"Induction – Benefits for the Employer and the Employee"

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A dissertation submitted in partial fulfillment for a BA in Human Resource Management

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Authorship declaration

I hereby certify that this material, which I now submit for assessment of the programme of study leading to the award of "B.A. in Human Resource Management" is entirely my own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

Signed Philomena Regan

Date 29th July, 2004

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ABSTRACT

The focus of this dissertation is to examine the employee induction process in detail i.e. what it incorporates and the benefits such a policy can have for both the employer and the employee.

The author also sought to achieve the following specific objectives:

- To identify the structure and content of an induction programme.
- To identify the relationship between induction training and staff turnover.
- To determine who has responsibility for an induction programme and the role of senior management.
- To highlight any improvements in the induction process which may be necessary.
- To examine the link between motivation and induction.

The research method used is (a) survey questionnaire with 63 Bear Stearns, Dublin employees (b) 8 one-on-one interviews with management staff and (c) 2 telephone interviews with training managers in the Bear Stearns head office in New York and European Office in London (d) survey questionnaire with 20 staff from the learning and development department in AIB Bank.

Chapter three provides full details of the research methodology chosen.

Chapter four presents the findings of the study:

The induction process at the organisation is unstructured at present with little or no formal induction policy in place. Induction in Bear Stearns, Dublin begins at the interview stage where employees receive information in relation to the job they have applied for, terms and conditions and (in the main) background to global Bear and the Bear Stearns, Dublin branch office.

The induction process at the company in general is the responsibility of the new employee's direct manager and the HR manager. Employees meet with HR and are given a booklet of Bear Stearns forms to complete and return by the end of the day. The remainder of their training is then dependent on their direct manager. Some managers have a three week induction programme with scheduled training times for the new hire. Others use a mentor approach whereby within their specific department a supervisor will spend 2/3 hours with the new hire on the day they join the company. After that, they are available to answer any questions that may arise in relation to their job.

This system has resulted in some staff receiving induction training while others do not. The follow-on effect is that new employees receive conflicting information in relation to Bear Stearns, Dublin. This information is at times misleading and incorrect and is not targeted in any specific shape or form. There is no evidence of responsibility on the part of senior management for induction.

As identified a number of employees are not aware of any corporate mission statement, goals and objectives of global Bear Stearns and more particular the Bear Stearns, Dublin branch office. Information on performance management or career/personal development for employees within Bear Stearns is not discussed with the majority of the new hires.

Most employees believed that the training, which he/she received on joining the organisation, is sufficient to allow him/her to carry out their job, however, employees made a number of important suggestions for improving the induction process. These improvements are discussed in Section 4.2.

Chapters four and five present and discuss these findings in more details.

The main recommendations arising from this dissertation are:

- All information pertaining to the organisation should be given to new entrants within the first three days of recruitment.

- The HR Department and Senior Management together should formulate and implement a comprehensive induction programme.

- All new employees should receive frequent feedback on their progress.

- Where at all possible all new employees should be formally introduced to their direct manager and all staff whom he/she will have daily contact with.

- The employee's contribution to the organisation should be explained in detail.

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Philomena Regan, 29th July, 2004.

LIST OF APPENDICES

CHAPTER ONE

INTRODUCTION

Background to Bear Stearns

The Bear Stearns Companies Inc. is a leading global investment banking, securities trading and brokerage firm which commenced operation in 1923. Headquartered in New York City, globally, the Bear Stearns group has approximately 10,500 employees located in offices worldwide.

Bear Stearns, Dublin consists of two separate company entities as follows:

Bear Stearns Bank (BSB) is a fully authorised banking institution which commenced operation in 1996. Its main activities are the provision of a range of banking and financial services to capital market customers and counter-parties.

The Bear Stearns Dublin Development Centre (BSDDC). The center, which commenced operation in 1998, is aligned with Fixed Income Trading, Back Office Operations and Global Clearance Services.

For the purposes of this dissertation the author is basing her primary research on Bear Stearns, Dublin, London and New York offices and the learning and development department of AIB Bank, Dublin.

In this chapter, it is the intention of the author to outline clearly the objectives and structure of this dissertation.

1.1 Objectives of the Dissertation

This dissertation is primarily concerned with the induction process and employees perceptions of this process.

The objectives of this study are as follows:

- To identify the structure and content of an induction programme.
- To identify the relationship between induction training and staff turnover.
- To determine who has responsibility for an induction programme and the role of senior management.
- To highlight any improvements in the induction process which may be necessary.
- To examine the link between motivation and induction.

1.2 Structure of the Dissertation

The existing literature on the induction process was reviewed. This review is presented in Chapter two. This chapter begins with a brief introduction to the concept of Human Resource Management (HRM). The concept of socialisation is discussed, followed by an examination of the literature on induction. This chapter also identifies the evaluation of an induction process, some of the problems associated with induction and how induction is linked to staff turnover. Chapter two examines all relevant literature to enable the reader to have a clear insight into the topic of induction.

Chapter three outlines the research methodology adopted for the purposes of the study, the research objectives and the method used by the author to achieve these objectives.

Chapter four presents the findings of this dissertation. The induction programme in place at Bear Stearns, Dublin and the training which new employees undergo is discussed, followed by the employee's opinion on induction and its significance. This chapter also presents the findings from the AIB Bank survey questionnaire. The structure of the AIB induction programme, benefits of induction, evaluation and relationship between induction and staff retention.

Finally, chapter five contains a discussion and analysis of the findings of the research, including the conclusions, which may be drawn from the findings. The author then outlines a number of recommendations, which may be useful for Bear Stearns, Dublin in the future.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Human Resource Management (HRM) has emerged as one of the management 'buzzwords' since the 1980's and 1990's. HRM refers to 'the development of a strategic corporate approach to workforce management'. (Gunnigle and Flood, 1990 p.38). The HRM approach views employees as an asset rather than a variable cost to be minimised (Beer et al, 1984).

Armstrong (1999 p.25) says that the main characteristics of HRM are that it focuses on:

- **Commitment**: the need to gain commitment of people to the organisations missions and values.
- **Treating people as assets or human capital to be invested in through training:** this involves aligning employee skills to organisational needs and knowledge management.
- **Corporate culture**: the need for a strong corporate culture expressed in mission and value statements and reinforced by communications, training and performance management processes.

Training and Development is one of the key policy areas of HRM. Training is concerned with acquiring the knowledge, skills and attitudes to perform an existing job effectively. Development is a broader concept incorporating the additional need to satisfy future job and organisational demands (Gunnigle and Flood, 1990).

Garavan, Costine & Heraty (1995) suggest that socialisation and social integration is one possible purpose of training and development.

2.2 Socialisation

Van Maanen (1976 p.67) defines organisational socialisation as

> The process by which a person learns the values, norms and required behaviors which permit him to participate as a member of the organization

The purpose of socialisation is to provide the employee with 'the knowledge, ability and motivation to play a defined role' (Van Maanen, 1976 p.70).

There are three things a person requires before they are able to perform satisfactorily in a role. The employee must know what is expected of them, they must be able to meet the role requirements, and they must desire to practice the behavior and pursue the appropriate ends (Brim, 1966).

Feldman (1977) has identified four possible outcomes of socialisation

- **General Satisfaction:** The extent to which the employee is satisfied with his/her work.
- **Mutual Influence:** This refers to the extent to which the employee has some influence over the way work is performed in his/her department.
- **Internal Work Motivation:** This refers to the extent to which the employee is self-motivated to perform the job effectively.
- **Job Involvement:** This refers to the extent to which the employee is committed to and involved in his/her work.

2.2.1 Methods of Socialisation

Van Maanen (1976) identifies the main methods of socialisation

- **Training:** The training process is used to help the employee to develop the knowledge and skills, which are required to perform a work role.

- **Education:** This method of socialisation refers to 'the systematic teaching of values and skills required for participation in an organization'. It refers to those learning experiences, which take place outside the company.

- **Debasement Experiences:** This method is used when the organisation wishes to 'create new behavioral predispositions in their new members'. The object of debasement experiences is 'to force the new member to relinquish his previous roles by depriving the person of his incoming self-image'.

- **Co-optation:** This is a two-stage process. The new employee is first admitted to the company. He/she is then absorbed into a particular sub-culture within the company.

Induction or orientation is one aspect of the socialisation process (Dessler, 1994).

2.3 Induction

Induction has been defined by St. John (1980 p.373) as

> The process of familiarizing new employees with whatever is necessary for them to feel at home and to understand and perform their duties efficiently. To put it another way, it is the beginning of a fusion process leading to the integration of company and employee goals and needs.

The induction process provides a company with the opportunity to communicate its Human Resources (HR) vision and strategies to all new employees (Connock, 1991)

As previously discussed, employee commitment is one of the focuses of HRM. The induction process can facilitate the development of employee commitment, loyalty and motivation (Sheal, 1992).

> When we speak of induction training, we are referring to both the induction information and the job skills training that a new employee may require, but of particular importance is what happens during the FIRST THREE DAYS of an induction programme. (CERT, 1990 p.2).

While the induction process particularly involves new employees who are joining the company for the first time, it must also include employees who are being transferred or promoted to a different department or position (Gunnigle and Flood, 1990; Reid et al, 1992; Sheal, 1992). It is incumbent on companies to carry out induction for employees who are moving both horizontally and latterly within an organisation as many departments within organisations have very different work ethics and practices. Many companies only think of induction in relation to new recruits and usually suffer the consequences as a result.

> If there is one group of employees whose induction needs are overlooked even more frequently than managers, it is an organisation's own staff who move to new jobs on transfer or promotion (Fowler, 1996 p.80).

Good induction programmes have three main objectives (The Industrial Society, 1995)

- Help employees settle in to their new environment
- Understand their responsibilities
- Ensure that the organisation receives the benefit of a well trained and motivated employee as quickly as possible.

A good induction programme assists the employee to develop the skills, knowledge and behaviour required by the organisation. These requirements need to be defined in advance so as to ensure an effective programme. Similar to all training objectives, induction goals should be (a) specific, (b) measurable, (c) action orientated, (d) relevant and (e) time bound.

