The theory is chosen because it clearly addresses the stage of employee needs that requires employers to fulfill early and often instead of delaying them for a future time. According to Maslow (Figure 4), every individual requires certain needs in order to survive. The most priority



**Figure 4: Maslow's Hierarchy of Needs (referred to in Hughes et al. 2012, 341)**

is physical facilities which are working tables, tools, instruction, uniform, protective gear, etc. in order to start their jobs. Then, the following requirement is to secure their position, obligations, and beneficiary. These are showed in contract, employment terms, and conditions. Furthermore, they ask for belongingness needs that determine in how they are welcomed and how the employer meets their expectations and how they are orientated in the early

stage of employment. On the top of the pyramid are esteem and self-actualization needs. The need satisfaction should be achieved gradually, that lower level must be satisfied before the following level. Even though the need will be provided along with the employment, the possibility of provision should be informed at the beginning. For instance, the firm could introduce development or training program to their new hires or discuss job description and organizational goal and expectation. Hughes et al. (2012, p. 342) claim that employers motivate and satisfy their employees only by taking into consideration their position on the needs hierarchy. On the other hand, according to Buchanan & Huczynski (2004, p.157 -158), sometimes the firm can not afford the needs of employees, in particular for the basic needs; such as inadequate physical working environment, inappropriate job design, poor relationship, poor management, and uncertain future. This failure causes stress and damages personally, then organizationally.

In HRM report on Induction and its influence (2014), Ahmed states the cause-effect relationship between induction, employees' performance, commitment and job satisfaction. His research shows that the increase in effectiveness of induction program results in the productivity of the employees. Moreover, induction program is also needed to satisfy employees because it responses employees' needs and expectations (Ayeni and Phopoola, 2007, cited in Ahmed, 2014). In addition, the interaction in a performance-satisfaction-commitment relationship is emphasized. The well-done performance will lead to job satisfaction, especially if the task requires lots of efforts; then finally encourage employees to be attached and committed to the organization. At the same time, once the employee determines to stay and grow within the company, he will be more motivated and happy to contribute and improve his performance. This statement is also supported by Hughes et al. (2012, 337) and as people who have strong affective commitment produce better performance than whose weaker.

### **2.4.1 Performance at work**

Hughes et al. (2012, 334) define performance as specific behavior that generate products and services or accomplishing cooperate goal. Knowledge, resources and motivation are factors that influence labor performance. Bradt and Vonegut (2009) state that effective induction increases productivity accelerates outcome and significantly improves talent retention. There is a risk for a new employee to be misaligned with the organization when he/she first accede a new role. An abortive induction is illustrated from an unwelcome atmosphere, lack of working devices/tools, and the absence of supervisors to show them direction and respond to their request. Therefore, the new employee feels neglected, isolated and frustrated, which influences personal attitude towards the job and the whole firm. These leads to lack of motives to provide good performance as who want to work in the environment where they do not feel welcomed.

Based on Bauer (2010, 8), a good induction program generates a favorable image in new recruits' perceptions of organization and understanding of the corporate culture, values, vision, mission and goals. Also, Hughes et al. (2012, 346) clarify the importance of the introduction of organizational targets in employees' motivation and performance. A definite goal attracts people's concentration and effort, inspires personal development, and encourages consistency for achievement. It also familiarizes the staff with the organizational environment, rules, systems, regulations, and facilities; thus, ensures effective participation of the new employees as well as forms a useful base for future training and development. Induction brings benefits for information flow and integration process between new and existing employees or among team members, which result in know-how transfer process and productive group behavior.

### **2.4.2 Commitment and Staff Retention**

Commitment refers to an individual's psychological connection to an organization, including job engagement, loyalty and belief in the organizational values (Kular, et al. 2008, 3). Employee retention is the systematic efforts for employers to maintain their valued employees in the organization (Phillips & Connell, 2003, 2). Klein et al. (2009, cited in Björck, 2011, 14) declare that commitment has become the most popular subject for HR researcher because of its significant role in the positive outcome of motivation, job satisfaction, performance and staff turnover. To illustrate the relationship between induction, commitment and retention, Kersaint, et al. (2007, 782) and Wangui (2010, 15) point out that resignations increase if people are not given opportunities for learning and development, or feel that demands are over their provided conditions, as the job/task cannot be completed without a proper orientation. Moreover, resulted from inappropriate induction, it is possible that new recruits would go through "induction crisis". For example, he/she may sense as a failure or a bullied victim that pushes him/her to press the "quit" button since he/she could not find the group cohesion and experience their task/job as a novice (Nankervis et al., 2009; Armstrong, 2008, 252). Therefore, organizations invest in induction program to secure the employee retention that supports their employees remaining with the company.

Adding to this, Kavoo-Linge & Kiruri (2013) assert that during or after the first six months, employees will decide to resign, whereas 50% of them fail to deliver what their organizations expect. Induction implementation influences from employees' commitment to total quality management. The role of induction is significant to new staff's performance in the first six weeks which is often critical to the employees long-term adaptation and success. Due to the effectiveness of induction program, the new recruits plan to give long-term retention to the company. Long-term retention expectedly cuts down recruitment and labor turnover cost. Moreover, it also rewards the company with good reputation in HR market to attract more high potential employees (Foot & Hook, 2011, 211; LeadingPoint, 2015).

