

An Exploration of the Relationship Between Induction and Employee Commitment

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Author Declaration Form

I hereby certify that this material, which I now submit for assessment of the programme of study leading to the award of BA (Hons) 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.

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Abstract

This study examines the relationship between induction and employee commitment. What are the links? Are they strong or weak? Are they positively or negatively related?

A selected sample of individuals employed (in non-people management roles) in a medium sized organisation were questioned in order to ascertain how their experiences of induction in the organisation affected their feelings in areas such as job clarity, job satisfaction, motivation and commitment. A comprehensive literature review of induction was also carried out.

There is no claim by the author that the findings can be assumed to fit to all organisations.

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Glossary

ACAS	Advisory, Conciliation and Arbitration Service
CD	Compact Disc
CIPD	Chartered Institute of Personnel and Development
CSO	Central Statistics Office
DVD	Digital Versatile Disc
HR	Human Resources
IT	Information Technology
ROM	Read Only Memory
UK	United Kingdom

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1 Introduction

1.1 Background

Induction is an important part of the training activities which organisations should engage in with the overall aims of increasing productivity and employee motivation while improving the organisation's culture and attracting a high calibre of worker – these workers are likely to be more committed if the quality of the organisation's training activities is high. To derive maximum benefit, all training should be linked to the strategic mission of the organisation, this will help the organisation to realise its goals.

1.2 Dissertation Title

The title of this dissertation is 'An Exploration of the Relationship Between Induction and Employee Commitment'.

1.3 Research Aims

The research for this dissertation seeks to identify the links between induction training and employee commitment.

1.4 Research Questions

The research question is “*the specific question the research is designed to investigate and attempt to answer*”. (Collis and Hussey, 2009: 340)

This does not mean that there has to be only one research question, a single research question approach can restrict the research. For this dissertation the author’s research questions will be:

- What are the links between induction and employee commitment?
- Are these links strong or weak?
- Are they positively or negatively related?

1.5 Research Process

The author has chosen to use an employee questionnaire in order to carry out the necessary primary research for this dissertation – this is a quantitative approach. There will also be a literature review carried out for the purposes of secondary research.

1.6 Research Outcome

The author aims to increase the understanding of the links between high quality induction procedures and high levels of employee commitment.

1.7 Limitations

The primary research for this study will be carried out in a 'not-for-profit' medium sized organisation. This organisation is engaged in the business of training and community development and it employs approximately 70 people. The author does not claim that the results of the research will be fully interchangeable with other organisations in different sectors. However, there will probably be large areas of 'crossover'.

1.8 Dissertation Structure

Chapter 1 (Introduction) introduces the reader to the research which is to be carried out in furtherance of this dissertation. It also gives a brief overview of the importance of induction to a range of HR activities and interests. It then introduces the aims, research questions and anticipated research outcomes. There is also a short introduction to the methodological process of the research and an acknowledgement of its limitations.

Chapter 2 (Literature Review) critically examines the body of literature surrounding the broad area of induction. Examples of concepts covered include induction defined, the importance of induction, motivation, commitment, staff turnover, the psychological and implicit contracts, the employment cycle, training and development, induction design and methods, induction evaluation and induction policy. The literature review is followed by a setting out of the conceptual framework to be used for this dissertation.

Chapter 3 (Methodology) provides an introduction to methodologies, research and the nature of knowledge. It outlines the methodology to be use for this dissertation and the research

purpose, process and outcome. There is an explanation of positivistic methods and further areas are covered such as an overview of questionnaires and the pilot testing of them. The chapter also addresses samples, ethics and trust. It then concludes with a statement of the strategy adopted for this dissertation.

Chapter 4 (Findings) provides a rigorous catalogue of all data obtained from the primary research which was carried out. Pilot testing and subsequent changes made to the questionnaire are explained. The computer software used in collating, analysing and presenting the data is mentioned. Information on coding of answers is provided. The findings are presented in a comprehensive way, including response rate, biographical information, all questions and their results. The data is analysed and correlations are shown, the chapter ends with a summary of the findings.

Chapter 5 (Conclusion) recaps on what was covered in the primary research and provides conclusions on research results, implications and limitations. This chapter also outlines the research validity, in particular how it has answered the research questions. Finally, scope for further research is addressed.

2 LITERATURE REVIEW

2.1 Introduction

In order to write a literature review, it is necessary to firstly carry out a literature search, this is “*a systematic process with a view to identifying the existing body of knowledge on a particular topic*” (Collis and Hussey, 2009: 91). This body of knowledge can be contained in a widespread variety of forms whether hard copy (e.g. books, academic journals, newspapers, magazines, trade journals, research reports, catalogues, lecture notes and handouts, unpublished theses and papers, Bills and Acts of parliament, statutes, letters, memos, informal conversation and interview notes) or soft copy (e.g. electronic journals, website articles, online databases and pictures, radio, television, film, video, DVD and CD roms). The body of knowledge is further divided into ‘qualitative’ (e.g. text and illustrations) and ‘quantitative’ (e.g. tables and statistics).

When the researcher is satisfied that the literature has been exhausted, he/she should critically evaluate the body of knowledge, this “*guides the research and demonstrates that relevant literature has been located and analysed*” (Collis and Hussey, 2009: 100). Searching and reviewing the literature involves reading and then thinking about what has been read, especially thinking about the theories and frameworks contained in the literature. These theories and frameworks should then be critically evaluated in order to choose one suitable for the writer’s own dissertation (Fisher, 2004).

The literature search and critical review is a major component in the writing of a dissertation and when completed, it should give the writer more confidence and belief in the direction and substance of his/her project. This confidence should then lead to the researcher setting out a

conceptual framework, this is a drawing together of all of the concepts which will be used to steer the dissertation writer's own research. The conceptual framework employed for the dissertation is usually based on theories or models found in the body of literature. Once the conceptual framework is set out, it enables the dissertation writer to feel that they have greater control over their project. It also means that the project is now achieving a greater focus and there is increasingly a sense of clarity for the writer as to where the dissertation is heading.

It is often the case that collecting the literature is almost seen as the 'easier' task when preparing a literature review, it can be perceived that the interpretation and critical analysis of the literature are greater challenges. It is not a straightforward task for undergraduates to critically analyse the writings of established academics, it is understandable that students can feel intimidated by the weightiness of the literature and they may very well doubt the veracity of their own analysis. Nevertheless, collecting, reading, examining and analysing the body of literature cannot fail but to increase the student's knowledge of their dissertation topic.

However, theories should not merely be taken from the body of literature and then used without any criticism. Dissertation writers should think through their own way of dealing with the problem. Students should constantly aim to adapt the theory, after development and modifications have been made. This may happen through use of a theory in a different context to the one in which it was originally used.

Finally, students should build their own valid arguments which arise from their own efforts and research, these should then be transferred into the writing of the dissertation. This moves the process from 'searching and finding' towards 'thinking', although it should be kept in

mind that the writing of a dissertation is essentially an organic exercise, the focus and overall ‘meaning’ are liable to change and evolve as the project is written and rewritten.

2.2 Induction Defined

Induction is “*a formal introduction to a new job or position: [example of use:] an induction course*”. (www.oxforddictionaries.com, 2010)

An alternative definition of induction is “*the process of receiving and welcoming employees when they first join a company and giving them the basic information they need to settle down quickly and happily and start work*”. (Armstrong, 2003: 453)

While it is correct to say that induction is ‘formal’ and is a ‘process’, in the author’s opinion these definitions should also acknowledge that induction is ‘systematic’. Also, although induction is employee centred, if it is designed properly and implemented successfully the overall outcome will be the organisation meeting it’s own needs.

2.3 The Importance of Induction

There are many reasons why effective induction programmes are important in organisations. They include ensuring a smooth transition from being a new employee to being one of the established workforce, creating a positive bond between the new worker and the organisation and helping the new employee to reach acceptable levels of performance quickly. Other

benefits include “a more settled employee, a more effective response to training, lower employee turnover, and improved employment relations” (ACAS, 2009: 30).

According to Garavan et al (1995: 454):

“The function of the...training given is to convey to new employees the expected standards of behaviour and to deal with...anxieties the employee may have. New employees often have unrealistically high expectations about the amount of challenge and responsibility they will have. Systematic orientation training can help clarify how realistic these expectations are”.

During the induction period, organisations and new workers start relationships which are hugely important in benchmarking standards to be observed and behaviours to be learned and accepted. This is all part of the organisation’s culture and the intention should be that the process is cyclical i.e. new employees should be inducted in a way that is perpetuated and returned to the organisation’s culture (Robinson, 1998).

It can be a stressful experience for individuals when starting a new job (Wanous, 1992). There are many new people to meet and information and new ideas to absorb, this is increasingly so if the new starter is changing industry or relocating for employment. It is also highly likely to be a fairly unproductive time for the new employee. Because recruitment is so expensive, it is desirable for organisations to bring new employees to high levels of output as soon as possible.