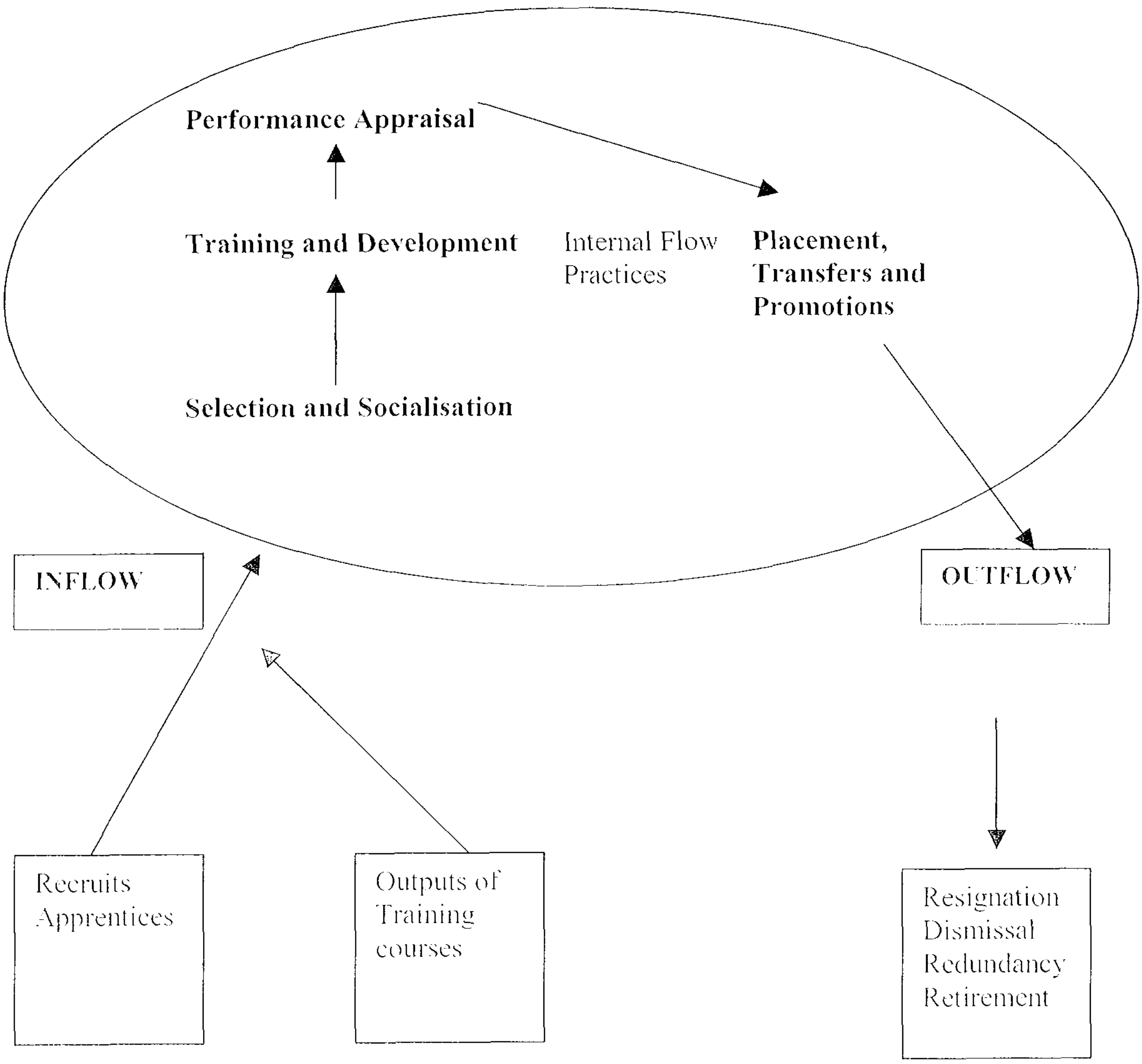
The process of induction begins with the initial contact between the new employee and the company (Gunnigle and Flood, 1990; Reid et al, 1992). In most cases, this initial contact is made at the interview stage. Induction, therefore, includes the recruitment process (Reid et al, 1992).

At the selection interview, the new employee may be given information about the company and the job involved. At the same time, the employee may be given an opportunity to ask the interviewer any pertinent questions. The induction process therefore begins before the new employee even starts work at a company (Fowler, 1996).

Gunnigle and Flood (1990) describe the manpower flow process 'whereby employees enter the organisation, are deployed within it and leave it via retirement, redundancy, resignation or dismissal'. The manpower flow process illustrates where socialisation or induction fits in among the other HRM policy areas (Figure 2.1)

Figure 2.1: The Manpower Flow Process

Source: Gunnigle and Flood (1990, p.43)



2.3.1 Purpose of Induction

> The purpose of induction is to ensure the effective integration of staff into or across the organisation for the benefit of both parties. Research has shown that tailor-made programmes increase staff retention (www.cipd.co.uk)

Mathis and Jackson (1994 p.266) identify three specific purposes of orientation:

- *To create an initial favourable impression:* Creating a favourable impression involves providing the new employee with sufficient information regarding who they are to report to on their first day and handling paperwork efficiently.

- *To enhance interpersonal acceptance:* Orientation helps to ease the employee's transition into the work group.

- *To reduce turnover:* Turnover is lower among those employees who have undergone an orientation programme than those who have not.

2.3.2 Steps in Systematic Approach to Induction Training

Parry (1993 p.5) identifies 5 main steps to ensure a systematic approach to Induction Training as follows:

- Identify Needs
- Plan Induction
- Deliver Induction
- Evaluate Programme

Identify Organisational Needs: The initial point for the development of any induction programme should be an understanding of the organisation's aims and objectives. Is there a mission statement or long term plan, which sets out where the organisation plans to be in the future? It is imperative that these plans are adhered to as all organisations expect a return from resources in return for career development and training.

> the most basic return is a workforce that meets expectations because the staff understand what is required of them and possess the knowledge, skills and attitudes to enable to them to perform to the highest standards (Parry, 1993 p.10).

Identifying the needs of the induction programme: Sanders and Kleiner (2002) say that an assessment should be carried out of 'the needs of the organisation, the department and the supervisor as well as the needs of the employee. The focus is on two entities: the organisation and the employee'. In general, the majority of induction programmes consist of elements that pertain to all staff regardless of level within the organisation. However, different categories of staff will inevitably have differing needs that need to be taken into consideration when planning induction.

Planning: Having identified the needs that induction is meant to satisfy, one must then decide what measures are necessary to meet those needs. Initially, the purpose of the induction programme should be decided upon. This statement should then be improved upon by specific objectives. In doing this it will provide not only concrete measures against which to evaluate progress but will also encourage systematic planning from the outset. Ideally, these objectives should be included in an official company policy.
This policy should then be given to those with responsibility for induction and be used as a formal reminder of their obligations. A comprehensive policy document should include the following:

- Aims and objectives
- Who should receive induction
- Who should be responsible for planning, delivery and evaluation
- Availability of resources

- Content, timing and methods
- Relationship to other processes e.g. probation, continuing development

Delivery: The delivery of an induction programme should be regarded with the same level of importance as the content. The aim should be to present the programme in a stimulating manner which facilitates learning. Individuals with responsibility for carrying out an induction course must fully understand the purpose of what they are doing and ideally have been properly trained in delivering such a course. It does not matter how well the material for the induction course has been prepared if the delivery is poor and carried out by trainers who lack expertise and knowledge.

Organisation and Evaluation:

(a) Organising Induction: A systematic approach should be taken to the organisation and administration of the training so as to ensure that all areas are covered. Ideally, one person should be responsible for the overall programme ensuring that standards are met and for ongoing maintenance and updating of the programme.

(b) Evaluating the induction programme: The purpose of evaluating the programme is to consider how successful the programme was in achieving the objectives that were identified at the outset. In measuring effectiveness, both the success of the induction programme itself and the achievements of the individual should be assessed.

> The way in which the programme evolves and develops over time should be in response to weaknesses or problems identified during the evaluative stage of the cycle (Parry, 1995 p.6).

The collection of evaluative information should be an ongoing process.

Induction should be evaluated on two levels (The Industrial Society, 1995)

(a) Primary evaluation should measure the reactions, learning and behaviour of individuals against the original induction objectives.

(b) Secondary evaluation should establish the effects of the induction training on the organisation. While this is more difficult to measure precisely, induction should be taken into account when considering issues such as staff retention, attendance, interdepartmental liaison and customer care.

Wright (1995 p.102) outlines in detail the various steps in the induction process:

- The Human Resource (HR) manager or another manager should welcome the employee on the first day. Issues such as working conditions, pay, training and career opportunities may be discussed with the employee.

- The employee should then be introduced to his/her supervisor.

The following steps are the responsibility of the supervisor

- The areas which the employee will have to learn should be identified and a list of learning priorities should be drawn up.

- The nature of the job, the goals of each task of the employee's job and of the department should be explained.

- Hours of work and the importance of time-keeping should be explained.

- The structure of the department, the person they will be reporting to and whom they can approach with any complaints or questions the employee may have.

- The new employee should then be introduced to other employees, including all members of the immediate work group.

- The required training programme should be planned and implemented.

- The new employee should then be coached and trained. His/her progress should be monitored. Feedback should be given to the employee on his/her performance.

- The employee should be integrated into the culture of the company.

- Finally, the new employee's performance should be formally appraised after three months, six months and /or one year.

2.3.3 Benefits of Good Induction

> The ultimate reward, apart from direct improvements in the organization's efficiency and competitiveness, is that the contribution which competent and highly motivated employees can make increases as years go by ….. (Fowler, 1983 p.2)

Effective induction has a number of important benefits. Sheal (1992 p.36) identified the benefits of the induction process for both the company and the new employee:

Benefits for the Company:

- New employees become independent sooner and therefore time spent by other staff guiding them can be reduced.

- Induction helps to convey to new employees the value the company places on them.

- It helps to send a signal to new employees and to superiors that the department is organised on a systematic basis.

Benefits for the New Employee:

- Motivation is increased and integration into the work group is facilitated quicker.
- Anxiety is reduced.
- The new employee's feeling of security is increased.
- The new employees will have greater self-respect.

2.3.4 Motivational Benefits

Meighan (2000) identifies two schools of thought on how employees are motivated within an organisational context

The Douglas McGregor X and Y theories: This theory states that there are two types of manager – the X Manager and the Y Manager. According to McGregor, the X Manager believes that people are inherently against work and will avoid it at all costs. The Y Manager believes that people want to work and are satisfied by rewards, not punishment. The point here is that if you want a prospective employee to grow and develop, then you need to show them at an early stage that you will help him or her do these things. The place to do this is on an induction programme. It can be done by showing examples of how this is possible. One way is by introducing successful staff to new staff on an induction course. This will show the newcomers how the organisation treats and responds to staff through for example career progression.

Frederick Hertzberg's two-factor theory: Identifies job context as a source of job dissatisfaction and job content as the source of job satisfaction. (Schermerhorn, 1997) Motivation comes through the 'motivators' such as the work we are doing, the responsibility we have, and the recognition we get. We can be satisfied enough to go to work but it takes something more to make us productive when we get there (Meighan, 2000) Management therefore need to ensure that new and existing employees are continually challenged by the tasks set.