## **3. RESEARCH PROCESS**

The background reasons for ineffective induction, as well as their influences on new recruits engagement and development in the organization, are discussed in the previous chapter based on several theories. The purpose of this study is to identify the employer obstacles during induction program and suggest improvements. This chapter describes the research design, analysis of data, and limitation of the research.

### **3.1 Research design**

In this thesis, the qualitative method is used to approach the study case and investigate the research questions. Qualitative research is an exploratory research strategy to gain a deep understanding of the subject of the investigation from textual information. The strategy aims to learn the motivations and perceptions of human in the specific context of the social world and how they impact on behavior. The qualitative research is pragmatic, interpretive that focuses on lived experiences of people (Guest, Namey, & Mitchel, 2013, 3). Compared to quantitative research, qualitative research gives explanations for the causes of the phenomena and explicit knowledge for the case study in human resources. Qualitative data is non-numerical information obtained through observation and it deals with descriptions for the insights of the problem and complex reality of a given situation. The qualitative data provides the information regarding contradictory behaviors, beliefs, opinions, emotions, relationships of individuals. It is effective in studying intangible factors, in this case, the employer obstacles in induction. The aim here is to fulfill the given quota “employers are facing problems in induction”. This thesis searches for the narrations of existence and influences of obstacles in company X’s induction program based on employer side’s true story. Hence, qualitative research is chosen because of its applicability. The author employs a phenomenological methodology and exploratory approach to learning employer experiences in induction, to capture and describe individuals’ interpretation of their experience and delve more in-depth into those experiences and determine which obstacles exist among senior employees while conducting induction program. This thesis applies in-depth semi-structured interviews. An in-depth interview is designed

as one to one discussions between researcher and interviewees to explore or probe in details the views, experiences, attitudes and motivations of individuals on specific matters. It leads to the deep understanding of social phenomena where detailed insights are given from individual participants. The interview method is chosen because of its appropriation for the aim of an exploratory study researching how the employer in company X dealing with induction program. This method is considered to be the most fitting choice for participants spaces to talk about sensitive issues as people are not willing to admit their problems at work. An in-depth discussion with employers about their perceptions of the induction program, how they conduct the program at work and the difficulties they are currently facing, is expected to help understand both risks and factors for induction obstacles and its improvements. In addition, semi-structured interview follows a formal style in which questions and topics are covered during the conversation, usually, in a particular order (Saunders, Lewis, & Thornhill, 2009, 324). The semi-structured interview is suitable because it gives a clear set of instructions for the interviewer, flexibility in structure, freedom for participants to share their personal experiences, and produce rich, reliable, comparable qualitative data. It allows the researcher to develop a keen understanding of the topic of interest. Briefly, the in-depth semi-structured interview offers the researcher valid and reliable data that are relevant to thesis research questions and objectives. The researcher selects four participants for the interview. The participants are senior employees who are mainly responsible for conducting induction program in company X. All interviewees are experienced in this area from five months to more than five years. Thus, it ensures their capacity in building up the understanding as well as broadening point of view for the research area. It guarantees that the research is not narrowed down to experienced trainers, but it is also applied for “young” trainers at X. Researcher contacted the leader of HR development group for permission on gathering information and conducting the interview with company X’s employees. The Human Resources Department chose the participants based on the research criteria. The questions are formed to be open-ended, neutral, sensitive and understandable. The researcher used probing questions to offer freedom for the respondents to broaden the conversation, share her background story, thoughts, and attitudes. However, the closed and specific questions are mostly asked to



obtain accurate information and clarify the difficulties in induction on behalf of employers. The face-to-face interview also collects the personal experiences to confirm the relationship between deficiency induction program, poor labor performance, and low employee retention. Because of time limitation, two participants answered through emails and only one had a personal interview in which interviewer worked directly with the respondent. For the personal interview, the list of questions was handed to the interviewee before the interview took place for her to be familiar with the questions, gain self-confidence, enrich her knowledge, information and be ready for the most effective responses. The interview was audiotaped and later transcribed verbatim. The length of the interview was approximately one and a half hours. The participants were asked (Appendix 1-2, 48-50):

- The induction process in company X
- The possible and typical obstacles facing while conducting induction program
- The expectations for organizational improvements in induction program from the point of employer

### **3.2 Data Analysis**

Qualitative data analysis (QDA) aims to transfer the collectively qualitative data from the interview into some form of explanation, understanding, or integration of the people and situations of the investigating issues. Inductive approach is applied to analyze and evaluate qualitative data. The inductive method is used to:

- condense raw textual data into a concise, summary format;
- establish clear links between the evaluation or research objectives and the summary findings derived from the raw data;
- develop a framework of the underlying structure of experiences or processes that are evident in the raw data

(Thomas, 2003, 2).

The four transcripts from each participant are reviewed several times to allow a holistic picture of each participant's experience to emerge. The data is

summarized into key points, and the common elements that emerged from the respondents' transcripts are underlined and possible relationships between themes are probably identified. For example, all comments relating to organizational supports are noted as well as all comments referencing common obstacles. Data is divided into different categories and required to be coherent to ensure a well-structured, analytical framework to pursue QDA. Irrelevant elements are removed.