Another important aspect to induction is the necessity to ensure that new employees assimilate socially. The success or otherwise of this can be partially dependent on the

personality of the new starter. Some individuals are more introverted than others and this can delay their integration.

However, according to Taylor (2002: 118), *“there is no great strategy needed to deal with this issue. It is simply a question of reminding people...how they felt when they started jobs, and suggesting that attention is given to making new starters feel welcome”*.

Research has proven that staff retention is improved when workers undergo appropriate induction training on beginning a new job. Therefore, all organisations (from the huge multinational to the local convenience shop) should have well structured and thought out induction programmes in place. However, in general, smaller organisations will only have new starters joining infrequently while larger organisations will have more need to impart knowledge to new starters regarding company-wide trends etc.

Probably the most negative outcome, if induction is not carried out correctly is the ‘induction crisis’ i.e. that *“employees are far more likely to resign during their first few months of employment than at any subsequent time”* (Fowler, 1990: 9). This leads to more recruitment costs, time wasted in induction training, possible resentment among workers who didn’t leave, repeat of the learning curve and potential poor public image of the organisation. It is also the case that other new hires who don’t leave within the first few months are likely to decide they will leave ‘when the time is right’, if they are subjected to overtly negative experiences during the early months of their new jobs.

In the meantime, such new hires are likely to be poor performers: *“If new employees are treated with indifference, considered a necessary nuisance, left... 'till people get around to you', loaded down with incomprehensible policy and procedure..., given sketchy introductions..., left with their questions unanswered and their curiosity unslaked, they are likely to be far less than fully productive new employees”*. (Shea, 1985: 591)

Strong induction procedures are important because the solid integration of new members into an organisation leads to mutual benefits such as developing of employee commitment, clarification of the psychological contract, faster progression along the learning curve and a sound socialisation process. In addition, robust induction programmes mean *“the new starter should have a good feel for the organisation, and should continue to feel that they made the right decision in joining the firm”*. (ACAS, 2009: 25)

A summary of the positive results of best practice induction might be:

1. Reduced recruitment costs
2. Motivated new starters
3. Promotion of positive attitudes to training, learning and development
4. Organisations learning from new employees
5. Constructive ‘knock on’ effect with established employees
6. Recognition of good HR practices through FÁS Excellence Through People Award

(Adapted from Meighan, 2000)

2.4 The Psychological Contract

According to Schein (1978), it is because the psychological contract is not in writing that it is deemed to be 'psychological'. Despite its unwritten nature, the consequences of its neglect are profound e.g. poor motivation and performance, lack of development and lower staff retention. Unlike the official employment contract, which is written and has major consequences if breached, the psychological contract is malleable but it still controls whether or not an employee will 'go the extra mile' for his/her employer (Furness, 2008).

Good induction methods can clarify the psychological contract:

"Induction arrangements can indicate what the organisation expects in terms of behavioural norms and the values that employees should uphold. Induction provides an opportunity to inform people of 'the way things are done around here' so that misapprehensions are reduced even if they cannot be eliminated". (Armstrong, 2003: 455)

The psychological contract is complex. This is because the employment relationship is essentially based on *exchange*, how employees perform is significantly related to their perception of how they are treated and valued. Despite this constant balancing by organisations of the 'employment deal', the employment relationship can never truly be equal, the reason for this is that the employer is always more powerful than the employee – ultimately the employer retains the right to terminate the employment.

Some organisations exploit the psychological contract to their own ends by only recruiting staff who fit in with the organisation's own psychological contract e.g. multinational IT

organisation, Google, home entertainment company, Richer Sounds and the supermarket giant, ASDA (Furness, 2008).

2.5 The Implicit Contract

The implicit contract is similar to the psychological contract.

It is the “*tacit agreement between an employed individual and an employing organisation about what the employee will ‘put in’ to their job and the rewards and benefits for which this will be exchanged*”. (Watson, 2008: 244)

Fundamentally, the implicit contract is therefore based on a semi-formalisation of the principle of ‘give and take’ in the employment relationship. It is influenced by factors such as the employee’s motivators, age and education, personality and ambitions, competencies and talents, work and life experiences etc. Meanwhile the employer is influenced by factors such as the extent of his/her ability to provide interesting work, reasonable pay, satisfactory working conditions, training and development opportunities, promotion etc.

Before taking up a new job, each individual will ‘weigh up’ the benefits versus the inconveniences. The benefits are the financial rewards and boost to self-esteem of having employment while the inconveniences are the taking of orders from others, less free time, tiredness and possibly stress.

The notion of the implicit contract contradicts traditional motivation theory which is based on the satisfying of employees' needs. The implicit contract is based more on "*negotiating with and persuading workers that a particular bundle of rewards...is a fair and reasonable return for the bundle of 'efforts' [they are being asked] to put in*". (Watson, 2008: 246)

Both the psychological and implicit contracts are unstable, they are subject to change as a direct reaction to other events such as economic developments, changes in the employee's personal life and financial status, new initiatives in work practices etc.

2.6 Motivation

Motivated employees are more committed to their organisations and according to Meighan (2000: 1), "*staff who undergo quality induction training programmes are more likely to give longer-term commitment to the organisation.*"

2.7 Motivation Theory

Motivation is a complex concept which is based on human nature itself. To motivate somebody is to encourage them to engage in goal orientated behaviour. In the workplace money can sometimes be a motivator but often it is the more intangible things which motivate such as "*good conditions and a good working environment, good leadership and recognition*" (Meighan, 2000: 10). Three of the major motivational theories were developed by McGregor, Herzberg and Maslow.

2.7.1 Douglas McGregor's X and Y Theories:

McGregor, an organisational scientist and management professor produced a theory regarding how organisations treat individuals. He described managers as 'x type' or 'y type'.

X type managers believe that individuals avoid work unless coerced and also that they are fundamentally irresponsible and unambitious. Y type managers believe that individuals are eager to work, ambitious, resourceful, responsible and are more controlled by the chance to attain reward than by the threat of reprimand.

2.7.2 Frederick Hertzberg's Two Factor Theory:

Hertzberg, a professor of psychology and management produced the theory that a number of factors in the workplace make individuals unhappy while a number of factors motivate them. The factors which make individuals unhappy are 'hygiene' factors such as wages, workspace and colleagues. The factors which motivate individuals are 'motivators' such as recognition, responsibility and the work being done. Organisations providing good 'hygiene' factors means that their individuals are prepared to turn up for work but actually motivating individuals to work while they are in the workplace requires good 'motivators' to be provided.

2.7.3 Abraham Maslow's Hierarchy of Needs

Maslow, an esteemed clinical psychologist produced his own theory on motivation, the 'hierarchy of human needs' (*see figure 2.1*).



Figure 2.1 Maslow's Hierarchy of Human Needs

(adapted from Gunnigle et al, 2006)

Maslow believed that humans are motivated by different levels of needs being met. Therefore if physiological needs e.g. food and heat are met, the individual is then motivated to achieve safety needs e.g. physical and financial security. Then the individual is motivated to achieve social needs e.g. friendship and love, then esteem needs e.g. recognition and self confidence and finally self actualisation needs e.g. personal development and self-fulfilment.

2.8 Orientation to Work

Employees are predisposed to think and behave in certain ways in their workplace depending on the meaning which they attach to their job (Watson, 2008). This 'meaning' can be influenced by a whole range of factors such as the type of work, the personality of the individual, how much they need the wages or how much they desire job satisfaction.

However, a seminal British study carried out by Goldthorpe et al (1968) discovered that employees on a production line at the Vauxhall car manufacturing plant in Luton, UK were not dissatisfied with their jobs despite them not gaining any intrinsic or extrinsic satisfaction from those jobs. Goldthorpe et al explained this contradiction by concluding that the employees had freely chosen these unchallenging and routine jobs because the wages they provided were reasonably good. This is an example of *instrumental orientation* to work, these employees were more influenced by their class and social background than by the actual workplace. Similar results emerged when employees with very routine based jobs in a chemical plant and an engineering works were investigated by the same researchers.

2.9 Commitment

Induction is strongly linked to employee commitment:

“The first step in achieving commitment is to present the organisation as one that is worth working for and to ensure that this first impression is reinforced during the first weeks of employment”. (Armstrong, 2003: 454)

Mabey (1984) found that many factors had a considerable effect on the commitment of graduates after their first six months in a new job, the most significant factors however, were the quality of induction and other training (as well as perceived progression opportunities).

There is widespread HRM literature pointing out the importance to organisations of loyalty and commitment among workers and how best practice HRM can encourage and strengthen these attributes (Iles et al, 1990). However, there is also evidence that employee commitment is more dependent on perception of HRM practices such as equitable promotion and reward

systems (Ogilvie, 1986). Despite this, high levels of commitment can also have negative outcomes for employees and their employers by resulting in “*stress for the individual and the neglect of other areas of life [along with] career-committed individuals...likely to leave in order to advance their careers*” (Iles et al, 1990).