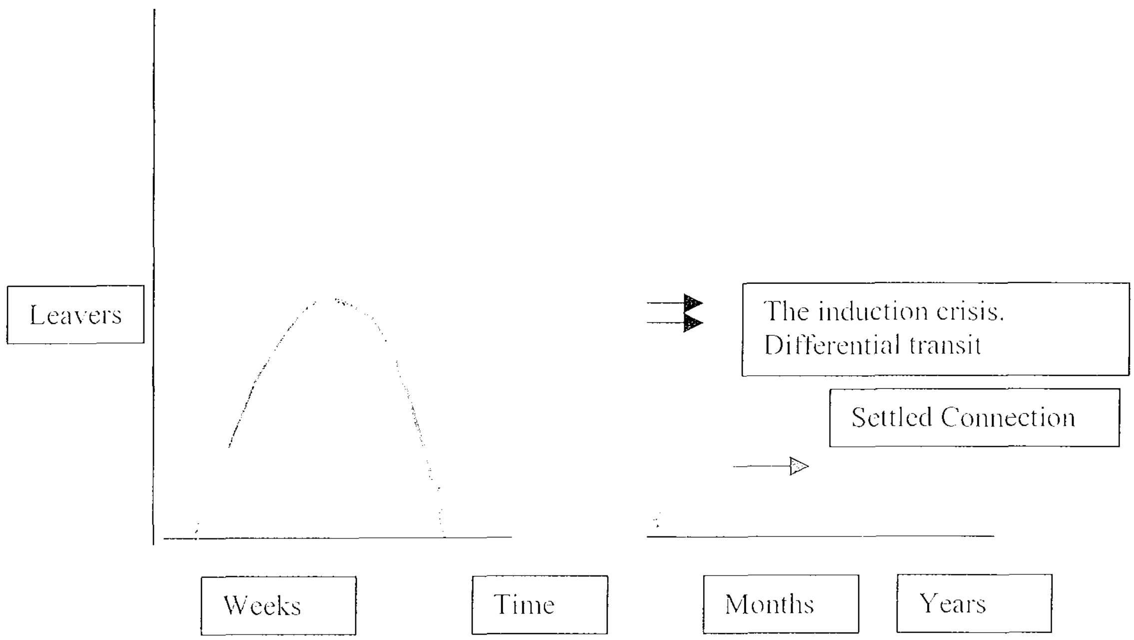
2.3.5 Importance of a Formal Induction Programme

The primary reason for carrying out a thorough induction programme is to avoid the 'induction crisis' (Fowler, 1999; Gunnigle and Flood, 1990). 'Leaving rates typically follow an established pattern' (Gunnigle and Flood, 1990 p.45). Bramham (1994) has identified three distinct phases, as follows:

- **The induction crisis:** This occurs where the new employee does not settle into his/her new job and leaves within a few weeks.

- **Differential transit:** This occurs where the new employee tries out the job but eventually leaves.

Figure 2.2: Leaving Rates
Source: Gunnigle and Flood (1990 p.44)



IBEC (1999) describe induction training as 'an inherent part of the training and development process and the first and most fundamental step in the retention of employees.'

In companies where there is no formal induction policy, the new employees will eventually settle in, relying on their own efforts to learn about the organisation through the informal information they 'pick up' from other employees. However, by allowing new staff to learn about their job/company in that manner can result in the following risks (Fowler, 1996):

1. The process can take a lot longer than if induction was planned with such a slow learning period carrying hidden costs.

2. Some new employees will not be able to successfully learn and adapt to their new surroundings, resulting in disruption of work and costs of replacing early leavers.

Fowler (1999) believes that many employees who leave soon after joining a company do so because they have not been helped either to understand their role or to adapt to the culture of the organisation – both aspects being central elements of an effective induction programme. Studies of employee turnover have shown that (a) resignations are most frequent with employees of less than one year's service (b) the higher the turnover rate, the higher the number of leavers within the first few weeks/months of employment (c) companies that have a formal induction policy generally experience low levels of early leaving.

It is imperative that companies do what they can to reduce the number of early leavers for two main reasons: the significant costs associated with recruiting and training replacement employees; and the damage to the company's reputation as an employer that is known for a high turnover of early leaving. The latter reason can cause a lot of damage for a company as early leavers tend to put all the blame on the company (which may not necessarily be the case in every situation).

This in turn can make it increasingly difficult to recruit good quality staff. Everyone wants to be associated with a company that has a good reputation for recruiting superior individuals. "Any reduction in turnover cuts recruitment and training costs, but action that reduces early leaving is particularly cost effective" (Fowler, 1999 p.2)

Many researchers have found that failure to provide the individual with information about his/her job and information about the organisation they have joined helps to account for the high rate of turnover in the early months. The propensity to resign is highest during the early stage of employment with 16% of all leavers departing by the end of the first week. This tapers away as employees settle down in the company, with 10% of all leavers quitting employment by the end of the second week and only 3% by the end of the seventh week (IBEC, 1999).

The results of the CIPD (2004) recruitment, retention and labour turnover survey show that 20% of leavers had less than six months service. It was emphasised that the costs of recruitment and turnover per individual become much more harmful to the organisation when new staff leave after only a short period of time. In addressing the steps to take in order to retain staff the survey showed that 34% of Irish organisations surveyed were looking at improving their induction process *(www.cipd.co.uk/surveys)*

Davis and Kleiner (2001) describe one of the earliest formal studies of an orientation programme conducted by a corporate training group at Texas Instruments in Bedford in 1966. The experiment was carried out under controlled conditions whereby an experimental group was given an extra six hours orientation which consisted of:

- A detailed explanation of how long it took to achieve various levels of competence on the job.
- Advice to ignore other employees comments about how difficult it was to reach the standards.

- Encouragement to use their own initiative and seek any help required from the supervisor.

- A description of the type of person the supervisor was.

This experiment resulted in training time being halved and training costs reduced by two-thirds. This was due to the fact that the orientation programme focused on the anxieties and reservations of the new employee.

2.3.6 Common Problems with Induction

Sanders and Kleiner (2002 p.2) have identified three common problems associated with induction:

- **Too little information:** This occurs when the employee does not receive sufficient information about what the job involves, who to ask for what, what resources are available and what are the immediate priorities in the job.

- **Too much information:** Using the 'fire hose' approach to induction by providing the employee with more information than they have a capacity to absorb. Mathis and Jackson (1994) refer to this as 'information overload'.

- **Conflicting information:** This occurs when there is a conflict between the information in policy and procedure manuals and information obtained from work colleagues who attempt to tell the new employee 'what's really happening'.

As a result of these errors the company misses an opportunity to get the employee off to the right start. New employees lack a sense of belonging and generally have an 'unusual psychological readiness to learn'. (Sanders and Kleiner, 2002). The company should capitalise on this factor immediately.

The literature has identified 'forgetting' as an important characteristic of the learning process (Garavan, Costine & Heraty, 1995). This is particularly relevant to employees undergoing induction. New employees may forget information which they have learned over time unless they are given an opportunity to practice this learned material. This is related to the problem of too much information as discussed above. New employees may forget information which they have been given at the job interview or early in the induction process.

Harrison (2002 p.256) identifies the following sources of information that aid induction planning:

- *Exit Interview records:* These records can indicate the reasons for early departure from an organisation. These may have important messages for the induction process.

- *Views of recent recruits:* Their views both positive and negative of the induction training they received and how it can be improved upon if necessary. If there was no induction, what do they think should be offered to newcomers.

- *Views of managers for whom the recruits will be working.* What do they think an induction process should achieve, and what content would they find useful.

- *Surveys of internal and external best practice:* There may be approaches to induction in other parts of the company that can be adapted to suit the needs of this programme. Similarly, contacts with external organisations can provide relevant information on best practice.

- *Up-to-date job descriptions and personnel specifications for new recruits:* These will offer important information about the recruits main areas of work and about the organisational environment.

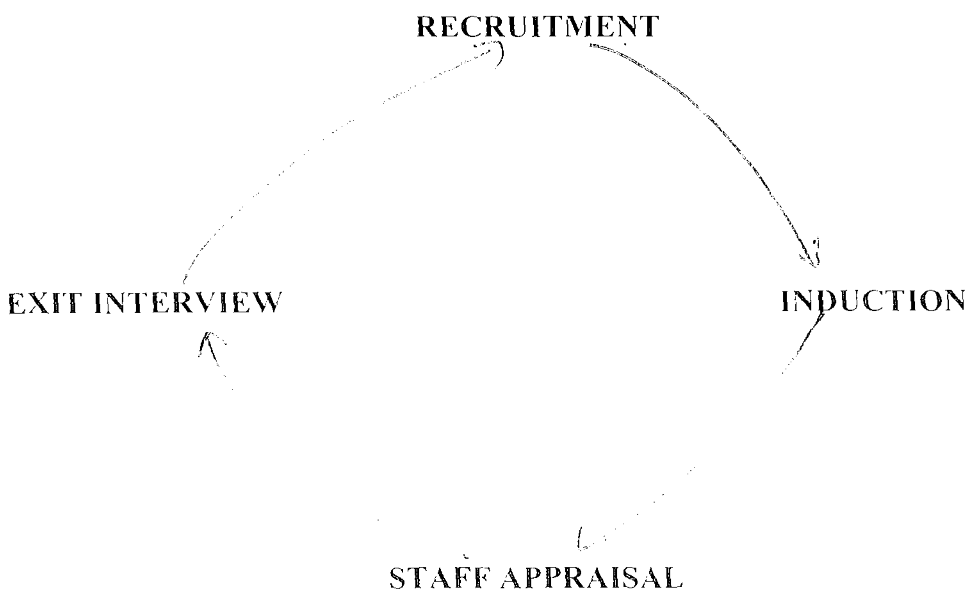
2.3.7 Induction as part of a Process

> Induction should not be seen to be in isolation, only acclimatizing the newcomer to the organization. Induction should be considered as part of an interlinked system starting with recruitment. This should be linked to induction and this in turn should be reviewed at staff appraisal. The system ends with exit guidance. Results form this should be fed back to find out whether we can more effectively influence staff to stay at an early stage. (Meighan, 2000 p.209)

'The process of getting one's feet under the table is a gradual one' (Wright, 1995 p.102)

Figure 2.3: The Employment Cycle

Source: Meighan (2000 p.110)



2.3.8 Responsibility for Induction

Induction of new recruits should be the responsibility of a number of people in any organization and not left solely to training staff (Meighan, 2000). Similarily, induction is not just a responsibility of the HR Department. It is a managerial responsibility (Mathis and Jackson, 1994; Reid et al, 1992).

One important issue which is dealt with in the literature is senior management commitment and support for training. Senior management can demonstrate their commitment to training in a number of ways (McLagan, 1988). The training department must have both a strategy formulation and a strategy implementation role.

Any initial reluctance by management to take induction seriously can be countered by (a) illustrating the costs associated with new staff leaving at an early stage (b) stating that it can be a cause for low morale among other workers if they see this happening on a regular basis (c) showing that it is likely to result in slow progress by new staff.

Senior management commitment at the beginning of a training programme is not enough. There must be 'sustained commitment' by senior management throughout the training process. This commitment must be visible to all employees in the company. Senior management commitment is also crucial in terms of the provision of adequate resources for employee training and development. (www.hmc.ie/article_orientation.htm)

According to Meighan (2000 p.101) the following people and departments within an organisation should have collective responsibility for the induction process:

- The HR department, which is responsible for induction through the recruitment process.

- Managers and supervisors who have the primary responsibility for training their own staff.