The themes that emerged from a particular respondent is considered a case. After analyzing all cases, the cross-case analysis is used to determine if there are any common themes shared by the participants for struggles in induction implementation. Recognizing relationships among patterns and developing categories are made through matrix application to order information by type of informants and type of activities (reasons for particular behavior). In total, the author gives out the textural description of the experiences of the persons, a structural description of the experiences (how they experienced it concerning conditions, situations) and an overall essence of the experience. (Creswell, 2013, 60)

### **3.3 Limitations and Assumption**

Although the researcher attempts to ensure the reliability and validity, there are still some limitations in this study. The validity of research findings refers to the extent to which the findings are an accurate representation of the representing phenomena. The reliability of a study refers to the reproducibility of the results. Qualitative research often criticized as biased, small scale, anecdotal, and lacking rigor. (Anderson, 2010, 2). In particular, researcher and respondent bias and data collection method are affective to the reliability and generalizability of this research.

The participants' inability or unwillingness to provide accurate or honest answers to a survey cause respondent bias. Each participant has different perceptions, ideas, and attitudes that drive their observation of a phenomenon in the social world. The difference could have a material impact on the internal consistency and equivalence in reliability. Some of the questions are too sensitive that the respondents are uncomfortable to reply and avoid by giving incorrect

information. The respondents and interviewer also have the language barrier that some of the questions or answers contexts can be misunderstood. The interviewer designs the questions from the practical point of view rather than theory to prevent the interviewee confusions of some theoretical concepts. The interviewer also gives a brief summary of the thesis literature framework and explanation for the academic words to assure that the respondents and the researcher are on the same page on the topic. The questions are made in both English and interviewee's native language so that the email respondent has a better understanding of the questions and feel free to reply in their language. The sensitive questions related to personal experiences and organizational culture are presented at the end of the interview in order to gain trust and comfort between the interviewer and the interviewee. Email interview is applied to save time and allows interviewing of individuals who do not or cannot express themselves as well in talking as they do in writing. The email interview offers the interviewee a convenient environment without noise disturbance due to the independence of place and time. The respondent does not hesitate in giving a socially undesirable answers or embarrassed to share unpleasant experiences and they can express their thoughts, feelings and opinions in their ways without interruptions or dominance of the interviewer (Meho, 2006, 1287-89). For the face to face (FtF) interview, the participant viewed the list of questions before the actual interview day for her to get familiar and make preparation.

The questions and data analysis are probably formed to pursue the researchers' expectations and interests in the topic. Hence, the respondents could modify their answers to fit into what they predetermine to be the correct answers. Whereas, the researcher may make mistakes while interpreting the data to comfort her expectations. Through the FtF interview, the interviewer may subconsciously give subtle clues in with non-verbal communication. The researcher tried to avoid the problem through a consistent review from the standpoint that possibly influence the validity of the study. She also applies two styles of the interview: FtF interviews and email interview.

The FtF interview ensures the interactions between the interviewer and interviewee to develop further questions and deeper information on the topic. The answer of the respondents is spontaneous, without an extended reflection.

The interviewer concentrates during the interview and avoids body language that may interfere the respondent. All responses are recorded and noted to keep track and be accurate. However, the participants may feel uncomfortable discussing personal information during the recorded discussion. The transcripts are unable to capture the facial expressions, body language and the tone of the interviewee. Email interview offers the freedom for respondents, on the other hand, e-mail does not allow direct probing that elaborate and clarify participants' responses or to help elicit additional information and depth from informants. Their answers also reflect that influence negatively on the richness of data collected. Therefore, the combination of the two interview styles is expected to satisfy the offset.

Information access is limited for the researcher. All information is entered only through the interview that is probably facing the respondents bias. Furthermore, the validity of qualitative data is also influenced by the ability of the researcher to draw right conclusions from the interviewees' language and way of speaking. The type of participants also limits the generalizability of this study. All participants are women hence they may represent different points of view compared to men due to their psychological and experimental systems.

## 4. FINDINGS AND DISCUSSION

The interview is done for four participants with a various period of conducting induction. B has five years experience, Interviewee A has two and a half years experience, J has one year experience, and C has five months experience. Participants B, J, and C were interviewed by emails, whereas the researcher had a face-to-face interview with A. The public questions for all participants focused on the obstacles they face in conducting induction. Besides, participant A was asked for real-life job-related experience the significance of induction in new entrants' performance and retention. She also contributed the information about induction program process at X. The interview was successful, and valuable materials are collected.

### 4.1 Induction Program at company X

The Human Resource Department (HRD) organizes a special program for induction process. The program lasts for more than one week, and the HRD appoints senior employees to be the trainers for the coming staff. Each trainer takes responsibility for two new persons at a time. During the induction, the instructors show the starters necessary information and knowledge. For instance, the information includes company overview, objectives, work portfolio, line managers, job-related techniques, technologies, legal requirements, key contacts and expectations in the form of standards. The knowledge includes explicit knowledge and tacit knowledge.