2.10 The Bottom Line

“*Good and effective induction programmes pay for themselves many times over*”. (Gregory, 1998)

Strong induction procedures not only help organisations to retain staff, they also have a positive effect on the bottom line. In 2003 the UK company, Trax Portable Access (which is involved in the business of provision of temporary-access solutions) introduced an extensive training programme across the organisation, a major component of this programme was new and rigorously designed induction training. Within 18 months the company had doubled financial turnover *and* employee numbers (Pollitt, 2006).

As there are mutual benefits to good induction, a carefully planned and implemented induction and orientation programme is a “*wise investment in [a new starter’s] growth, development and output, and in the organisation’s efficiency, productivity and future success.*” Shea (1985: 591)

2.11 Turnover

As previously mentioned in 2.3, the induction crisis is a serious consequence of poor induction, CIPD (2009) research found that 19% of new starters leave their job within the first 6 months.

However, the effects of the induction crisis can be reduced by use of a *“realistic job preview, which attempts to describe the job and...company as seen by those who work there [ensuring that] potential job applicants can self-match their skills, abilities and aspirations against the realistic job description provided”*. (Gunnigle et al, 2006: 250)

The induction crisis not only refers to employees leaving an organisation, it also includes the low levels of morale which are fostered by poor induction – this lack of morale is highly likely to lead to eventual resignations. This not only costs the organisation financially but can cause harm to its reputation regarding how good a place it is to work (Meighan, 2000).

It is often the case that turnover is especially high in lower paid jobs, even more so in times and areas of low unemployment. In such circumstances, managers in organisations which provide these jobs can become more involved time-wise in recruiting employees rather than managing them. This is when organisations should examine whether their overall costs might be reduced by improving staff retention and thereby reducing recruitment and selection activities. One way to approach this is to find out why employees are leaving and then to try to eliminate or at least minimise the reasons by tackling the issues in question through a redesigned induction programme (Meighan, 2000).

However, research by Wallace et al (2000) into the HR strategies of four Australian call centres (a bank, an insurance company, a telecommunications company and an outsourced call centre) found that they utilised a 'Sacrificial HR Strategy'. Part of this strategy is the intended and frequent hiring of new employees to replace the ones who had resigned because they had 'burned out'. The reason these employees had burned out was that while technology was widely used to calculate their productivity, they were still expected by their employers to exhibit very high levels of motivation and customer service. The sacrificial HR strategy in use meant that while "*both service and efficiency are achieved, [it was] at the expense of the physical and psychological well-being of the staff*" (Wallace et al, 2000). Therefore, despite high recruitment costs, it can sometimes be cost effective to have high turnover if it is accompanied by high performance by staff before they resign. This is unlikely to be a successful strategy in markets which have low unemployment and skills shortages, it would be more suitable if there is a ready supply of workers skilled in customer service, seeking short term employment.

The hotel industry is one with a tradition of high turnover. However, a large Novotel hotel in London, UK sought to tackle this by introducing a three week induction programme (exceptionally lengthy for the industry). The programme involved 'shadowing' established workers as well as training days using techniques such as role play, discussions, quizzes and games. The hotel increased staff retention by 12% following the programme's introduction (Internal Revenue Service, 2000). However, this does not necessarily mean that high turnover due to poor selection will dramatically improve if the only policy redesigned is the induction policy.

2.12 Recruitment and Selection

Induction is the final step in the recruitment and selection process. Taylor (2002: 116) outlines the different terminology used around new employees: “*induction is used as a general term describing the whole process whereby new employees adjust or acclimatise to their jobs and working environment... [orientation is] a specific course or training event that new starters attend [socialisation is] the way in which new employees build up working relationships and find roles for themselves within their new teams*”.

It is very easy to poorly induct new workers through neglect and not considering their basic needs yet ensuring successful induction is both “*difficult to achieve consistently and time-consuming*” (Taylor, 2002: 116). Another barrier is the battle to convince others in the organisation of the *value* of strong induction procedures.

One factor which is highly likely to help induction to be successful is to recruit the right person for the job in the first place. There is sometimes a tendency to recruit individuals based on their previous successes, this is particularly true for high grade jobs such as executive positions. A high proportion of all executives in new positions fail. To combat this, the HR function should liaise with the relevant line manager in order to ascertain what talents and skills are necessary for the vacant position, it is not enough to merely rely on a job description along with a person profile (Harvard Davis, 2005).

Meighan (2000) believes that not only should induction be considered part of the recruitment and selection process, it must be cemented into the employment cycle (*see figure 2.2*). This

cycle begins with recruitment and ends with an exit interview. Meighan suggests that the linking of exit interviews to induction and appraisal can signpost where exactly the organisation went wrong with regards to the employee who is leaving. This information can then be used in the redesign of future induction training, the aim being to keep good performers in the organisation.

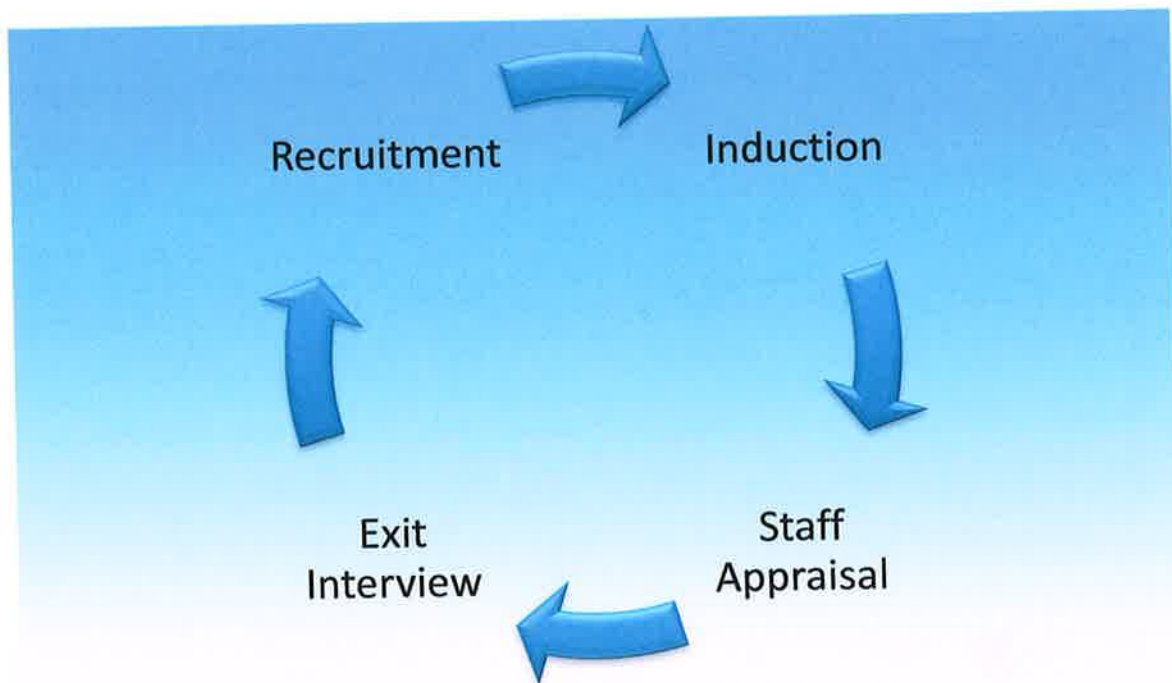


Figure 2.2 The Employment Cycle

(adapted from Meighan, 2000)

2.13 Handing on Jobs

Induction is also important for workers who are taking over a colleague's job, whether through promotion, retirement, transfer, leaving to work for another organisation, maternity leave, absence through illness, annual leave cover or job rotation.

It can be a serious waste of time and a drain on resources when an individual is 'landed' in a job through one of these reasons and due to poor induction, does not know how to actually do the job. Employees should not think of themselves as indispensable and succession planning, both formal and informal is good practice.

2.14 A Good Induction Programme

"There are as many programmes as there are organisations...the uniqueness of each induction programme makes summarising effective practices more nebulous, but best practices do stand out". (Robinson, 1998: 10)

The new employee should be given a physical tour of the entire workplace and also given an organisational chart in order to show how he/she fits into the team. There is a legal obligation for Health and Safety procedures to be explained and also terms and conditions should be outlined. The staff handbook should be distributed and the history of the organisation should be explained including its products and services, culture, values and norms – company brochures and other promotional literature are useful for this. The new employee should have his/her job and duties outlined and should also be given an overview of learning, development and training opportunities which may be available in the future.

New starters should be made aware that help is readily available as they work in the new job for the first few weeks. Induction should continue over this period with shorter training and socialisation sessions along with more informal assistance and sharing of knowledge. A heavy workload for the new employee should be avoided during the early weeks and positive reinforcement and feedback are crucial.

2.15 Induction Design

It is important to take a structured approach to induction, the best place to start is to ask ‘what exactly should the new employee know?’ and use the answers as the framework for an induction training course. It is advisable to use written checklists during the induction period – this means that all concerned are aware of what exactly has been covered so far.