- Colleagues, who can also benefit from their involvement in the induction process.

- Team leaders and members of a self-managed team.

- Staff representatives in representing new entrants and offering support.

- Mentoring is an excellent way of supporting new staff.

2.3.9 Mentoring

Noe (2001 p. 304) describes mentoring as

> A support system wherein staff new to the organization, are assisted in coping with the changes through the support of objective and independent third parties.

While mentoring can range from a very informal to a structured approach, it is necessary to try to ensure that the mentor and those being mentored are well matched. Mentors should be properly trained, with appropriate interpersonal skills such as listening.

Harrison (2002 p.257) says that mentors can be highly effective, because, due to the atmosphere of trust that effective mentoring creates, the new recruit feels able to admit openly to any performance problems, to reflect on and learn from them, and steadily to improve.

Meighan (2000 p.107) says that

> in terms of induction, mentoring is probably one of the quickest ways to help new staff at any level adjust to their new organization or circumstances, with the mentor taking less of a role as the new recruit settles in.

2.3.10 Needs of Particular Groups

There are some groups of employees who need particular attention in the induction process (Arnold, 1986). Fowler (1999) has identified the following specific categories:

- *Graduates:* This category of employees deserve particular attention in the induction process, primarily because of their lack of experience in paid employment. The employer has a responsibility to try to ensure the successful transition of these employees to the world of work.

- *Returnees:* This involves employees who have been away from work for many years. This refers particularly to married women, who are returning to work having raised a family. One to one mentoring is preferred for this category of employees rather than the formal induction course.

- *Ethnic Groups:* This category of employees may require language training and training in the terminology which is specific to the business of the company. Where a large number of ethnic minority employees are involved, it would be useful to have induction literature available in their own language.

- *People with Disabilities:* It is important to recognise that the training needs of people with different disabilities vary considerably. When designing the induction process these differing needs must be considered.

- *Transfers and Promotions:* As previously discussed (Section 2.3), induction is also required for those employees who have taken up a new position in the company as a result of a transfer or promotion.

2.3.11 Induction Training

Before discussing induction training in more detail it is important for the reader to note that while induction training is just one aspect of the overall induction process, it is a very important one. In some cases when discussing induction the literature appears to be dealing only with induction training.

> Induction training should be thought of as a starting point for training and development, which continues throughout employment. Its effectiveness should be monitored (eg by assessing its effect on patterns of leaving), and it should be designed to relate to and support the organisation's values, standards, and business or service objectives. Induction that is thus integrated with the organisation's overall aims and values, and that has a comprehensive and continuous training and development activity, can make a direct and valuable contribution to organisation success (Fowler, 1999 p.92)

This quote highlights the importance, as previously discussed (Section 2.1) of strategic integration of all HRM policies, including induction training. In other words, these policies must be designed in such a way as to support the achievement of the organisation's business objectives.

2.3.12 Training Methods to be used in delivering Induction Training

Careful consideration must be given to the types of training methods or techniques to be used throughout the induction training programme. Meighan (2000) suggests that the design of the induction training course can be crucial in establishing credibility for training and development and for committing the individual.

Noe (2001 pp.256-258) identifies the following training methods which should be considered:

Intranet-based training: whereby the training is delivered using the company's own computer network. The training programs are accessible only to the company's employees, not to the general public.

For induction training it can be a very useful tool for new employees where they can receive follow-up information on the organisation, specific department and personnel issues.

Interactive Video: instruction is provided one-on-one to trainees via a monitor connected to a keyboard. Trainees use the keyboard or touch the monitor to interact with the program.

Videos and Video Conferencing: Videos can be used to introduce top management. This has the effect of enabling senior management (who may be located in another office/country) to greet new entrants and allow the recruits to see and hear senior management. Videos can also be used to illustrate specific aspects concerning for example health and safety issues.

PowerPoint Presentations: These can be used as a supplement to the conventional talk, and for explaining the key points.

Discussion Groups: These can be used to help stimulate the new employees' interest in the policies and objectives of the company.

A combination of training methods may be used throughout the induction process. The key point is that the training methods chosen should suit the employee's and the organisation's needs.

2.3.13 Sample Induction Training Content

The content of the induction training course must be decided. This will depend on what the new employee will need to know. The Chartered Institute of Personnel Department web site (www.cipd.co.uk) provides an outline of the content of an induction course:

- Pre-employment
- Health and safety
- Terms and Conditions
- Organisational issues
- Financial issues
- Training and Development
- Culture and Values

2.3.14 Training for Inductors

It is imperative that inductors should receive relevant training on induction delivery. It should stress the importance of good induction and can highlight the range of different training methods available. Many best practice organisations include induction in their general supervisory skills training and run presentation skills courses and training in coaching and communication skills for others involved in the induction programme. (The Industrial Society, 1995)

2.3.15 Follow-Up

The new employees progress must be monitored on a regular basis (Gunnigle and Flood, 1990)

> Success in induction is enhanced by the new employees' progress being closely monitored, and by corrective assistance being provided to deal with any problems

Follow-up can be formal and informal. Formal follow-up involves the systematic appraisal of the employee's performance. Informal follow-up refers to the interest shown by the supervisor or manager in the progress of the new employee.

Fowler (1996 p.54) outlines the key aspects of the employee's progress, which should be monitored:

- Work output or productivity
- Work quality
- Attitudes
- Relationships
- Competencies
- Attendance
- Potential

Any problems with the employees performance should be identified quickly and the reasons investigated (Gunnigle and Flood, 1990).

2.4 The Influence of Organisational Culture on Training

Schein (1985, cited by Tiernan et al, 1996) define organisational culture as

> the pattern of basic assumptions that a given group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration.

The organisation's culture takes into consideration the "shared actions, values, and beliefs that develop within an organization and guides the behaviour of its members" (Schermerhorn,1997 p.267). The influence of culture on training must not be underestimated. In a *Power Culture/Web Structure*, employees are seen as a means to an end rather than a vital resource (Garavan, Costine & Heraty, 1995). In a *Traditional Bureaucratic Pyramid Structure*, the CEO dictates the organisational needs and as such training is carried out on an operational matters exclusively. In a *Task Culture*, where workflows are project based, the training is carried out on a per project basis only. Within this culture the imperative is to create a team with all the necessary skills.

In a *Person Culture/Galaxy Structure*, it is important to appeal to the 'stars' better nature to allow subordinates to participate in training.

It can be deduced that the culture of an organisation will make a significant impact on employee training and development.

> the culture assumes significance usually because the strategy of the organisation, the type of people who hold power, and its structure and systems reflect the dominant managerial ideology or culture (Garavan, Costine & Heraty 1995, p.269)

The values of management and the norms governing the behaviour of line managers and team leaders will strongly influence their attitudes to training and their behaviour when dealing with the development needs of their staff. Companies need to encourage a learning organisation culture where learning is seen as a continuous process that is fundamental to business success.

2.5 Conclusion

This chapter began by outlining the meaning of HRM, with particular reference to the characteristics of HRM as identified by Armstrong (1999). Training and Development is one of the key policy areas of HRM. The literature has identified socialisation as one of the purposes of training and development.

The meaning of socialisation and its purpose has been discussed. The reader has been brought through the four possible outcomes of socialisation as described by Feldman (1977). The main methods of socialisation were outlined.

The meaning of induction as a key component of the socialisation process at work was then outlined. As this dissertation is concerned with the induction process, the author then outlined the purpose of induction, the steps in a systematic approach to induction, the benefits of good induction and the relationship between labour turnover and induction.

The reader was then introduced to induction training with particular emphasis being placed on responsibility for induction and the content of an induction training programme.

Finally, the different training methods that can be used and the influence of organisational culture on training was discussed.

CHPATER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter will establish the most appropriate research instruments to use in carrying out research on the induction process, i.e. what it entails and the employees perceptions of this process. This research has a number of objectives

- To identify the structure and content of an induction programme.
- To identify the relationship between induction training and staff turnover.
- To determine who has responsibility for an induction programme and the role of senior management.
- To highlight any improvements in the induction process which may be necessary.
- To examine the link between motivation and induction.

The chapter will anaylse both qualitative and quantitative research methods and select the most appropriate tool for the purpose of this research.

The author utilises both primary data from her research process and secondary sources of data from journals, reports and published books on the area of induction training.

Definition of Research Problem

The focus of this research is to look at:

The importance of an induction policy and the benefits such a policy can have for both the employer and the employee.

A pilot test of the selected instrument will be carried out before the research in the field is conducted. This pilot test may capture a theme or issue that has been missed in the research to date. The use and appropriateness of the research method to the research project will also be examined during the pilot test. Prior to the selection of a research methodology, it is imperative to examine what research methods one could use in order to carry out this research. A number of research methods are examined in order to establish the one best suited to the task in hand.

3.2 Research Design

A number of items must be addressed prior to developing a qualitative and quantitative research project. The hypothesis in this instance is that an organisation and an individual can benefit from having a formal induction policy in place. The hypothesis must be capable of being tested and must be limited in scope. It must be expressed in simple terms and must be capable of being completed in a reasonable amount of time.
The appropriateness of the methods selected will need to be 'pilot tested', this testing should result in the reassessment of the method employed and also result in refining the method. The time frame for the completion of the research project together with the critical points for assessment has a considerable influence on the method used for the collection of data.

3.3 Primary Research

The methods of data collection vary considerably but Bee (1994 p.81) identifies the following main methods used in the collection of data. These are

- Survey Techniques
  - Self-administered questionnaires
  - Interviews

- Observation

Each method must be considered prior to the selection of a particular method for the project.

3.3.1 Self Administered Questionnaires

Self-completing questionnaires are one of the most common forms of data collection and are particularly useful when one requires hard data i.e. data that is fact and which cannot be misinterpreted. The popularity of this method stems from the fact that the information provided or sought is easily coded, extracted and interpreted.

In developing a questionnaire the following areas must be examined:

- clarity of the wording in the questions
- motivation of sample respondents to respond to the questionnaire
- relevance of the questions
- selection of the field of respondents
- ability of the researcher to code and extract the information from the questionnaire

The ability to extract the required information from the questionnaire is of significance to the researcher as should this information not be forthcoming after completing the research exercise, then it will be necessary to start the process all over again.

The use of 'open' or 'closed' questions is a matter for the researcher to decide. Open questions are designed to allow the respondent time to analyse and offer a view on a specific area under review. The use of closed questions is particularly helpful when the required data is factual or to be used as a probing question for questions to follow.

> The non-structured questionnaire commonly serves as an interview guide, especially for focused, in-dept, or non-directive interviews. It includes definitive subject matter but the interviewer is free to arrange the form and timing of the questions (Good 1996 p.20).

The advantages of using a self-completing questionnaire are:

The questionnaire can be completed quickly and at the convenience of the responder. It is relatively cheap for the researcher to carry out such a questionnaire. It requires little time by the researcher to plan, manage and organise the questionnaire. The questionnaire designed by the researcher can be easily analysed and coded if required.