Explicit knowledge is easily transmitted to others, such as job-related technique (how to find information, how to report, etc.) and technology (computer programs, internet search engines, etc.). The new employees are required to learn and be familiar with explicit knowledge as quick as possible to offer the best efficiency services for the customers, as interview A mentioned "*The customers do not want to wait.*" Moreover, communication is vital importance for the X's services. Hence, know-how and know-who are the most crucial knowledge to transfer to the starters in induction. In induction period, besides on job knowledge, the entrants also learn from their senior experiences at work through records and role-play materials. The trainers try their best to explain the

communication as well as demands so that employees deliver the highest quality of customer service to the clients. On the other hand, the job is considered to be stressful and tricky when the employees are expected to be simultaneously productive and entertaining to the callers. For instance, many employees while serving the customers were just focusing on replying to the questions. They neglected interactions on the phone with the caller and later received accusation of being an unfriendly helper. This situation typically stresses out and makes the new hires lose their confidence in doing their job. Therefore, during the induction, the coaches also inspire people to their job, prepare the emotional reaction for negative feedbacks and motivate their personal development. On the day of arrival, the senior employees attend to work 30 minutes before the new starters' appearance. They prepare the space, materials and the most cheerful atmosphere to greet the newbies. "*We want to make them feel special and show them how much we want them to be here,*" A expressed the employer's point of view on welcoming and orientation process.

It is compulsory that the selected senior employees at X go through training courses for induction annually. At the event, HRD and the senior employees together draw up the core contents for the induction implementation. The company offers point check-up event to appraise and support the employees learning process. They also collect the employees feedbacks on induction program for further improvements. Most of the new entrants left compliments on the program and voted the organization for the friendly working environment.

## **4.2 The Importance of Induction at company X**

In company X, induction is highly appreciated by the employers. All interviewees approved the importance of induction to the organization. They emphasized that induction considerably assists new employees to feel welcomed and relaxed in the new environment. The induction also plays a key role in knowledge management initiatives and ensures the staff will become productive as fast as possible. As interviewee A and J pointed out "*Without the induction, the new starters cannot do the job properly*", C added, "*new workers wouldn't know what to do and what it is that the company expects from them.*" From their point of view, induction program is vital importance for new employee performance.

Because of intensive workloads, high requirements, and expectations, the employees at X have to be accustomed to all job-related technique, digital tools, and certain communication skills. A emphasized that their job is not only to provide well what customers need but also perform impressively to the customers.

Besides, for the employers at X, induction program plays motivational factors in long-term staff retention. Induction program acclimates and engages newbies with the organizational environment and culture. It displays their “duty of care” to arm the newbies with knowledge and skills so that the newbies feel “fit in” and truly become a part of the organization. The researcher will analyze one case experience of interviewee A to examine the influences of induction on employees performance and retention.

#### **4.2.1 Induction and Employee Performance at X**

According to A, induction enables the new recruits’ ability to work. The job at X requires new employees to learn unique know-how and know-who knowledge, on-job-training just to complete the job. The employers must satisfy the physical needs of information and tools to “activate” their employees. The personnel at X do not have time to figure out how to do their job at the time they are working. The customer is in haste on the other side of the phone. The people do not even have time to plan their service process or act with a halt. Likewise, they maintain the conversation on the phone with customers to reduce their impatience. They work as a friendly “machine” to provide the most useful and efficient service to their clients. Therefore, the new employees fail to do their tasks miserably when the company denies induction or conducts it poorly.

The actual working environment at X is speedy and exhaustive. When the new hires are not well-prepared for practical situations, they easily get panicked and insecure in serving the clients. The emotional instability effects on their job-performance-quality. Neurotic individuals are stressed, suspicious, high-strung, moody, lack of self-esteem. Such traits inhibit the desire to perform and improve. They tend to have negative behaviors, pessimistic attitude and deficient job performance. Those people refuse to pay attention to their tasks and personal development to cope with the job requirements. (Barrick, 2003, 2) In this case,

they are off-track on the technique process and doubtful about the quality of their work.

*“They do not know how to find or where to find the information. They miss transferring the information to the callers. They are nervous to communicate and ask for the needs of customers. They lose the control of the situation. They do not know how to behave or approach appropriately under customer service circumstances. The service process stuck. The workers fail to help the customers. The quality of the service is poor. The clients are unhappy and disappointed with what they receive”*, A indicated. Many new employees receive negative feedbacks from the customers and stay pessimistic. The low emotional stability causes the poor performance at work.

However, the induction program is the savior for the case. The employees learn the company’s objectives and expectations to form their behaviors within the organization. They also find supports from the firm and their colleagues. Furthermore, the trainers discuss with the newcomers about the unfavorable situations that may happen in work-life reality. The discussion assists the newbies to avoid shocking reactions and depression. It also inspires them to pursue personal development and performance improvement in the future.

#### **4.2.2 Induction and Retention at X**

A said: *“Many new entrants are scared to go to work in the morning!”* As discussed above, the job at X is tense for the starters. It is common that new employees are usually perplexed, clumsy, slow, anxious and insecure on the first days of work. Their performance is often not as good as expected and they then highly receive complaints from the clients. Sometimes, customers even call them in anger. It seems to be tough to undergo criticisms from the strangers. The people feel embarrassed, stupid, stressed, meaningless and hopeless to the customers, themselves, group and organization. Thus, a fear grows inside their mind, the fear to go to work and continue the job. They worry about their performance and doubt their ability to get “fit in.” They also undergo the scare of losing their employer and colleagues’ credits. They may consider themselves as a problem causing customers’ dissatisfaction and damage the company. Demotivation and loss of self-confidence are popular among new entrants



because they have to cope with many changes during their transition. Finally, when the depression reaches the climate, they quit the job and leave the firm.