These written checklists are usually drawn up by the HR function in consultation with line managers, training officers, health and safety officials etc within the organisation. Care must be taken when designing them so that new workers are not overwhelmed with information and in order to ensure that they are given adequate time to absorb everything presented to them.

Poorly designed and implemented induction programmes can lead to confusion among new workers as to their actual role in an organisation and also to a failure for them to ‘gel’ within the team. Such badly designed programmes can also lead to poor morale and low performance with resultant losses in productivity and commitment as well as higher levels of turnover.

Although it is a complex exercise to design and implement an effective induction programme, it is worth remembering that fundamentally such a programme is firmly based on policies, procedures and processes. Also, it is best practice not to view induction simply as a training course but rather as a systematic programme.

2.16 Training and Development

It is desirable that employees are committed to the validity and worth of training and development opportunities which their organisations offer them. Any badly organised or poorly presented training event will cause untold damage to the confidence employees have in such activities. If new employees are impressed by the quality of their induction training, they are much more likely to seek out further training opportunities. Good induction not only commits new employees to their organisation, it demonstrates the commitment of the organisation to the new employees (Meighan, 2000).

It is also worth considering that as new hires are 'outsiders' who are joining the organisation, a lot can be learned from *them*. The organisation and the current employees and management within it can learn from how these outsiders view the organisation, its products and services, its culture, its public profile, its people management practices etc.

2.17 Methods

It is not enough to have a generic 'one size fits all' induction programme. Adaptations should be made for different types of employees e.g. school leavers, newly qualified graduates, international employees, internally promoted employees and those returning from maternity leave etc. The precise detail of an induction programme depends on the nature of the job along with the structure and culture of the organisation.

Induction can also be tied in with probation. According to Gunnigle et al (2006), induction timeframes differ from organisation to organisation and can last up to three months. It is *“common to find that the new recruit is ‘on probation’ for the first three months...to determine whether the events work out as expected (this...depends on the job position and can be as long as twelve months in some cases)”*. (Gunnigle et al, 2006: 123)

Despite the non generic nature of effective induction programmes, there are some elements of induction which it is more efficient to deliver collectively e.g. information on security systems such as identity cards, procedures for emergency evacuation, completion of paperwork authorising wage payments into bank accounts and collection of details of next of kin etc. It can be useful to use presentations, slides, videos, DVDs, questions and answers sessions etc during these group induction sessions. The practice of induction through, or partially through e-learning is also becoming increasingly popular, especially in larger organisations e.g. the groceries and homeware giant, TESCO uses e-learning as a core part of its much praised model of training and developing staff.

Skeats (1991) advocates the use of a ‘buddy system’ (also called ‘shadowing’) during induction. This is when a new employee is assigned a mentor or ‘buddy’ who is of similar status in the organisation and of similar age to the new starter and is knowledgeable about the new employee’s job. Typically the ‘buddy’ will initiate contact with the new starter before he/she begins the new job, show the new starter around on commencement of the job and spend time with the new hire in the workplace e.g. on tea/coffee and lunch breaks.

According to Skeats (1991), this is a very effective way to teach the new employee about the norms and ‘unwritten rules’ which prevail in the particular workplace.

However, the author can see at least two potential problems with the buddy system: firstly, it’s success is dependent on the appointing of a highly committed and loyal buddy – otherwise the system could do more harm than good; secondly, it is entirely possible that the new recruit is more eager to get down to tackling some productive work rather than him/her being chaperoned around the place. Despite these possible pitfalls, the author does concur that the buddy or shadowing system would be helpful in communicating “*the morass of undocumented rules and attitudes that comprise institutional culture*” (Gregory, 1998). This is often the most difficult challenge with induction, i.e. teaching the new employee the ‘intangibles’.

Organisations can also engage recently hired employees in inducting newer employees, thereby sharing their own experiences regarding settling into the organisation in the recent past. Some organisations use case studies of established employees, these employees may be involved further by giving presentations etc to new hires.

Some organisations have developed their own slant on this approach. The airline, Virgin Atlantic inducts new employees by having them take turns to attend each other in first-class seating thus ensuring they learn about the experiences of the customer. Virgin Atlantic also extensively uses e-learning to teach new employees about technical issues before they start

their new jobs, this means the new workers can exclusively concentrate on learning practical skills when they actually begin working for the airline (Brockett, 2008).

Other innovative methods used for induction include involving recently retired employees. These former employees can occasionally return to mentor new hires and help them to settle in, the retired employees can also be contacted regularly by telephone if necessary. This practice has positive benefits for both the retired and new employees.

Another method used is 'pre-induction'. This involves giving information and any help required before the new recruit actually begins the job, minimising his/her apprehension about joining the new organisation and increasing understanding of their new position prior to it beginning (Robson, 2009). Going even further 'in reverse' is advocated by Lawton (2007), he suggests that organisations should partially 'induct' individuals before they are even recruited i.e. by advertising the organisation's structure, culture, products and services in recruitment advertisements and at careers fairs etc.

'On-boarding' is another technique used, it is similar to but more than induction or orientation, it is based around using mentors to immerse the new employee in the culture and values of the organisation. Employee engagement begins with on-boarding (Bhatnagar, 2007).

Alarcon (2008) believes that it is important to facilitate new workers to build a social network prior to starting the job. This can start at the recruitment interview stage and continue with a

lunch or telephone contact or even through the use of social networking websites. Such websites are used by the telecommunications company, Vodafone to encourage new hires living in the same areas to network with each other. Vodafone also has a 'mini-site' which inductees are expected to use for the first three months in their new job. On this site, they can become acquainted with the management, view answers to frequently asked questions and learn about the history of the organisation and its products and services. There is also a discussion board to encourage interaction between the new workers (www.brightwave.co.uk, 2010). This is a good example of induction not being seen as a static process but rather changing and evolving as roles change and evolve.

Baker (2009) describes how, over the previous 12 months in the UK, there was a 44% increase in the number of unemployed people aged over 50 years, while the rate of those out of work for 6 to 12 months and in the same age group rose by 71% over the same period. This led to accusations that Jobcentre Plus advisors were discriminating against older unemployed workers by not being as enthusiastic in trying to place them in employment as they were being in trying to place younger unemployed workers in employment. To combat these allegations, new processes for dealing with older unemployed workers were added to the induction training of newly hired Jobcentre Plus advisors. They were then subject to 7.5 days of induction training, 7 days advisor-specific training and later 7 days job-specific training.

2.18 Responsibility

Although the HR function has overall responsibility for the design and integrity of the induction programme and is usually directly involved in some of the induction procedures, line managers should be responsible for the practical aspects of induction training.

Therefore, it is best practice for induction to be *shared* amongst management although Gray (2009) advocates individuals not being passive but instead being pro-active and looking at their induction as their own 'professional responsibility'. According to research by the UK's Internal Revenue Service, 52% of organisations share induction responsibility among HR and line managers while 35% have different induction procedures for different types of new employees (Personnel Today, 2003). In this author's opinion, 52% is a strikingly low percentage of organisations which share induction responsibility but it may be influenced by a high number of smaller to medium organisations being included in the research. Some such organisations may not even have an HR function, the author's organisation doesn't have one and therefore whatever induction is carried out is left to the line managers.

2.19 Evaluation

As with any training, it is wise to evaluate induction of new employees whether by use of formal or informal reviews, new employee and others' feedback or by examination and analysis of statistics relating to leavers. It is also very important to uncover through evaluation whether or not the induction programme is satisfying the needs of the organisation.

2.20 Policy

It is good practice for organisations to draw up an Induction Policy which can then be included in the staff handbook and made available on the staff intranet etc. Typically, such a policy would outline the commitment of the organisation to induction, the right of new hires to a satisfactory and well designed induction programme, the links between the organisation's induction training and other learning and development opportunities, the part induction plays in the 'employment cycle' within the organisation, the processes for the training of those who actually deliver induction and the procedures and regulations regarding evaluation of the induction provided by the organisation.

2.21 Conceptual Framework

While the literature extensively covers the importance of induction to multiple HR concepts, there is a scarcity of studies linking induction to employee commitment. The author seeks to fill this gap in the literature.

2.22 Summary

Despite there being some conflicting views in the literature, overall it is agreed that induction is a many faceted but crucial part of human resource management and is a vital aid to smoothly integrating new employees into an organisation. There are numerous positive benefits to good induction programmes, not only for the individuals but for the organisation itself. To maximise the impact of induction, it should be designed in order to meet the needs

of the organisation. It is worth spending some time, effort and resources on the design as these will be returned many times over by a successful induction system.

3 Methodology

3.1 Introduction

According to Horn (2009: 108):

“Methodology can be usefully thought of as an organised critical discussion of the principles and methods of a subject area. Principles can be regarded as the underlying philosophy of the research.”

This chapter provides a general introduction to methodologies, a discussion of the research methodology used for the writing of this dissertation and an outlining of the objectives of the project. The chapter also addresses the approach employed i.e. quantitative and covers other issues such as strategies and ethics.