The disadvantages of using a self-completing questionnaire are:

There may be a low response rate, although this can be improved by using cut-off dates and reminder emails. It can be highly structured thus little scope for responders opinion. There is limited opportunity to utilise probing questions. There is no opportunity to provide clarification if needed.

3.3.2 Interviews

The use of interviews can take three separate forms as follows:

- One on one interview
- Telephone interview
- Group/focus group interviews

The method selected by the researcher depends on the type of data, which the researcher wishes to collect. The difference in each interview is concerned with control of the interview. Control of the interview is centred on the structure of the interview. In respondent interviews the interviewer retains control throughout the process. This structure also assists the author with maintaining the integrity of the data collected. The use of semi-structured interviews allows the respondent to bring forward their opinions and views throughout the interview. The use of structured or loosely structured interviews can be utilised in a one-on-one situation.

One-on-One Interviews

The advantages of one-to-one interviewing are that the responses can be clarified and the responses may lead to further probing on the issue. Questions that are complex by nature can be clarified and examined in detail.

> Interviewers can make adjustments to the language of the interview because they can observe the problems and effects that the interview is having on the respondent (Cooper & Emory,1995 p.30).

The interviewer can put the interviewee at ease and perhaps extract additional information that would not be forthcoming in another setting. The disadvantage of one-to-one is that they are costly to both the researcher and the responder in terms of time and financial outlay for travel. A degree of interview 'bias' develops, as the interviewer becomes part of the process. It is often difficult to analyse the results after the interview as the interviewer can often lend his/her personnel 'bias' to the results by way of informed opinion as a result of the interview process.

Telephone Interviews

The use of the telephone has been found to be one of the most inexpensive, quick and efficient ways of surveying respondents. It has the advantage of having less interview bias and with the absence of face to face contact, respondents may be more inclined to provide sensitive information. However, telephone surveys do have a number of limitations.

> The length of the survey must be kept relatively short to less than 15 minutes as longer interviews can result in refusal to participate or premature termination of the call. (www.ryerson.ca/~/ResearchProcess)

The questions themselves must also be kept quite short and the response options simple. The increasing use of voice mail and answering machines has made phone surveys more difficult due to the number of call backs which may need to be made.

Group interviews are seen as not appropriate for this research as the parameters of the project are such that the interviewer requires specific issues as opposed to issues that can be discussed and developed by the group process and then responded to.

3.3.3 Observation

The use of the observation method as a research methodology is designed to examine the behaviours of individuals or groups.

> observation entails the systematic noting and recording of events, behaviours and artefacts in the social setting chosen for study (Marshall,1995).

To achieve this aim the researcher uses a number of observational techniques, these are as follows: audio recording, film recordings, the use of video recording either hidden or know to the individual or group under observation.

The use of such techniques raises the question of ethics i.e. is it ethical to film or record an individual secretly or without their knowledge. It is illegal, immoral and unethical to record an individual without their prior consent. The use of such techniques is questionable as the interviewer can lend a 'bias' to the result as individuals may change behaviour pattern if they know they are being recorded or filmed.

The use of the observation method is not deemed appropriate for this research project.

3.4 Secondary Research

The use of secondary information is useful in that it provides the researcher with supplementary information that has been collected for other purposes but could have a bearing on the outcome of the primary research. This data is usually collected by other researchers on projects not dissimilar to that of the authors, it provides background information and hard data on the subject and can provide further areas of study within the field.

> Data from secondary sources help us decide what needs to be done, and can be a rich source of hypotheses (Cooper & Emory,1995).

Secondary information can be the following, articles from journals, books on the topic, conference reports and other data published on the worldwide web.

3.5 Research Methodology Adopted by the Author

Following a review of the data collection methods the author proposes to use

- survey questionnaires (quantitative and qualitative)
- semi- structured one-on-one interviews (qualitative)
- semi-structured telephone interviews (qualitative)

The benefit of these techniques is that supplementary information can be picked up in the interview process and statistical data can be collected from questionnaires.

3.5.1 Survey Questionnaires

The use of survey questionnaires is chosen because of the following:

- The questions can be designed to extrapolate specific kinds of data relevant to the topic.

- Questionnaires are usually anonymous therefore encouraging honest replies.

- As the questions will be a combination of multiple-choice and open questions, the questionnaire can be completed quickly thus achieving a higher response rate.

Selection of Respondents

Bear Stearns Email Survey Questionnaire: A survey questionnaire will be emailed to 63 employees in Bear Stearns, Dublin.

AIB Email Survey Questionnaire: A survey questionnaire will be sent to 20 staff from the learning and development department of AIB Group. These staff are responsible for planning and delivering induction to AIB staff. The author has identified AIB as a best practice organisation for induction. The author aims to receive information on the content, benefits and evaluation of induction from this survey. The respondents will be a cross section of Manager, Assistant Manager, Officer and Bank Official.

Survey Questionnaire Preparation

The survey questionnaire will be emailed to the selected staff, giving them one week in which to return the completed form. Towards the end of this time-frame a reminder email will be sent out. In preparing questions for the survey questionnaire the author must frame precise questions that will help to explore the issues in detail otherwise the answers will be of little benefit. A simple approach is to initially use open questions, which have a wide range of possible responses. Open questions can then be followed up by more precise questions aimed at identifying the respondent's evaluation of the subject. The questions should have a logical sequence in order to avoid confusion of the respondent.

The wording of the questions is another aspect that requires consideration. In general most questionnaires are either multiple choice or forced-choice questions. The main reasons for using these type of questions is that (a) it makes the questionnaire easy to complete and (b) this style of questioning allows you to obtain quantifiable information.

Structure and Layout

> The appearance of a questionnaire is critical in motivating respondents. If the font is too small, the instructions confusing or the look cluttered, this will have an immediate impact on both the overall response rate and the non-response error (www.ryerson.ca/~mjoppe/ResearchProcess)

The length of the questionnaire should be kept to a minimum as otherwise the response rate may be low.

Design of the Survey Questionnaire

Bear Stearns, Dublin: The questionnaire will be designed using open and closed questions so as to receive maximum information on (a) how induction was carried out when employees joined the company (b) any significant areas that should be included in order to improve the current process (c) employee comments on the induction process.

AIB Bank: The survey questionnaire will be designed using open and multiple-choice questions in order to receive feedback on (a) how AIB carry out their induction process (b) benefits of having a formal induction policy (c) training aids that are used in giving presentations and (d) how is the induction programme evaluated and monitored.

3.5.2 Interviews

The use of semi-structured one-on-one interviews and telephone interviews is chosen because of the following:

- The interview questions can be designed in a semi-structured manner with all key areas being addressed.

- The interviewer has the opportunity to probe answers by asking the respondent to clarify or expand on a specific response.

- Ensures that all questions are answered and none are skipped.

- Interviews avoid waste and is the most efficient method for finding out the research desired.

Selection of Respondents

The following respondents will be selected for interview so as to achieve a full overview of the research topic. It will not be possible to examine all of the Bear Stearns offices, so the author will chose the following sample – Bear Stearns, Dublin, and the training department of the London and New York Office.

- *3 Managing Directors with responsibility for two individual departments in Bear Stearns, Dublin.*
- *4 Associate Directors of ongoing projects in the Bear Stearns, Dublin.*
- *1 HR Manager in Bear Stearns, Dublin.*
- *2 Training Managers in the London and New York offices.*

National College of Ireland

Interview Preparation

In the case of one-on-one interviews and telephone interviews the interviewee will be interviewed only once.

Selected candidates will be assured of total confidentiality and appropriate times and dates for the interview agreed in advance. A pilot test will be undertaken in order to establish that the method chosen is appropriate for data collection.

> The privacy guarantee is important not only to retain validity in the research but also to protect the respondents (Cooper & Emory,1995).

In order for the interviews to go as planned they must commence at the agreed time, the author must restate the purpose of the interview, outline the agenda, introduce the areas of common interest and reassure the respondent of confidentiality.

The use of semi-structured interviews allows the respondent to 'wander' into 'insights' that the author had not previously thought of. The researcher must be sufficiently informed on the topic so as to ensure that the information forthcoming is valid and reliable.

It is the intention of the author to use probing questions to supplement the initial question should the initial question not realise in a complete answer. Probing questions have two advantages (a) they can enlist further information from the respondent and (b) they can act to reinforce the empathy between the interviewer and the respondent.

3.6 Pilot Testing

Prior to commencing the primary research phase the author will carry out two pilot tests in relation to the survey questionnaire and interview respondents.

This pre-testing allows time for the researcher to test the methodology in use, check the language and question construct and remove any ambiguities in questions that may be in use. This period of testing will ultimately serve as a rehearsal for what is intended to follow.

> Pre-testing is not only an established practice for discovering errors but also a useful exercise for the preparation and training of the research team (Cooper & Emory, 1995)

Following completion of this testing period it will be necessary to re-appraise the question format and structure, the actual length of the questionnaire/interview, check if the information regarding the respondents replies is sufficient and that the responses can be sufficiently analysed to draw conclusions and form recommendations from.

3.7 Conclusion

The author has outlined a number of research methodologies that can be used for this research project and has indicated the best method for the purpose of the project. A survey questionnaire and semi- structured interviews with both open and closed questions has been found to be the most appropriate method for collecting information in relation to induction in Bear Stearns, Dublin.

A survey questionnaire using open and multiple choice-questions will be used to ascertain statistical data on induction in the learning and development department of AIB Group.

The use of a pilot test interview will allow the author to check the question constructs and identify if there is a need for supplementary questions to clarify the area under discussion. To conclude, pilot testing will help the researcher develop and practice his skills at interviewing and note taking.

CHAPTER FOUR

RESEARCH FINDINGS

4.1 Introduction

The findings of the research study will be presented in detail in this chapter.

63 survey questionnaires were emailed to all employees in Bear Stearns, Dublin. Thirty-three completed questionnaires were returned. A response rate of 52% was obtained. 8 semi-structured interviews were conducted with 4 Associate Directors, 3 Managing Directors and 1 HR Manager. 2 semi-structured telephone interviews were carried out with the training managers of Bear Stearns, London and Bear Stearns, New York.

20 questionnaires were emailed to staff in the Learning and Development department of AIB Bank. This department is responsible for providing induction training to new entrants. A response rate of 35% was obtained.

4.2 Survey questionnaire and interview findings

CLASSIFICATION

Number of employees surveyed by Title

Title	**No. of Respondents**
Senior Management	3
Associate Director	4
Vice President	7
Employee	18
Non Completion of Job Title	1
Total	**33**

Length of service among those employees surveyed varied as follows

Length of Service	**No. of Respondents**
Less than 1 year	7
Between 1 year and 3 years	4
Between 3 years and 6 years	18
Between 6 years and 10 years	2
Greater than 10 years	1
Non Completion of Length of Service	1
Total	**33**

Number of employees interviewed by Title

Title	**No. of Respondents**
Managing Director	3
Associate Director	4
HR Manager	1
Total	**8**

Note: All staff are full time employees of Bear Stearns.