The employers at X attempt to equip the new entrants with essentiality and welcome them with the best atmosphere. They ensure to meet the basic employee needs including physical needs, security needs, and belongingness. However, it is hard to assure the self-esteem and self-actualization needs of the employees because it concerns individualism. The self-esteem needs relate to the personal overall subjective emotional evaluation of his/her value. The employees acquire the needs through individual achievement, confidence, independence, knowledge or skill dominance, responsibility. Dissatisfaction in self-esteem leads to the poor emotional stability. Low emotional stability ends in job dissatisfaction and short-term employee retention. (Barrick, 2003, 3) Additionally, the self-actualization is the ultimate need in Maslow hierarchy. It reflects through acknowledgment of individual potentials, self-fulfillment, personal desire to continually develop and experience. The failure in self-esteem level also disturbs the next level of self-actualization. At X, the primary reason for the labor turnover is employee dissatisfaction for self-esteem and self-actualization. "*The employees do not find themselves potential here, so they leave,*" A revealed. The employees abjure their retention within the organization when they do not find their competence, qualification and feel the positivity in personal development opportunity.

Induction then plays the important role in positive motivational factor in staff retention. Through induction, the employers secure and prepare the employees from the unpleasant circumstances in work-based reality. They also motivate the new entrants to overcome the transition crisis and inspire them to move forward definite improvements. Induction is also the period to build up an internal relationship between newcomers, senior staff, and manager. The cozy internal relationship encourages the new entrants to communicate about their difficulties and support them in problem-solving. It also contributes to their social life, which strengthens the employee commitment to the company. People tend to work where they have friends and feel comfortable.

### **4.3 Obstacles in Induction**

The central issue of the thesis is the employer's difficulties in conducting induction. Chart one below represents the trainers' responses for questions: "What are the possible and typical obstacles facing while conducting induction program?". There are three main problems: time limitation versus busy information-work load, communication breakdown and differences in individuals. Other issues such as personal health problem and job replacement, is not familiar and only reported by participant A. The frequency of other issues is small.

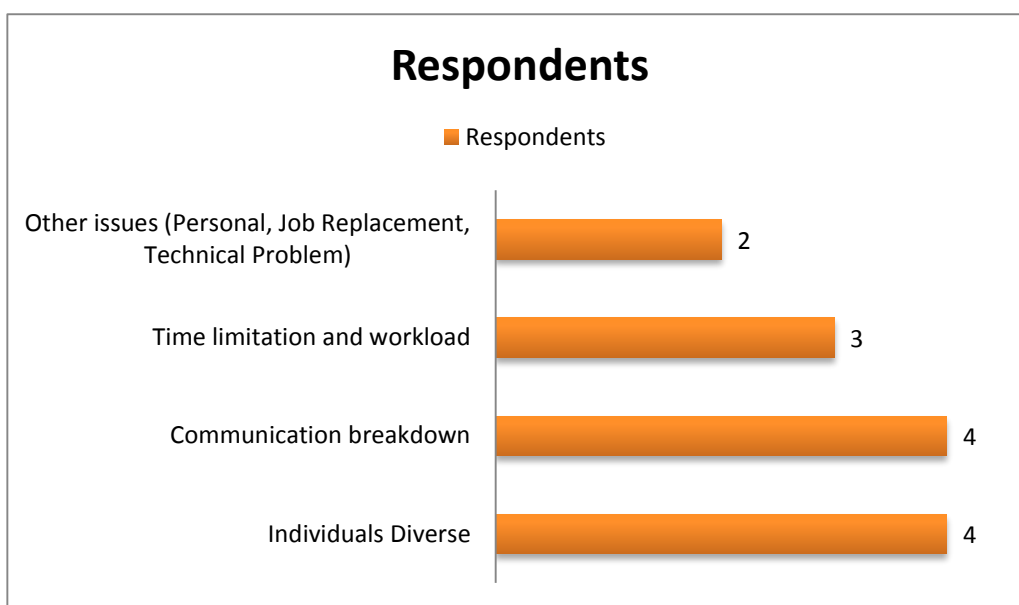


Chart 1: Respondents on Obstacles in Induction Program

#### **4.3.1 Time Limitation and Workload**

Three respondents reported the problem related to the contradictory relationship between information-workload and a tight schedule for the induction. It is interesting that participant C does not share this issue with the rest of her colleagues. The author assumes the explanation that she is new to this task, so she still needs time to build up her induction contents. Whereas, the others have been for at least one year, so they have improved their programs several times and the information there may be richer. Also, the other trainers have more on-job experiences than C, so the author assumes that they have more experiences, requirements, and expectations on the job performance. Hence, they have more knowledge and tactics to assign to the new entrants. The longer the trainers in the job, the more experience they wish to transfer to their “students.” However, this assumption still needs to be researched and proved in further study to be reliable and valid.

Within a week, the instructors aim to orientate and provide the newcomers all relevant explicit and tacit knowledge. They need to explain the general information such as company overview, policies, working conditions, and organizational cultures, etc. Importantly, they need to transfer their know-how and know-who, as well as inspire the starters during the induction period. For the tacit knowledge, the employees accustom with their job by practices. Thus, the trainers try to give newcomers as many chances to apply their knowledge and gain skills as possible. The practical experience takes time and usually cannot measure or estimate because of the variety of individual intelligence capacity and personalities (this part will be explained more in 4.3.2). Moreover, as described in the assumption for employer’ obstacles in induction (Bailey, 2002), the demand for information flow tends to grow. Therefore, it is ordinary that the trainers are late for their planning schedules. The instructor may leave out necessary information because of the shortage of time.