3.2 Methodologies

The process of research may seem straightforward enough to those who have little experience of carrying it out. “Surely, it’s just reading and taking notes?” they might ask. However, anybody who has carried out properly focused research, and certainly students who have written a dissertation will know just how demanding the process of research is, yet it is also largely a philosophical area. The examination of the philosophical qualities of research is called methodology. It is vital that the student chooses the correct research methods for his/her particular dissertation, otherwise the research question or questions will go unanswered. Students should have a broad knowledge of methodology, this will help them choose the most suitable research methods to facilitate the answering of the research question in their own projects.

3.3 Allowing Self Learning

It is wise for the writer to use ‘reflective learning’ i.e. learning through researching, evaluating, making comparisons and analysing. To learn in this way can involve the writer opening themselves to challenges to their automatic assumptions and built in personal values, which can often restrain how humans think and carry out their actions. It is also highly beneficial to the student to review their work and write a criticism of it, especially focusing on how the experience fared out – what barriers were encountered etc and how things might be done differently if the project was to be written again. It is wise and also refreshing for students to acknowledge their mistakes, this is especially true of genuine mistakes and not ones simply made through carelessness or general laziness. Students should also mention what they learned from their mistakes e.g. if it was a mistake to use questionnaires instead of structured interviews, then say so and also say why it was a mistake along with how things could be done more appropriately if the dissertation was being written again.

3.4 Methodological Terminology

There are many methodological issues and terms regarding research and the author will now outline some of the most important of these terms.

3.4.1 Research

Research is “*the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions*” (www.oxforddictionaries.com, 2010). It can also

be said that research is ‘finding things out’. However, it is not universally agreed as to what it is possible to ‘find out’ by research.

3.4.2 Epistemology

‘Epistemology’ is the term for the study of the nature of knowledge. Broadly speaking, there are two possible dimensions to research approaches. The first of these dimensions considers the “*relationship between the knowledge it is possible for us to have about the world external to us and that world itself*” (Fisher, 2004: 12). At the other end of this dimension the position is taken that it is not possible to completely know the world and that our knowledge of it must essentially be erratic. Between these two extremes are the positions of ‘orthodox’ and ‘Gnostic’.

3.4.3 Orthodox and Gnostic

Orthodox and Gnostic are terms taken from early Christianity but they are influential positions in modern research. The Orthodox position believes that there is a simple, transparent and objective truth which is a recognised body of knowledge. To be orthodox is to conform, be obedient and use transparent language (Fisher, 2004). The Gnostic position believes in the subjectivity of truth and that truth is not so obvious but is the result of struggle. Gnosticism also accepts challenge, diversity and ambiguous language.

3.4.4 Positivism

‘Positivism’ is the belief that science and rationalism enable us to understand and control the world. It concerns tangibles and doesn’t recognise metaphysical or subjective concepts. It believes that we can have knowledge of the world, which is accurate and not restricted by values. However due to its scientific slant positivism can overlook the internal feelings and motivations of humans while it facilitates the documentation and measuring of their external behaviour. Therefore positivism predicts probable behaviour and it is widely accepted in scientific studies.

3.4.5 Realism

‘Realism’ is similar to positivism but differs in that it sees research as subjective and affected by values. It is scientific in nature but does not claim to predict absolutes, or even highly probables. It acknowledges that subject matter such as employee commitment is not suitable for the same method of research as for example, chemical reactions. It categorises research subjects and it is always debatable whether the categories used are the correct ones. Realists claim to be orthodox as they seek to find out the triggers for certain events while aiming to have their theory open to verification. Realist researchers are open to measuring and quantifying but they acknowledge the subjectivity of their research. They are more likely to explain than to predict, positivist researchers often engage in prediction.

3.4.6 Critical Realism

‘Critical realism’ is similar to realism but is less orthodox and more Gnostic than realism. According to critical realists there is a separate level of reality, which is beneath the level at which everyday things happen and humans experience them. It is at this ‘sublevel’ that the events which drive the world take place. However, this level is obscured from our view and what we claim to know about it is more suggested than concrete knowledge, this is similar to Gnosticism. Critical realism involves intellectuals striving to uncover the mechanisms which drive the world and which exist in this ‘sublevel’. There is also a moral dimension to critical realism - if abnormal practices or activities are uncovered by a critical realist engaged in business research, then he/she should have the honesty to let these practices be known in order for remedial actions to take place.

3.4.7 Managerial Autobiography

‘Managerial autobiography’ is based on the writings of a particularly successful business person or senior manager. This literature is often aimed at those who seek to glean tips and advice on how to succeed in the business world. However this literature, while it may be highly interesting to read, is not objective research. Its subjective nature means that it should be consulted sparingly.

3.4.8 Interpretivism

‘Interpretivism’ (also called ‘phenomenology’, ‘constructionism’ or ‘naturalistic research’) holds that social factors construct reality. According to interpretivism, an individual’s perception of reality is guided by personal values as well as other individual’s perceptions of reality and the contrast between the two. Interpretivist researchers are concerned with how people describe different situations and events and also how people describe their technique to enhance understanding of this world. This research is Gnostic because it doesn’t stick to standard deductions. It is also pluralist, intricate and relative.

3.4.9 Action Research

‘Action research’ is interpretative and Gnostic. It is based on the idea of gaining knowledge of things by changing them. The changes are then reviewed by analysing the outcome, this is then compared with the values and preconceptions of the researcher or researchers. Further action is then undertaken. Action research is used in ‘live’ organisational settings but it is very time consuming.

3.4.10 Hermeticism

‘Hermeticism’ is based on the idea that everything in heaven and earth is connected, in-depth knowledge of these connections is limited to few and general knowledge is scattered and blurry. Hermeticism sees connections between things as symbolic instead of analytical. Hermeticism is not usually used in business research.

3.5 Methodology to be used for this Dissertation

Research is a combination of practice, theory and the decisions of the researcher. All of these factors influence which methods are used to collect and analyse data. There are two main types of researchers, they are phenomenological and positivistic.

Saunders et al (2007: 606) describe phenomenology as:

“[a] research philosophy that sees social phenomena as socially constructed, and is particularly concerned with generating meanings and gaining insights into those phenomena.”

Saunders et al (2007: 606) define positivism as:

“the epistemological position that advocates working with an observable social reality. The emphasis is on highly structured methodology to facilitate replication, and the end product can be law-like generalisations similar to those produced by the physical and natural scientists.”

For the purposes of this dissertation the author will use a positivistic approach for the primary research – the author will thereby seek to avoid having any personal values or bias influence the research and will be an external observer of the research.

In accordance with the philosophy of positivistic research, the author will be objective and detached in approach. The author believes that this objectivity and detachment will increase the accuracy of the study. An employee questionnaire will be used, this questionnaire will be formal and even clinical as positivistic research is scientific and not speculative. The

questionnaire will be designed using clear statements, which are not open to different interpretations and the questions will be passive.

3.6 Research Purpose

The author intends the research to prove, or otherwise, the link between induction and employee commitment.

3.7 Research Process

The research process is the method or methods used by the researcher to collect the necessary primary data. Therefore, the author will use an employee questionnaire which is a quantitative approach.

3.8 Research Outcome

Research is a means of finding answers to predetermined questions. Therefore, it is intended that the research outcome of this project will create greater knowledge around the link between induction and employee commitment.

3.9 Positivistic Methods

Positivistic methods are used in research on the basis that knowledge can be gained through a scientific approach to primary research. Data is systematically gathered and measured i.e. quantified, it is then statistically analysed by use of, for example spreadsheets, graphs, charts and tables. The researcher then deduces from variable answers to questions, positivistic research is free of generalisations and its results are accurate.

A quantitative method is very different to a qualitative method, the latter being used to gather non-numerical data, which is not quantified but is analysed by the researcher looking for patterns in the data. A typical qualitative method would be using semi-structured or unstructured interviews. This is more informal than a quantitative method and is phenomenological.

3.10 Questionnaires

According to Collis and Hussey (2009: 190-191):

“A questionnaire is a list of carefully structured questions, which have been chosen after considerable testing with a view to eliciting reliable responses from a particular group of people.”

Saunders et al (2007: 608) define ‘questionnaire’ as:

“[a] general term including all data collection techniques in which each person is asked to respond to the same set of questions in a predetermined order.”

Questionnaires are used to scientifically gather data in numeric form, unlike qualitative methods which are more interactive and voice based (and often used for humanistic research).

Questionnaires are rigidly structured and as well as obtaining factual information, they can provide researchers with knowledge about attitudes and feelings. Questionnaires are also inexpensive to use and they provide results reasonably fast. These results are not influenced by the attitudes, beliefs or bias of the researcher.

Negative points about the use of questionnaires include that the questions used are, by the nature of the questionnaire format unlikely to be probing. Questionnaires also often have a poor response rate and do not allow for the clarification of questions asked – this is more of a problem if the questionnaire is badly designed in the first place.