Questionnaire Findings

Q.1 I know and understand the meaning of Induction Training

93% of respondents agreed that they understood the meaning of Induction Training. The remaining 7% were undecided. In the case of one respondent it was stated that due to the non-existence of induction in the company, 'I am therefore unsure of it's precise meaning'.

All of the individuals interviewed had a good knowledge of what is meant by an induction process in an organisation. For the majority it was based on previous companies where they had worked - in the main within the financial services sector.

Q.2 Who carried out induction training when you joined the company?

54% of respondents received training from their direct manager with 46% responding that it was carried out by a combination of the HR manager and their direct manager.

Q.3 & Q.4 How was your induction training structured, which would you prefer and Why?

81% of staff responded that their induction training was informal with 19% stating that it was formal.

Some of those who received formal training noted on their form that they had joined Bear Stearns in the US and transferred to the Dublin Office. Following the authors telephone interviews it was established that induction is a formalised process in the New York office.

75% of respondents replied that they would prefer a formal structure for the following reasons:

- 'Information would be complete and comprehensive. Informal training might be lacking and incomplete'.
- 'For clarity, completeness and accuracy'.
- 'A structured programme ensures that all the essential elements are covered and is less ad hoc'.
- 'A structured programme can be revised and updated to ensure its effectiveness'.

20% of respondents replied that they would prefer an informal structure for the following reasons:

- 'Allows for greater flexibility where problems can be dealt with as they arise'.
- 'Easier to ask questions as the atmosphere is less formal'.

5% of respondents would like to see aspects of both formal and informal training as they feel that formal may be too rigid while informal less effective – 'a balance of both would be ideal'.

The individuals interviewed all received unstructured induction training. In the main, a booklet of information regarding all areas of Bear Stearns was given out by the HR department for reading and signing. All interviewees would like to see a more formalised approach to induction in Bear Stearns. However, during my interview with the Associate Director of Global Clearing Services, Dublin, it was revealed that a formal induction plan has been in place for two years. The induction process takes the form of two scheduled half-days training over a three week period.

During the authors telephone interviews with the training managers of both the New York and London office, it was established that the induction process in both offices is formalised.

Due to the high levels of recruiting, induction training takes place every Monday with scheduled talks delivered by senior management and relevant department associates. The new hire's direct manager then outlines a formal induction training schedule for on-the-job training.

Q.5 The following areas were covered in my induction training?
(a) Bear Stearns global information (b) Dublin Branch Office information (c) Specific Departmental information (d) Dublin branch office business strategy (e) Terms & Conditions of Employment (f) General housekeeping issues (g) Health & Safety Issues (h) Compliance Issues (i) Performance Management (j) Career/Personal Development

The primary format for induction training is the transfer of information regarding the Dublin branch office operations. The secondary source of induction training is information on their specific department combined with the individual terms and conditions of employment. Of significance is that the Dublin office business strategy is only covered for 9% of respondents. Elements of performance management and individual career/personal development are only covered for 15% of the respondents.

All interviewees received background information on Bear Stearns and terms and conditions of employment during their interview process. During the author's interview with the HR Manager, who is with the company five months, she stated that her induction training consisted of 3 days in the Bear Stearns, London office. Her opinion is that while the concept was good the reality was not what she was expecting.
The induction training was completely tailored for new recruits to the London Office. As she was joining the Dublin branch office there was very little information of relevance to her.

While the information on global Bear Stearns was relevant, it was very complex, having no prior knowledge of the company or the investment banking industry. She stated 'It would have been better if it had been more simplified. Also, no visual aids were used to deliver the training and as a result I found some of it quite boring '.

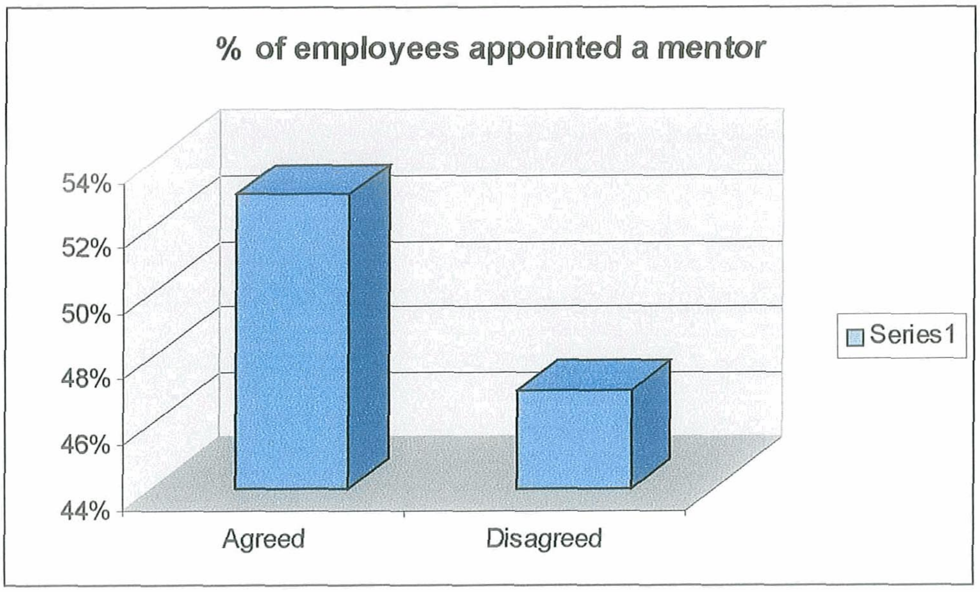
In the London and New York office, scheduled talks take place on corporate relation issues such as background to the company, and the future vision, compliance issues, office services (health and safety), human resources (terms and conditions, benefits, performance management, career development, personal development and general housekeeping issues.)

Q.6 I was appointed a mentor/coach/buddy to assist me with on the job training

Over 53% of the respondents were appointed a mentor while 47% were not.

None of the individuals interviewed were appointed a mentor/coach/buddy. 25% were of the opinion that as they were hired during the initial set-up stage, senior management were of the opinion that they knew how to 'get on with the job' having a lot of previous experience in the investment banking sector.

The HR Manager was appointed a mentor in the Dublin office, which has proved very useful to her on a daily basis. Periodically, she receives supportive phone calls from London, HR and New York, HR.



Q.7 I believe the induction training I received helped me to adapt to my new position within the organisation.

Over two thirds of the respondents either agreed or strongly agreed with the above statement.

Q.8 In your opinion what areas should be included in a Bear Stearns Induction Training programme which would be of benefit to you.

Many of the replies were similar:

- 'An easy to understand synopsis on function of each department in Dublin'
- 'Performance Management'
- 'Career Progression especially within the company such as transfer options to foreign based offices'
- Training and development – 'particularly in relation to the various applications that are used within Bear Stearns'.

Those interviewed reiterated the areas outlined above.

Q.9 & Q.10 Is your direct Manager based in the Dublin Office, if No have you met with him/her?

9% of survey respondents working with the organisation for more than 3 years have never met with their direct manager. These respondents stated that they worked as part of a US based team. Contact with their manager and peers is via phone and email.

One of the individuals interviewed said that he believes it would be an advantage to him if he met directly with his manager/co-workers.

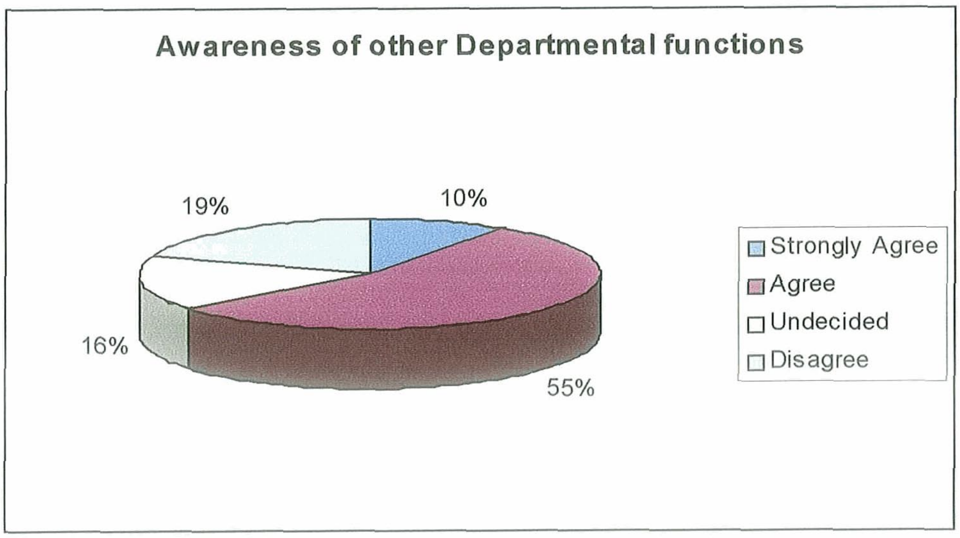
Q.11 I am familiar with the Mission Statement of my branch office

84% of respondents replied that they are not familiar with any Mission Statement, with one respondent asking - 'Do we have one, as I have never heard of it'. 16% of respondents said that they are familiar with the Mission Statement.

None of those interviewed were aware of any Mission Statement for the Dublin Office. The Mission Statement of the London and New York is located on the wall in the main lobby area of the organisation.

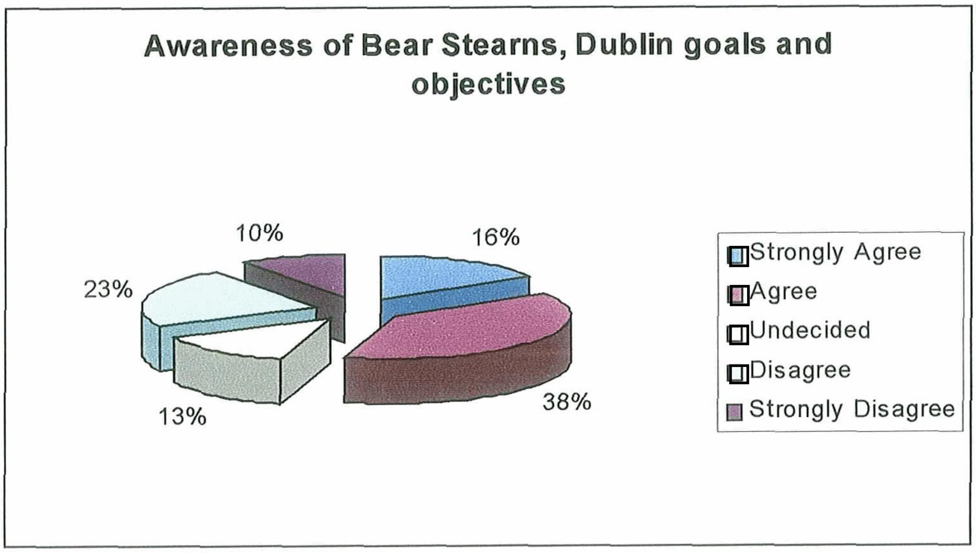
Q.12 I am aware of the functions of other departments within my branch office?