The time limitation is stressful for both employers and new entrants. It seems too short for a high load of information and skills to coach and to be absorbed. It also restricts the revision of lessons and quality of the induction program when people teach and learn in such a rush. Moreover, the trainers also have to pay attention to the trainees’ emotions and motivations. They are conducting,

rescheduling, inspiring at the same time in induction period to meet the regulatory expectations and requirements. All of the jobs require concentration, energy and effort. The trainers may feel intense, overloaded of their workload. The demanding schedule may harm the health condition of the instructors and negatively affect the quality of induction as well as the resignation of senior employees for the position.

#### **4.3.2 Individuals**

People are different in cognitive abilities and personalities. While conducting induction program, the trainers at X have to deal with two individuals who have dissimilarity in backgrounds, preferences, personalities and learning capacity. This requires the instructors to apply different methods to transfer the information as A stated “They are different, so they need to be taught differently.” This requirement is an inevitable difficulty for the trainers.

Regarding cognitive abilities, B indicated that every individual has diverse learning rhythm. Some are quicker and supportive than the others. For example, the active learners tend to contribute to the lessons, discuss, and attempt to complete the tasks speedily. Whereas, the passive learners are usually hesitated to question. They are slower in response because they are commonly disorientated in their assignments. It seems to be obvious that the passive “students” need more aid and effort from the teacher. However, many trainers have been through the crisis from their conflict in attention. B gave an example of her working life. She once had two students. One of them is really fast in learning new things, and the other one is not. So she spent more time with the slower one. However, the quick learner somehow found herself neglected and assumed that her trainer disliked her. Luckily, she discussed that with B later on, and the problem is solved. However, if she were a pessimistic and reserved person, the negative assumptions might last and cause unwanted damage to her relationship with B and even with the organization. She might face the imagination of unfairness in the working environment. Thus, it is essential to offer equal attention and treatment to both trainees.

On the other hand, regarding diverse in preferences, the trainers have to maintain and improve the attractiveness of teaching materials for both new

entrants to keep them contributive and efficient in learning-process. For instance, the slow learners should receive easy instruction to follow while the fast learners can study something more challenging to keep up her interests. The instructor needs to avoid the case when the active student is bored because she has finished all the given assignments.

Personalities also influence the way individuals acquiring information and mechanical behavior. Personalities have the close relationship with cognitive ability. As also illustrated above, a sociable person is more active in learning and get accustomed to the new environment. Those people are easy to make friends with and to guide them because they are opened to talk. On the other hand, it is hard to orientate and support shy people because they do not reveal what they need, desire and expect. According to A's experience, shy people also find it difficult to do the job as caller assistant because they do not feel comfortable to communicate with the strangers, offer helps and embrace them. Thus, shy people demands lots of support and motivate from their trainers. On the other hand, some people have a severe attitude towards job requirements. They question or refuse to follow the instruction. They prefer to work in their own way, which reduce the steps. Even though, the result may be the same, there is still a risk that the job performance is not as good as it should be. A complained that *"It is sometimes annoying to explain the necessary of all the steps in job. Some people are just stubborn."*

#### **4.3.3 Communication Breakdown**

Communication plays a significant role in almost every situation, especially in the teaching environment. The art of communication involves listening and speaking skills to excel with her professionals. The senior employees become excellent trainers when they can transmit knowledge, skills, and values to the new entrants. At the same time, they communicate their attention and care to their students. They gain credits and love from their followers. They motivate them to learn and develop.

The teachers and the students need to have a transparent communication process to understand each other. It is crucial that the instructors should send a consistent, exact and apparent messages to the receivers. Respondent B

defined her difficulty in communication is that sometimes she uses the specialized terminology or job-related slangs probably because of her habit. Since the new hires are not familiar with the usage of those words, it is an obstacle for them to get the meaning and obtain the knowledge. Whereas, A also presented her worries when she accidentally show the new entrants an easy style of job implementation, later, her students refused to change or slowly learn a new one. The first information always comes naturally and quickly to the learners' memory. Moreover, it is more accessible under positive reinforcement that the method is faster than usual.

Furthermore, during the communication, the trainees lose their concentration and interests in receiving the information. The reasons are uninterested teaching materials, lack of interactions, abilities, personalities, different styles of communication, or even the usage of words and surrounding noises. This communication breakdown may lead to the time-consuming problem because they trainers will have to repeat the instruction to the new employees. J reported her problem that during induction, some of her students had difficulties in acquiring the knowledge. They listened to what she said but when she checked, they had not learned anything from it. Also, A indicated a case when she tried to teach an employee a job-related technique, the one was just busy listening to other people's conversation and her surroundings. She did not pay attention to what A explained. The induction then lasted longer than scheduled. Moreover, the instructors are required to control their attitudes towards the new entrants. For illustration, in the previous example of the new entrant losing her concentration. It is understandable to consider that behavior as disrespectful, and A had the right to get annoyed. Despite the complication inside, she still patiently re-orientate her colleague the new technique.

Inspiration is vital for employee personal development within the firm. The new hires at X have to manage their reaction upon poor performance at the beginning of their job. The coaches ensure that they do not take it discouragedly, and they know their job quality improves daily. Motivation from the trainers supports the healthy mind and stable emotion through transition crisis. Once the entrants stay positive, he/she can fulfill the self-actualization need. This need is powerfully necessary for the self-development process in the vocational environment.