To overcome some of these negative factors, the author will administer the questionnaires in short sessions on a one-to-one basis i.e. meeting individually with each of the subjects and asking them the questions face-to-face. This will facilitate an accurate explanation of the exact nature of the research and also the provision of an absolute guarantee of confidentiality and anonymity. It means that the author can personally tell the subjects that they do not have to answer any questions they do not wish to and that if they want to end the session at any time, it is perfectly valid to do so.

Administering the questionnaires in this way should ensure a higher response rate than if the author were to email or post them to prospective participants.

3.10.1 Pilot Test of Questionnaire

The employee questionnaire will firstly be pilot tested. A small number of employees will be asked to take part in this procedure. After testing, necessary adjustments will be made to the questionnaire based on participant feedback and the author's own observations – the author will have final say regarding any adjustments to the questionnaire format and content.

3.10.2 Sample

A sample is a “*sub-group or part of a larger population*” (Saunders et al, 2009: 600). As it is not feasible to cover the entire target population, a random sample of 30 employees will be chosen. The author aims to ensure that a good mixture of age groups and lengths of service etc are included in the sample. Managers who have people management responsibilities will be excluded, this is because to include such managers would detract from the research i.e. it would become a completely different research project.

There are approximately 70 people employed in the author’s organisation, the intended sample will be 30 employees. This sample will be made up of employees from all of the four separate locations in which the author’s organisation is based.

3.11 Research Ethics

Research Ethics are “*the appropriateness of the researcher’s behaviour in relation to the rights of those who become the subject of a research project, or who are affected by it*” (Saunders et al, 2009: 600). The author will strive towards wholly appropriate behaviour during the primary research phase of this dissertation.

Care will be taken in the design of the questionnaire to ensure that it does not contain any potentially offensive content. Language used will be carefully chosen in order to avoid any possible accusation of sexism, racism, sectarianism or discrimination of any form.

Participants will be advised that they may decline to answer any particular question which they feel uncomfortable about answering. They will also be told that they can end the questionnaire session at any time without explanation.

Legal requirements such as obligations under the Data Protection Act will be observed in full. According to Horn (2009: 136): *“The main aim of ethical standards...[is] that your research should DO NO HARM. It is preferable for your research to do some good.”*

3.12 Trust

Questionnaire participants will be given an absolute guarantee that their input is confidential and anonymous. Any quotes used from the questionnaire sessions will not be attributed. When the author receives a mark from the National College of Ireland for this dissertation, all completed questionnaires will then be shredded. Participants will be informed of this prior to them taking part in the questionnaire. The author is of the belief that because the majority of the sample will be personally known to him, trust is not going to be a key issue in the gathering of primary data for this study.

3.13 Strategies

There are several different strategies which a student can employ when deciding how to carry out research for and eventually write a dissertation.

3.13.1 Career-Assisting Dissertation

Some part-time students may choose to write a ‘career-assisting dissertation’ whereby they investigate a problem or issue which the organisation is interested in reading a report on, this

strategy would be helped by the cooperation their organisation would provide. However, the outcomes expected by the organisation are highly likely to be different to the outcomes expected by the students' college. This author would feel 'stifled' by this approach to writing a dissertation as it could lead to a compromising of the research by organisational interference.

3.13.2 Practical Problem Strategy

Another approach to writing a dissertation is the 'practical problem' strategy where a problem in the writer's own organisation or an external organisation is identified (not necessarily with the cooperation of the organisation) and then put into a theoretical context.

3.13.3 Convenient Access Strategy

There is also the approach of the 'convenient access' strategy. This is when the writer secures organisational access and fits the research into the parameters of the access. This is useful when access is restricted e.g. for a dissertation on compensation and benefits where access to policies and procedures etc is granted but access to actual salary information is refused.

3.14 Strategy Adopted for this Dissertation

Having taken all of this onboard, the author has decided to use a mixture of the practical problem and convenient access strategies for this dissertation. The project will be based on the author's own organisation and its induction procedures in relation to their effect on the commitment of the organisation's employees.

3.15 Summary

This chapter covered the nature of knowledge and methodologies in general. The positivistic approach was explained and was chosen to be used for this dissertation, questionnaires were also covered in detail. Other relevant issues were also addressed, such as ethics, trust and strategies.

4 Findings

4.1 Introduction

The primary data was collected by use of an employee questionnaire (*see appendix 3*) as outlined in chapter 3. It is expected that the results will answer the research question. This chapter will consist of information on the changes made to the questionnaire after pilot testing, details of coding and the presentation of all findings from the author's primary research.

4.2 Pilot Test of Questionnaire

The questionnaire was pilot tested (*see appendix 2*) by being administered to three employees, all of them are based in different departments of the organisation. Following feedback from the three respondents and after reflection by the author, it was decided to make a series of changes to the questionnaire.

4.3 Changes Made to Questionnaire

The author produced a revised questionnaire which contained the following changes:

- The coversheet was edited:
 - “*This questionnaire is being used for research towards the completion of a BA (Hons) in Human Resource Management*” was changed to “*This questionnaire is being used for research purposes towards the writing of a dissertation which*

is in partial fulfilment of the requirements of a BA (Hons) in Human Resource Management at the National College of Ireland". The reason for this change was to more thoroughly explain the purpose of the questionnaire and hopefully increase the trust of respondents.

- The statement, "*Should you wish to do so, you can end the questionnaire session without explanation at any time*" was added to the coversheet, the aim being to reassure respondents that they were always in control during the questionnaire session. This statement should have been included on the coversheet of the pilot test questionnaire but wasn't due to it being overlooked by the author.
- The age group category, "*20 or Under*" was deleted from the possible answers in "*Question 2: What is your age group?*". The reason for this was that on reflection the author realised that there are no employees in the organisation aged 20 or under.
- "*11 or more years*" and "*9 – 11 years*" were deleted from the possible answers in "*Question 3: How many years service do you have with this organisation?*". They were replaced with a new possible answer of "*9 or more years*". The reason for this was that the author realised that there were too many possible answers contained in the question, it would make the analysis of the answers unwieldy. The author also decided that it was more important to distinguish between those with 4 or 6 years service for example, rather than those with 10 or 12 years service.
- "*Question 8: The norms and values of this organisation were explained to me during my induction training*" was edited so that the word, "*during*" was replaced by the

words, “*as part of*”. This was suggested by one of the respondents as an appropriate measure to clarify the question, the author concurred.

- In “*Question 9: Senior management were involved in my induction training*”, the word, “*were*” was changed to the word, “*was*”. This improved the question as it had been ‘jarring’.
- The word “*always*” was deleted from “*Question 22: In this organisation high standards of quality are always maintained in all work carried out*”. In the author’s opinion, this also clarified what exactly was being asked.
- “*Question 42: My manager/supervisor cares about me as a person*” was deleted as it was making the questionnaire repetitive.
- “*Question 45: I respect my manager/supervisor as a competent professional*” was also deleted due to repetition.
- A new question was added (and all questions were subsequently renumbered): “*Question 17: I am motivated to do my job well*”. This was added as the author wanted to have a fairly ‘blunt’ motivation question in the questionnaire.
- Another new question was added (and all questions were subsequently renumbered): “*Question 22: I feel loyal to this organisation*”. This was another ‘blunt’ question, this time on loyalty which the author decided to add.
- An extra section on employee satisfaction was added, this became Section C and the original Section C (“*This section provides you with an opportunity to make other comments*”) became Section D. (Minor renumbering subsequently took place). The

reason for this change was that the author decided to seek more information on employees states of satisfaction inside and outside the workplace.

- Some minor formatting changes were also made.

4.4 Collation and Presentation of Primary Data

The data was collated, presented and analysed using a combination of Microsoft Access, Microsoft Excel and Microsoft Word.

4.5 Coding

The entire body of primary data has been coded and entered into a Microsoft Access database (*see Appendix 4*). This database is named 'All Revised Questionnaire Answers Coded'.

The codes used for this are:

Question 1: Gender: **1** = Male; **2** = Female.

Question 2: Age Group: **1** = 21–30; **2** = 31–40; **3** = 41–50; **4** = 51–60; **5** = 61 or over.

Question 3: Years of Service: **1** = Less than 1 full year; **2** = 1–3 years; **3** = 3–5 years;
4 = 5–7 years; **5** = 7 or more years.

Question 4 to Question 45: **1** = I agree; **2** = I neither agree nor disagree; **3** = I disagree.

Question 46: Satisfaction with Life, Work and Work/Life Balance: The scores given by respondents to all three parts of this question were not coded but were transposed as given i.e. **1 = 1; 2 = 2; 3 = 3; 4 = 4; 5 = 5; 6 = 6; 7 = 7; 8 = 8; 9 = 9; 10 = 10.**

Question 47: Other Comments: **1 = Did not make any comments; 2 = Did make comments.** The actual comments made by some respondents when asked ‘Do you have any other comments you wish to make?’ are more of general interest in the study. They are not part of the quantitative data collected and are therefore not included in the ‘All Revised Questionnaire Answers Coded’ database table. However they are included later on in this chapter.