The findings are shown in the following graph. 55% are in agreement with this statement. 45% disagree with this statement.



Q. 13 & 14 I have a clear understanding of the goals and objectives of global Bear Stearns and of my Dublin branch office

50% of the respondents agree that they understand the goals and objectives of global Bear Stearns. However, it is also significant that 50% of the respondents have little understanding of global Bear Stearns goals.



54% of the respondents have an understanding of the goals and objectives of their branch office. However, it is daunting for any organisation to realise that in excess of 40% of employees do not have a clear understanding of their branch office goals.

In general, those interviewed believed that the majority of staff would answer that they do not have a clear understanding of the goals and objectives of global Bear or Bear Stearns, Dublin. 'While it is a concern that staff know so little about global Bear, it is a lot more worrying that staff are unaware of what is happening in their own branch office, and what the different departmental functions are'.

Q.16&Q.17 I understand how my role contributes to the overall goals of my branch office and am familiar with branch office organisational structure.

75% of respondents agree or strongly agree that they are aware of the contribution that their role makes to the Dublin office and are familiar with the organisational structure.

All those interviewed are fully aware of the contribution their individual role makes to the overall goals and are familiar with the office organisational structure.

Q. 18 & 19 In my opinion, staff new to the branch office receive sufficient induction training? Did you attend a follow-up induction programme meeting?

70% of the respondents were either undecided or significantly disagreed with the level of induction training given to new employees. However, this response it is not surprising considering that over 95% of the respondents did not have a follow-up meeting after their initial induction.

Q.20 & Q21 What is your opinion on induction and it's significance in an organisation/Any other comments?

97% of all those who completed the survey responded that induction training is very important in an organisation.

A summary of the employee comments are as follows:

- 'Properly done, it can save frustration for new employees and make them more productive'.
- 'It provides a good foundation to new employees to develop their skills and can assist employees who might have questions or problems and help them resolve them'.
- 'It is the first impression the company presents to new employees and lets you see that the organisation invests in it's people'.

97% of respondents stated that they would like to see a planned induction process in place in Bear Stearns, Dublin. Respondents also replied that if this should arise they would like to sit in on induction training sessions on areas such as organisational structure, Dublin branch office and global Bear Stearns information. They welcomed the opportunity to complete this questionnaire and hoped that it will encourage management to consider the implementation of such a system.

4.3 AIB BANK LEARNING & DEVELOPMENT DEPARTMENT QUESTIONNAIRE FINDINGS

Q.1 How is AIB's induction training structured (formal/informal)?

Induction training in AIB Bank is a formalised structure, taking place over a 3 day period. Scheduled talks include the organisation structure, benefits, strategy, compliance, policies & procedures, team building and sports & social issues.

Q.2 In your opinion what is the ideal method for an efficient induction training programme?

All respondents replied that they believe that a formal structure is the most effective. The following comments were made:

"it presents a more professional image, which is important to new hires."
"all relevant and necessary items can be included in a structured policy."

Q.3 Benefits of Induction Training – Organisational Benefits

The following replies were received:

- increased productivity of staff
- increased staff retention

- increased customer satisfaction
- greater facilitation of building of networks
- clear understanding of job expectations

Q.4 Benefits of Induction Training – Employees Benefits

The following comments were made:

- clear understanding of policies & procedures
- improved productivity
- increased motivation
- clear understanding of the organisations goals and individuals role
- provides a sense of belonging for new entrant

Q.5 Do you evaluate the effectiveness of the programme given and how?

All respondents replied that the induction programme is evaluated. Participants are requested to complete 'Happy Sheets' upon completion of their induction training, requesting feedback on presentations received, how the training was run and suggestions for any improvements. Two members of staff from the Learning and Development department sit-in on induction training at all times. These staff members also complete evaluation sheets in relation to the participant's level of attentiveness during the training.

Q.6 Following initial induction training, do you carry out *'follow-up meetings'* with the new entrant?

All respondents replied that there are no 'follow-up' meetings arranged for new hires with the learning and development department.

Q.7 In your opinion, are local management committed to induction training?

85% of respondents believe that local management are committed to induction training while 15% replied that "at times, management refuse to release staff for training".

Q.8 (a) Do you believe that there is a link between induction training and staff retention? (b) Please state reasons why.

All respondents replied that they believe that there is a link between induction training and staff retention. Comments made as follows:

"Employees have a greater understanding of the organisation and may have more loyalty to the organisation as a result. They are aware of what the organisation will do for them and what they must do in return. Also, they may have made friends on the training course which helps them to settle-in."

"If staff receive a good introduction to the organisation and are able to see what the organisation has to offer them, then they are more inclined to see a career for themselves there."

"Staff who have received effective induction hit the ground running and are less likely to be demotivated."

"If staff are fully aware of benefits available and have a clear knowledge of future career development, they are more inclined to stay with the company."

Q.9 What training aids do you use when giving an induction programme?

- Visual – video/flipcharts/powerpoint
- Role plays/scenarios
- Team building exercises

Q.10 In your opinion should participants be requested to complete a questionnaire to assess what they have learned on their induction programme?

All respondents replied Yes, participants should complete an assessment questionnaire as findings can be used to improve future induction programmes.

Q.11 How often is your induction training programme reviewed?

66% said that it should be reviewed between 6 months – 1 year
33% said that it should be reviewed between 1 year – 18 months
"The current induction process is now under review in AIB Bank".

Q.12 Any other comments?

"Induction training is an essential element of any organisation's training programme giving benefits to the employee and the employer. Without induction training new staff will make their own first impressions of the organisation which may be negative or positive".

CHAPTER FIVE

DISCUSSION AND CONCLUSION

National College of Ireland

Introduction

This chapter will discuss the significance of the research findings in the context of the induction literature as outlined in chapter four.

Discussion

- *To identify the structure and content of an induction programme*

The literature outlines five steps to ensure a systematic approach to induction training (Parry, 1993). Induction is an unstructured process in Bear Stearns, with the content of the induction programme not fully conforming with what the literature recommends (CIPD, 2004). However, while the induction programme in place in Bear Stearns, Dublin does not display all of the characteristics of successful induction programmes, overall the employees believe that the training was sufficient to enable him/her to carry out the job to the standard required. From the author's findings, employees would welcome additional areas such as a simplified talk on global Bear and the Dublin branch office, performance management and career/personal development.

In AIB Bank they have a formal structure with induction training taking place over three days. The learning and development department in their experience believe that having a formal structure in place is preferable to informal as all relevant and necessary items are included which can lead to less stress for the employee.

The literature has identified that having a Mission Statement is one of the initial starting points for the development of any induction process. (Armstrong, 1999). However, the research findings show that the majority of staff are not familiar with the Dublin office Mission Statement. On further investigation by the author through her interviews, it was confirmed that there is no Mission Statement within the Bear Stearns Dublin Office.

The literature acknowledges the interview as the first stage in the induction process (Gunnigle and Flood, 1990; Reid et al, 1992). The induction of new employees begins before he/she starts work at the company, i.e. at the job interview (Fowler, 1996). This in part has been recognised by Bear Stearns where terms and conditions of employment, Dublin branch office information and departmental information is passed on to the individual during the interview process.

One of the main areas that has been highlighted during the authors findings is the fact that in spite of the majority of candidates receiving company information at interview stage, a very high percentage state that they are not fully aware of goals and objectives of the Dublin branch office. This may indicate that employees received too little information at the interview (Sanders and Kleiner, 2002; IBEC, 1999). Alternatively, it may indicate that the employees had received too much information (Mathis and Jackson, 1994). During the course of the Dublin one-on-one interviews, it was stated that too much information with no explanation is given in the booklet on Bear Stearns, Dublin, presented to new employees.

- *To identify the relationship between induction training and staff turnover*

The literature has acknowledged that Irish organisations are now looking at ways to improve their induction process in order to retain staff (CIPD, 2004; IBEC, 1999). During the authors interviews, an Associate Director stated that in his specific department, those employees that have been involved in a pre-planned induction programme are more productive sooner. He also stated that unfortunately, not all new entrants for his department undergo such training due to work pressures.

The respondents from AIB learning and development department believe that as a result of having an induction training programme in place, staff will have a greater understanding of the organisation with the likelihood that they will stay longer. Also, if new hires are given a good introduction to the organisation they can establish a career path for themselves based on good performance.

* *To determine who has responsibility for an induction programme and the role of senior management in induction.*

The findings of the study support the view that the induction process is a managerial responsibility (Mathis and Jackson, 1994; Reid et al, 1992). The responsibility for induction is not just with the HR department – management must take ownership too. (Meighan, 2000). While in the Bear Stearns, Dublin office induction *is* carried out in accordance with the literature i.e. the HR department and the departmental manager, senior management do not play any role in inducting new employees.

From the authors research, she has determined that senior management *would* like to see a structure in place, however, they as a group need to be more pro-active in the implementation of such a programme.

In the London and New York office the scheduled talks on corporate relations and compliance are given by Senior Managing Directors.

In AIB Bank the level of commitment from senior management is very high. This is reflected in the availability of senior management to give presentations during induction training.

* *To highlight any improvements in the induction process which may be necessary.*

The literature review looked at evaluation as the final stage of a systematic approach to induction training (Parry, 1995) and how an induction process can be evaluated (Managing Best Practice-Induction, 1995). There is no evidence that the effectiveness of the induction process has been evaluated in Bear Stearns, Dublin. The author through her research in her survey questionnaire has determined that the length of service of employees surveyed varied from 6 months to 6 years. However, induction training has remained in the same format since the Dublin office opened.

In the London and New York office and AIB Bank, induction training is evaluated at the end of each training period by the participants. Participants are asked to complete evaluation forms ('Happy Sheets' in AIB Bank) which request feedback on the training given and suggestions for any improvements. Interestingly, In AIB Bank, staff from the learning and development who sit in on induction training complete evaluation sheets on the participant's level of attentiveness during the training.

The recommendations for improving the induction programme as put forward by management interviewed and the employees surveyed indicate the need for a more formalised induction programme with additional information on global Bear Stearns, business strategy, company operations, performance management and career development.

- *To examine the link between motivation and induction*

The general consensus from the research findings indicate that motivation levels are low among particular groups. However, during the author's interview with one of the Associate Director's, it was noted that in order to keep staff motivated, he asks staff who have previously worked in their department and have now progressed into other areas of the company to give a talk to the team. This has been identified in the literature as being a very positive way of illustrating to new and existing staff that they can achieve their career goals by staying with the company (Meighan, 2000).

Conclusions

The findings of this dissertation as presented in chapter four have highlighted many of the important issues associated with the induction process.

This dissertation examined the induction process in Bear Stearns, Dublin and the employees perceptions of this induction process. The findings of the study have identified differences and similarities with the theoretical views put forward in chapter two.

A number of important *conclusions* can be drawn from this study:

- Induction training in Bear Stearns, Dublin is primarily unstructured and informal. As a consequence of this there is little consistency among the information that a new hire receives. New employees may have a tendency to take on board the viewpoints of existing staff, which can be negative or positive.