However, is the most energy consuming in the induction process. The day is long, and the workload is stressful. The trainers may face health problems including sore throat from talking too much and tiredness. This exhaustion could make the instructors moody, even anti-social and inhibit their willingness in communication. It seems to be quite demanding for the coaches to be proactive, inspirational, exciting through all the induction program.

#### **4.3.4 Other Issues**

Many other issues inhibit the success of induction implementation. Job-replacement, personal life, and technical problems were mentioned in the interview. Concerning job-replacement, the trainers may just take the responsibility because the initial coaches got sick. It is challenging for the replacing instructors to continue the job. Although she receives the notice or summary of what have happened, it is still difficult to have a visual picture of what to do next. She needs to reschedule the program again. The information may probably be missing or overlapped. This causes confusion for the trainees and embarrassment for the trainer.

Additionally, personal life issues have impacts on the success of the induction and even retention of senior employees in trainer position. Personal life influences the emotional stability of human being. For example, busy personal life causes stress. Stressful people have poor emotional stability. They are nervous, impulsive, and gloomy. Those traits are unsuitable for conducting induction. Respectively, the performance will suffer from the poor quality. Otherwise, the employees will withdraw from the training position and spend more time on relaxing. Finally, respondent J also noticed the technical issues such as broken computer. This situation threatens the induction program to stay behind the schedule.

#### 4.4 Other Findings

Through the extensive discussion with participant A, the researchers achieved considerable findings: the relationship between selection process and employee retention, HRD supports for induction program and the trainers' passion in recruit inspirations.

Interviewee A affirmed the significance of employee selection process and long-term staff retention. According to her, in the past there were many cases of employee resignation from the very beginning because they do not feel "fit in" the customer service at the call center. However, recently the firm has changed their recruit selection process, and the quality of the new entrants has been significantly improved. Selected people have advisable characteristics. Thus, they settle down quickly with the job and organization, as well as they find their potentials in the business area. They get satisfied with the job and plan for a long-term commitment. The selection process is critical for the firm. The organizational performance always depends on the subordinates and employees with appropriate skills, and abilities guarantee valuable contribution to the job and the organization. Also, the recruitment process is costly that the employer should invest smartly and worthily. Inappropriate candidates may quit the job and causes excessive expenditure on labor turnover. (Dessler, 2013, 202)

HRD at X supports their senior employees in the induction program pleasantly. They offer annual training period and monthly trainer meetings to exchange information, experiences and enhance the network. The network is useful for the coaches that they can request for assistance from other departments. The company also provide computer, new digital devices and information technology system to assist their staff. The trainers also receive extra payment for the induction program implementation. Before the induction period, the firm deliberate the background information of the newbies such as education, work-related experiences, age, gender, etc. The company also has clear instruction and expectation for induction program, thus gives a clue for the coaches what to do with the new entrants. All interviewees are happy with their induction assignment. They appreciate the firm's credibility on their ability to align them an important responsibility. They enjoy assisting new entrants in personal



development within the organization. And the support from line managers and colleagues is their positive motivational factors through the challenging obstacles. The senior employees can ask time and facilities to prepare and schedule their induction program.

Finally, respondent A addressed the significance of personal passions in the accomplishment of induction program. In her opinion, inspiration is the most crucial part of the induction, and personal passion is the best instrument to inspire other people. During the induction, the trainers express their love for their job and deliver the meaning of the job to their followers. Moreover, she also pointed out without passions; it is tough to remain in the position because of its busy schedule and demanding work-related requirements. *“If you do not love what you are doing, you can not teach others,”* she stated.

## 5. RECOMMENDATION & CONCLUSION

This thesis studies the significance of the induction in new employees performance, future personal development and employee retention in the case company X. The induction program is the knowledge and information transfer process – a teachable period to equip the new entrants. The program aligns the newbies with what the firm stands for and how the company expects the business to go. Predominantly, induction is the motivational period in which building memorable impressions and positive inner feelings towards the enterprise. The period is to connect the new workers in their head and their heart to the organization. The induction program has direct influences on the quality of the customer service. It is undeniable that only well-trained newcomers can deliver the service to the customers. A misoriented person struggles in their task stays terrified, and fail miserably in customer assistance. Moreover, the new entrants need attention and courage to promote their emotional health or emotional stability. When the employees feel supportive, oriented and active, they are willing to make a long-term commitment and remain within the company.

In company X, the employers invest a significant resources and efforts to design and conduct an effective and efficient induction program. Unfortunately, sometimes the program does not happen as successfully as expected. Many obstacles are inhibiting the success of an induction program. This thesis analyzes the problems the senior employees on behalf of the HRD. According to the research, the trainers are facing three primary difficulties. They are a contradictory relationship between time limitation and workload, diverse in individuals and communication breakdown. Sometimes, the obstacles are inevitable, but in the case of X, the researcher would like to suggest several improvements in the induction for the HRD and the instructors.