4.6 Findings from Questionnaire

The findings from the revised questionnaire will now be presented.

4.6.1 Response to Questionnaire

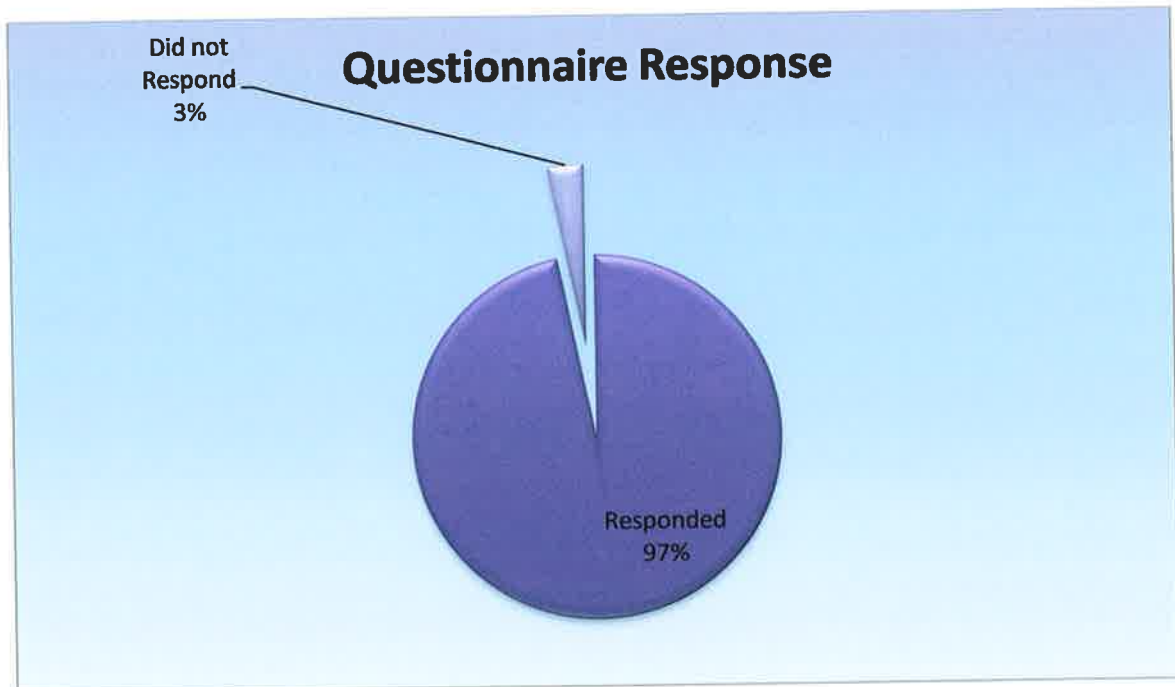


Figure 4.1 Numbers responding to questionnaire

4.6.1.1 Summary

The author approached 31 individuals and requested them to answer the revised questionnaire, 30 of these individuals took part – one declined, saying she was “too busy”. This means that the response rate was 97% which is exceptionally high. The author believes that administering the questionnaire as a one-to-one survey, rather than expecting individuals to fill it out and return it in their own time, significantly increased the response rate. Also, the author being personally acquainted with the majority of respondents probably helped to ensure such a high response rate.

4.6.2 Question 1

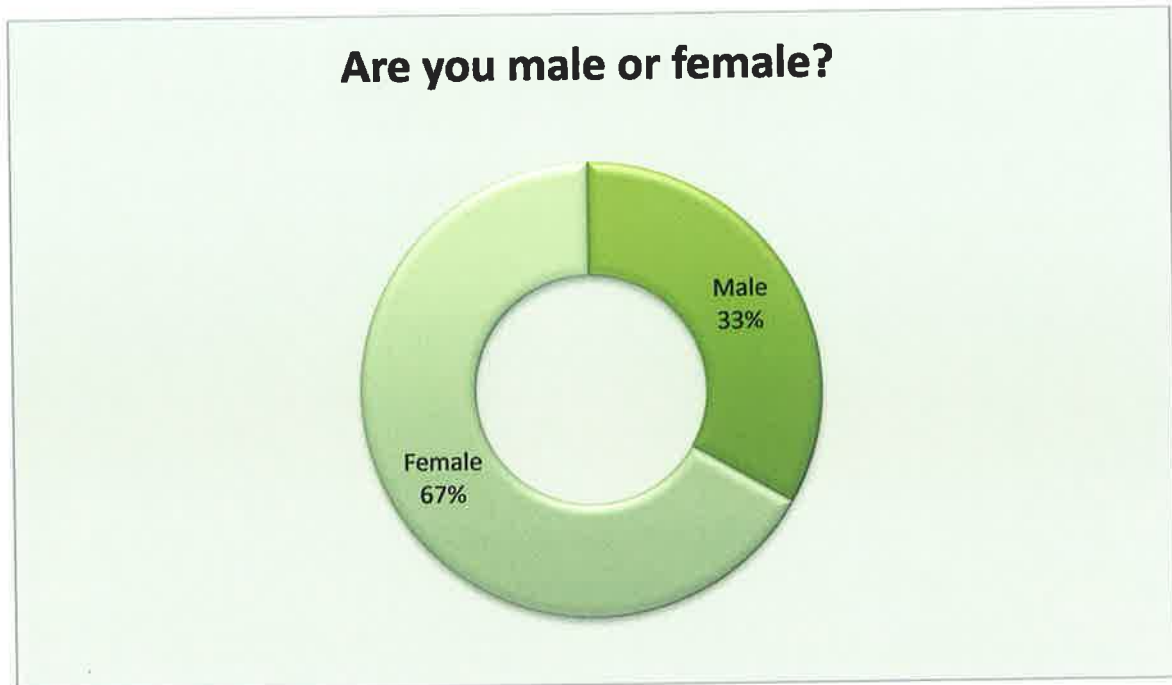


Figure 4.2 Gender of respondents

4.6.2.1 Summary

This question shows the range of gender among the respondents. The illustration demonstrates that the number of female respondents outnumbers the number of male respondents by 2 to 1. This is consistent with the make up of the organisation and indeed with the sector itself.

4.6.3 Question 2

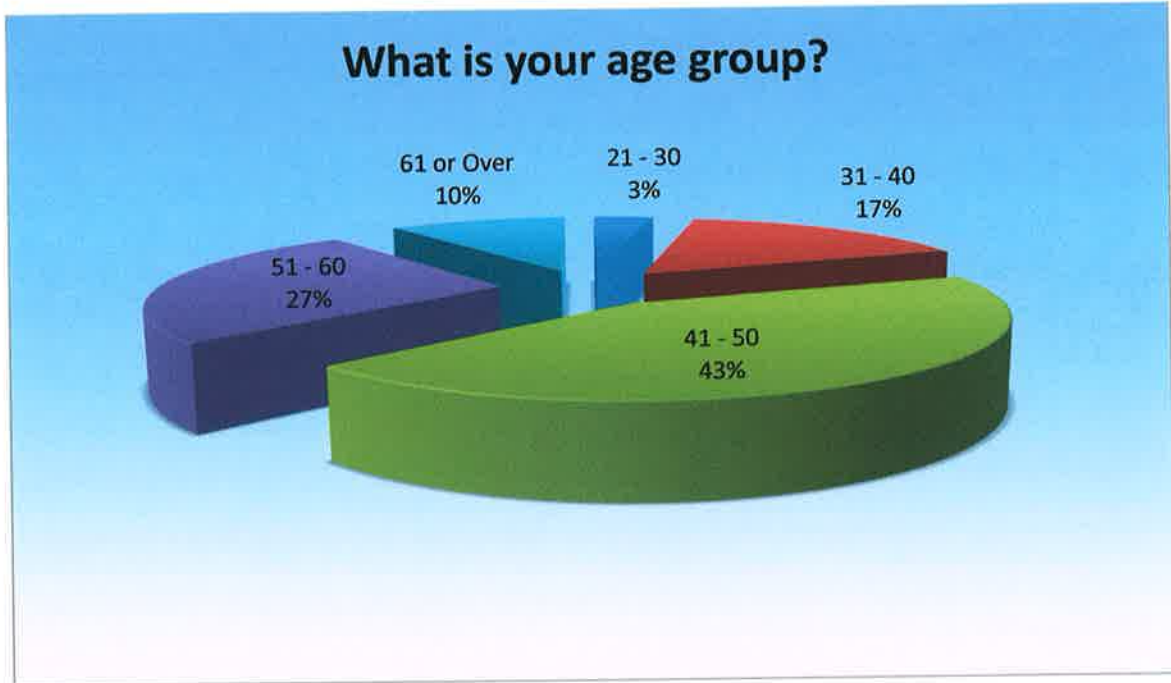


Figure 4.3 Age group of respondents

4.6.3.1 Summary

This question shows the range of age groups among the respondents. The illustration demonstrates that the age profile of the organisation is quite high with only 20% of respondents aged 40 or under and 70% aged between 41 and 60. One in ten respondents are aged 61 or over.