- Staff would very much welcome the implementation of an induction process within the Dublin office. This process would make the new hires more productive quicker and give a global and branch office viewpoint of Bear Stearns to each employee. Similarly, this process would demonstrate the employees value added contribution to the organisation while at the same time reducing any anxieties that might be prevalent.

- Staff currently employed are unsure of their direct contribution to the Dublin office. Staff are not familiar with the organisation's strategic vision due to mis-information from senior management.

- A new employee's performance should be formally appraised regularly in his/her first few months at the company and new employees should receive frequent feedback about their performance.

- By providing new employees with information on career development, it can motivate and develop a sense of loyalty to the organisation.

Recommendations

Finally, the author would make the following recommendations. These recommendations should help to ensure the smooth integration of new employees into the company.

- Any information about the job or the company which is given to employees during the interview process should be repeated early in the new employee's first week at the company. New employees should be given detailed information about the company, it's operations, markets served and any other relevant information about the business in an easy to read and understand format.

- Senior management of Bear Stearns, Dublin need to take ownership of ensuring the implementation of an induction process and not leave it as a responsibility for the HR department. Ideally, HR and senior management should meet and discuss an induction programme that can be aligned with best practice and the needs of the organisation and the employee.

- Where possible new employees must be formally introduced to all employees with whom he/she will have day to day contact with. If this is not possible then a video conference or telephone conference call should be set up for formal communication.

- New employees need frequent feedback, both formal and informal, about their progress throughout the early stages of his/her career at the company.

- During the new employee's first week, his/her role in the context of the overall organisation should be explained, including the contribution which he/she can make to the success of the company.

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APPENDICES

APPENDIX 1

BEAR STEARNS QUESTIONNAIRE COVER LETTER

30th June 2004

Dear Colleague,

As part of the course I am currently studying, I am requested to submit a thesis on a business research topic of my choice. The business area I am basing my research on is that of Induction Training.

I would very much appreciate if you could complete the attached questionnaire in order to assist me with my analysis of the topic. All of the information you provide will be treated in the strictest confidence.

The questionnaire should take you approximately 15 minutes to complete.

Please print off the word document attachment accompanying this email and answer the questions freely. When you have completed the questionnaire, please place in Blue box file in your area by **Monday, 5th July 2004.**

Bear Stearns Dublin Development Centre	Blue box file on cabinets along main office wall
Bear Stearns Bank	Blue box file beside internal/external mail trays

If you have any queries or would like further information about this thesis, please do not hesitate to contact me by email or telephoning ext. 6625.

Thank you sincerely for your assistance.

Regards,

Phil Regan

APPENDIX 2

INDUCTION QUESTIONNAIRE

CLASSIFICATION

Please complete this section to assist me with an analysis of responses. Please note that your responses in this questionnaire are confidential and will not be linked back to you as an individual or as a department.

This section will be used only to help analyse and compare responses.

Name of Branch Office: ____________________

Years of Service (Please tick (✓) one of the following)

Less than 1 year: ❐
Between 1 year and 3 years: ❐
Between 3 years and 6 years: ❐
Between 6 years and 10 years: ❐
Greater than 10 years: ❐

Job Title ____________________

1. I know and understand what is meant by *Induction Training*

Yes ❒

No ❒

Undecided ❒

2. Who carried out induction training with you when you joined the company?
Please tick (✓)

a) Direct Manager ❒

b) Human Resource Department ❒

c) Combination of a + b ❒

d) Other – please specify ______________________

3. How was your induction training structured?
Please tick (✓)

a) Formal
(e.g. 1 Day with scheduled talks) ❒

b) Informal
(unspecified duration, no scheduled talks) ❒

4. Which of the above would be your preferred method of induction training and Why? Please tick (✓)

a) Formal ❒

b) Informal ❒

____

____

____

5. **The following areas were covered in my induction training?** Please tick (✓)

a) Bear Stearns global information ❐

b) Dublin Branch Office information ❐

c) Specific Departmental information ❐

d) Dublin branch office business strategy ❐

e) Terms & Conditions of Employment ❐

f) General housekeeping issues ❐

g) Health & Safety Issues ❐

h) Compliance Issues ❐

i) Performance Management ❐

j) Career/Personal Development ❐

6. **I was appointed a mentor/coach/buddy to assist me with on the job training?** Please tick (✓)

Yes ❐

No ❐

7. **I believe the induction training I received helped me to adapt to my new position within the organisation.** Please tick (✓)

Strongly Agree ❐
Agree ❐
Undecided ❐
Disagree ❐
Strongly Disagree ❐

8. **In your opinion what areas could be included in a Bear Stearns Induction Training programme which would be of specific benefit to you?**

____

____

9. **Is your direct Manager based in the Dublin Office?**
Please tick (✓)

Yes ☐

No ☐

10. **If No, have you met with your direct Manager?**
Please tick (✓)

Yes ☐

No ☐

Location of Manager ______________________

11. **I am familiar with the Mission Statement of my branch office**
Please tick (✓)

Yes ☐

No ☐

12. **I am aware of the function of other departments within my branch office**
Please tick (✓)

Strongly Agree ☐
Agree ☐
Undecided ☐
Disagree ☐
Strongly Disagree ☐

13. **I have a clear understanding of the goals and objectives of global Bear Stearns** Please tick (✓)

- Strongly Agree ☐
- Agree ☐
- Undecided ☐
- Disagree ☐
- Strongly Disagree ☐

14. **I have a clear understanding of the goals and objectives of my branch office** Please tick (✓)

- Strongly Agree ☐
- Agree ☐
- Undecided ☐
- Disagree ☐
- Strongly Disagree ☐

15. **I have a clear understanding of how the global Bear Stearns business strategy applies to my branch office** Please tick (✓)

- Strongly Agree ☐
- Agree ☐
- Undecided ☐
- Disagree ☐
- Strongly Disagree ☐

16. **I understand how my role contributes to the overall goals of my branch office** Please tick (✓)

- Strongly Agree ☐
- Agree ☐
- Undecided ☐
- Disagree ☐
- Strongly Disagree ☐

17. **I am familiar with my branch office organisational structure**

Strongly Agree ❐
Agree ❐
Undecided ❐
Disagree ❐
Strongly Disagree ❐

18. **I am familiar with how my branch office fits into the global organisation structure** Please tick (✓)

Strongly Agree ❐
Agree ❐
Undecided ❐
Disagree ❐
Strongly Disagree ❐

19. **In my opinion, staff new to the branch office receive sufficient induction training?** Please tick (✓)

Strongly Agree ❐
Agree ❐
Undecided ❐
Disagree ❐
Strongly Disagree ❐

20. **Did you attend a follow-up induction programme meeting?** (this question does not refer to end of probation period meeting)
Please tick (✓)

Yes ❐

No ❐

21. **If Yes, what areas did the programme cover?**

____

____

____

22. **What is your opinion on induction and it's significance to the new entrant?**

____

____

____

____

____

23. **Any other comments?**

____

____

____

____

APPENDIX 3

SEMI-STRUCTURED ONE-ON-ONE INTERVIEW QUESTIONS

Managing Directors & Associate Directors

1. What is your understanding of Induction Training?
2. How was your induction training structured when you joined Bear Stearns, Dublin?
3. Were you appointed a mentor/coach/buddy?
4. What areas would you like to see covered in an induction training programme?
5. Is your direct Manager based in the Dublin Office, if No have you met with him/her?
6. Do you have a clear understanding of goals and obejctives/structure of global Bear and branch office?
7. As a manager, how do you view the relevance of induction training/any other comments?

APPENDIX 4

SEMI-STRUCTURED TELEPHONE INTERVIEW QUESTIONS

TRAINING MANAGERS, BEAR STEARNS LONDON & NEW YORK OFFICES

1. How is your current induction programme structured?

2. What role do Senior Management play in the induction process?

3. How do new employees receive training in relation to their specific role?

4. Do you have a Mission Statement for your office?

5. How do you believe an induction programme can benefit the employer and the employee?

6. Any other comments?

APPENDIX 5

AIB BANK QUESTIONNAIRE COVER LETTER

1 July 2004

Dear Katharine,

I am currently studying for a BA in Human Resource Management at the National College of Ireland and I am a colleague of Doréne Divilly. As part of the course I am currently studying, I am requested to submit a thesis on a business research topic of my choice. The business area I am basing my research on is that of Induction Training. I am undertaking various forms of research within my own organisation - Bear Stearns - which include interviews with management and a survey questionnaire to existing employees.

I would like to also undertake 'best practice' research on a large financial institution such as AIB on the area of induction training. I would very much appreciate if you might arrange for a number of your training colleagues to complete the attached questionnaire in order to assist me with my analysis of the topic. All of the information provided will be treated in the strictest confidence. If you could distribute to between 15 and 25 persons, this would be great.

The questionnaire should take approximately 10 minutes to complete.

Please print off the word document attachment accompanying this email and answer the questions freely. When you have completed the questionnaire, please return it to Doréne Divilly by Wednesday, 7th July 2004 in the internal post to: Doréne Divilly, ORM Unit, Block H3, Bankcentre, Ballsbridge, Dublin 4.

Doréne will then forward all paper questionnaires to myself.

Alternatively, you can save the questionnaire to your desktop, complete the questions and send completed responses to myself via email at: pregan@bear.com

Thank you sincerely for your assistance.

If you have any queries or would like further information about this project, please do not hesitate to contact me by telephoning me at 01 - 4026625.

Regards,
Phil Regan
Bear Stearns, Dublin

National College of Ireland

APPENDIX 6

AIB LEARNING AND DEVELOPMENT DEPARTMENT
INDUCTION TRAINING QUESTIONNAIRE

1. **How is AIB's induction programme structured?**

2. **In your opinion what is the ideal method for an efficient induction training programme?**

3. **In your experience what are the benefits of Induction Training for the Organisation?**

4. **In your experience what are the benefits of Induction Training for the Employee?**

5. **Do you evaluate the effectiveness of the programme given and how?**
Please tick (✓)

Yes ☐

No ☐

How is programme evaluated?

____

____

____

____

6. **Following initial induction training, do you carry out *'follow-up meetings'* with the new entrant?** Please tick (✓)

Yes ☐

No ☐

7. **In your opinion, are local management committed to induction training?**
Please tick (✓)

Yes ☐

No ☐

8. (a) **Do you believe that there is a link between induction training and staff retention?** Please tick (✓)

Yes ☐

No ☐

(b) Please state reasons why

____

____

____

9. **What training aids do you use when giving an induction programme?**

____

____

____

10. **In your opinion should participants be requested to complete a questionnaire to assess what they have learned on their induction programme?**

Yes ☐

No ☐

11. **How often is your induction training programme reviewed?**

6 months – 1 Year ☐

1 Year –18 months ☐

18 months – 2 Years ☐

2 Years or more ☐

12. **Any other comments?**

____

____

____

____