In the induction program at X, the senior employees play the central part while HRD supports them to complete their task effectively and efficiently. One of the most major problems is the conflict in induction schedule. Time is too short for the information-workload. The company already offer a flexible schedule for the instructors to complete their task. The senior employees can plan the timeline

for induction program to fit personal conditions. However, the HRD still decide the overall schedule for the program. One and a half week is pretty tight, stressful and intermediate for trainers and trainees to learn and practice new tacit knowledge. Also, the calendar does not seem to give enough break for the senior staff to rest and the newbies to review what they have learned. They have to go back to work right after the induction. The coaches might be exhausted, and the new entrants are still confused among new things. Therefore, the HRD can expand the induction period for two weeks. It ensures the flexibility in induction schedule and physical condition of the employees in X. Although the business time is worthy, the employers should not risk their employees' health in pushing too much stress on them. Additionally, the company surely desire the guarantee for the successful induction program.

Moreover, the interview participants recommended that the HRD should organize more training courses and trainer meetings. Line Manager's appraisal, such as feedbacks on their performance is also necessary for improvements. People need to assure the quality of their accomplishment, their values, and the expectations that the company has on them. Through appraisals, the manager, and subordinates to reinforce the strengths and correct the weakness of the employees. (Dessler, 2013, 311). The appraisals satisfy senior employees' self-esteem and self-actualization needs. It is also vital in employers' performance management that allow the firm keep on track on HR performance and the organizational goals.

On the other hand, some trainers have been requested for the increase in the extra payment. The HRD should consider this desire. The senior employees may feel dissatisfied with the compensation policy since they find their effort is worth more than what the company offers. Payment is an essential aspect to motivate and attract human resources in the organization. (Foot & Hook, 2002, 267). Furthermore, the company should arrange working hours for induction-preparation task. At the moment, they just give the time if requested. However, some people may feel shy or embarrassed to demand their managers. They will try to manage the preparation during their relaxing time. The imbalance in work and life possibly leads to stress and unstable health condition.

Furthermore, the HRD also should update and prepare the teaching materials such as role-play plot, recordings of case study for customer service. The materials will guide and assist the senior employees in preparation for the induction. They also should invest more effort in the selection process. It has given favorable outcomes in recruitments. The candidates meet requirements for the business. Thus, they find it capable and smooth to access the organization. The firm can appoint two people with similar background into the same induction program. Similarity reduces the risk of individual problems.

Regarding the trainers, they usually have heavy information load that they wish to give to the new entrants, but the schedule is strict. Thus, they should decide what the core information and knowledge are. All information has to be official and consistent. The information should be vital importance for employees' ability to finish their job under organization standards. The induction materials should be colorful, exciting to attract and encourage people to listen and study. For example, depending on the ability of new entrants, the instructors will design different practice assignments. The active learners may have more challenging, and the passive learners' tasks may include the gradual addition of difficulties. Finally, the communication should be transparent with easy-understanding terms and words. The instructors should prepare a transcript or a check-note for their induction program. Clear communication helps them to keep control the schedule and manage possible risks. The trainers should maintain the interactions with their trainees through the induction programs. They can question, review the information and ask for new entrants' opinions. The feedbacks on employee induction progress are useful to attract newbies concentrations and efforts. People pay attention when they have the feeling of being supervised.

A well-organised, comprehensive and efficient induction program is advantageous for both the firm and its newcomers. In the case of X, all organizational members are aware of the role of induction in the recruitment process, HRM and organizational existence and growth. They attempt to offer the best quality of induction to assist new entrants transition. They believe that proper induction program gives the good employees and customers services.

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## APPENDIX 1

*Dear whom it may concern,*

*I am a student from Turku University of Applied Science. I am now writing my thesis on Induction Program – Employer Difficulties in Induction. I would like to have an interview with you regarding to your personal experiences in this area. In the attachment below, you can find the list of questions which I would like ask:*

1. Do you think induction is important? Onko sinun mielestäsi perehdyttäminen tärkeää?
2. What are the possible and typical obstacles you face while conducting induction program? Minkälaisia perehdyttämisen ongelmia olet kohdannut työssäsi?
3. What do you think the reasons for you obstacles in induction? Mitkä ovat sinun mielestäsi syyt perehdyttämisen ongelmiin?
4. How does communication break-down influence the effectiveness of induction program? Minkäläisiä kommunikaatiovaikeuksia olet kohdannut perehdyttämisessä?
5. How do you enjoy your induction task? Mitä pidät perehdyttämistehtävästäsi? Onko perehdyttäminen mielestäsi stressaavaa, miksi?
6. Do you receive any resources from the organization for your task? What are they? (courses, facilities, time) Saatko yritykseltäsi apua perehdyttämiseen? Minkälaista apua saat työhösi? (koulutusta, tiloja, työaika ym.)
7. What do you wish to be improved from the HR office of your organization? Mitä toivot henkilöstöhallinnolta, jotta voisit perehdyttää paremmin? (koulutusta, tiloja, työaika ym.)

## **APPENDIX 2**

### **Question Interview Theme for FtF Interview**

1. Is the concept “induction” familiar to you?
2. How often do you receive new employees?
3. Do you have special program for induction? Would you mind giving me a short description for your organizational induction program?
4. Do you think induction is important? How?
5. Have you ever experienced or witness an improper induction program? How did it influence the employee’s performance and retention?
6. What are the possible and typical obstacles you have to face while conducting induction program?
7. How does communication influence negatively on induction program?
8. Do you enjoy your inducting task? How?
9. Do you receive any resources from the organization for your task? What are they? (courses, facilities, time)
10. What do you wish to be improved from the HR office of your organization?