4.6.4 Question 3



Figure 4.4 Years of service of respondents

4.6.4.1 Summary

This question shows the range of years of service among the respondents. The chart demonstrates that there is an interesting divide between shorter and longer term service with 43% of respondents having worked in the organisation for 7 or more years while 40% have not worked there for more than 3 years. The final 17% have worked at least 3 but not more than 7 years there.

4.6.5 Question 4

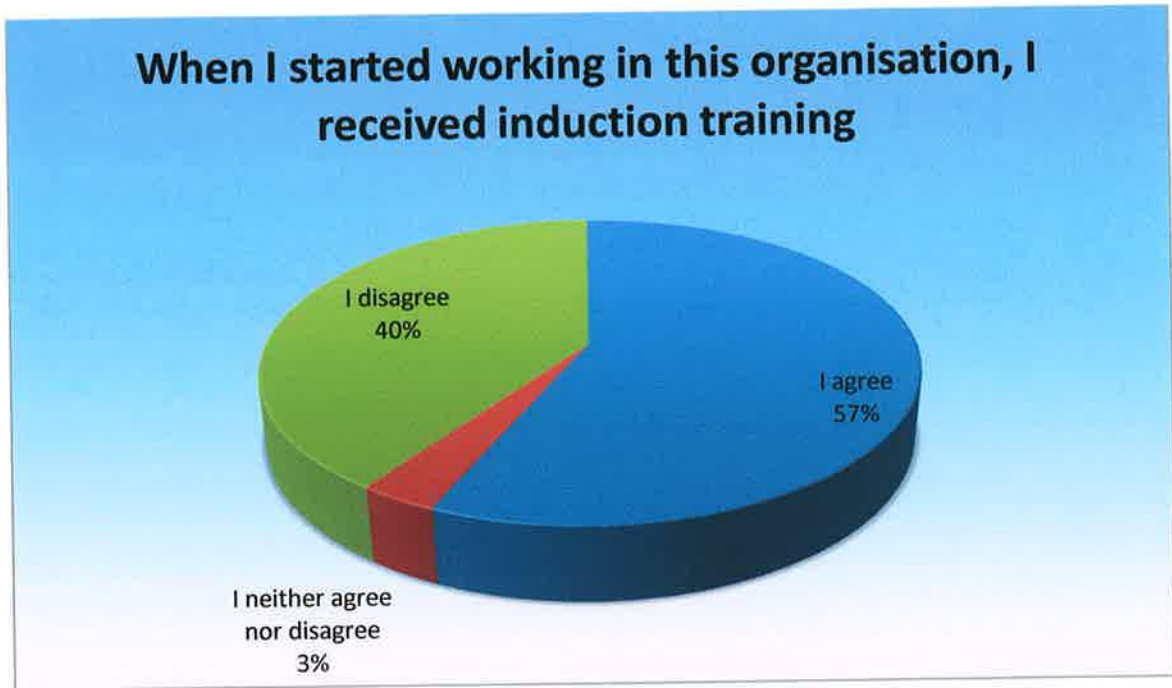


Figure 4.5 Respondents who received induction training

4.6.5.1 Summary

57% of respondents agree that they received induction training. A fairly high 40% disagree and 3% didn't agree or disagree.

4.6.6 Question 5

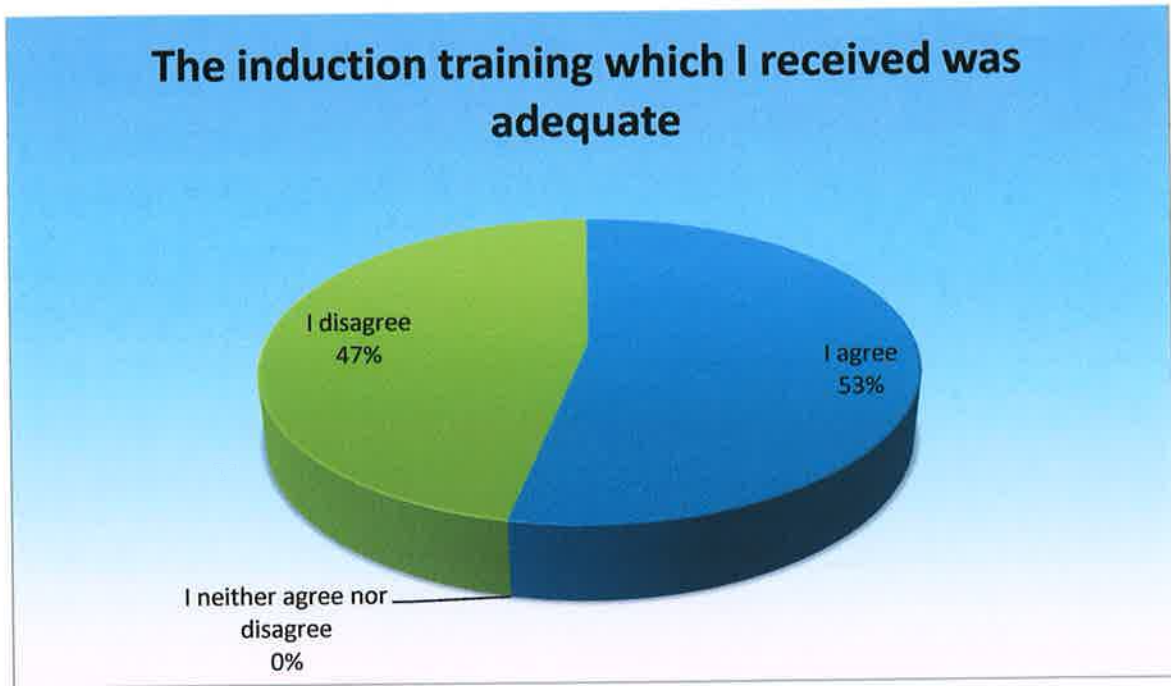


Figure 4.6 Respondents who received adequate induction training

4.6.6.1 Summary

Even though previously 40% disagreed that they had received induction training, 53% agree here that their induction training was adequate. 47% disagreed that their induction training was adequate.

4.6.7 Question 6

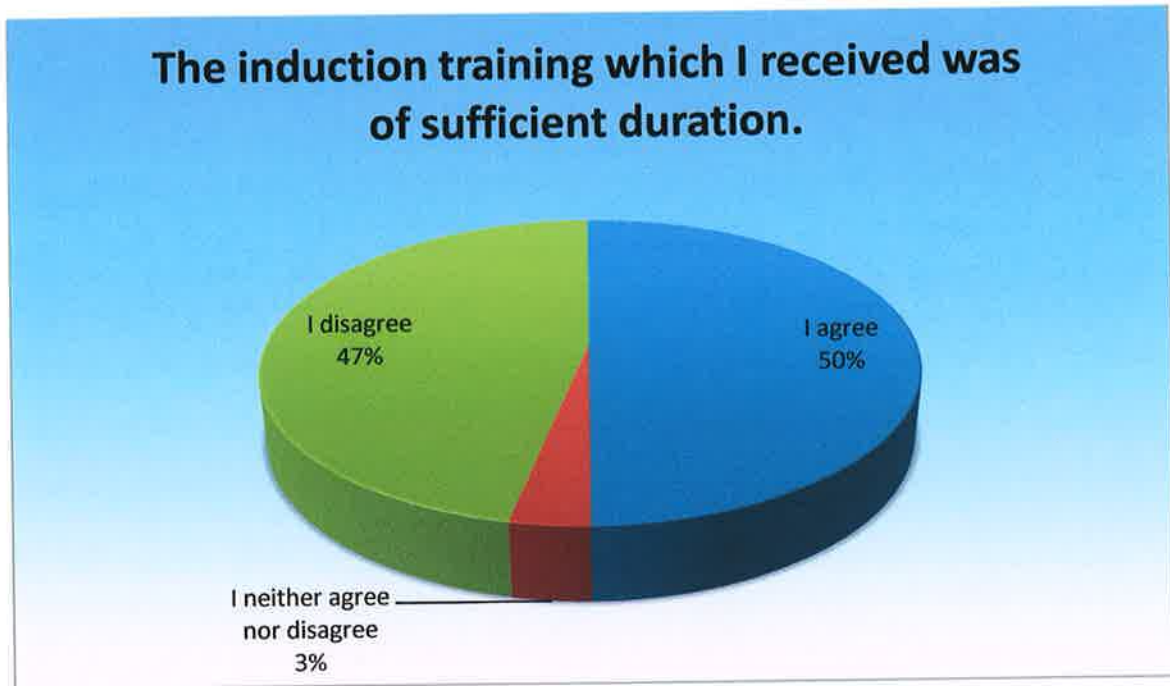


Figure 4.7 Respondents who received induction of sufficient duration

4.6.7.1 Summary

Half of the respondents agree that their induction training was of sufficient duration, just under half disagree with this.

4.6.8 Question 7

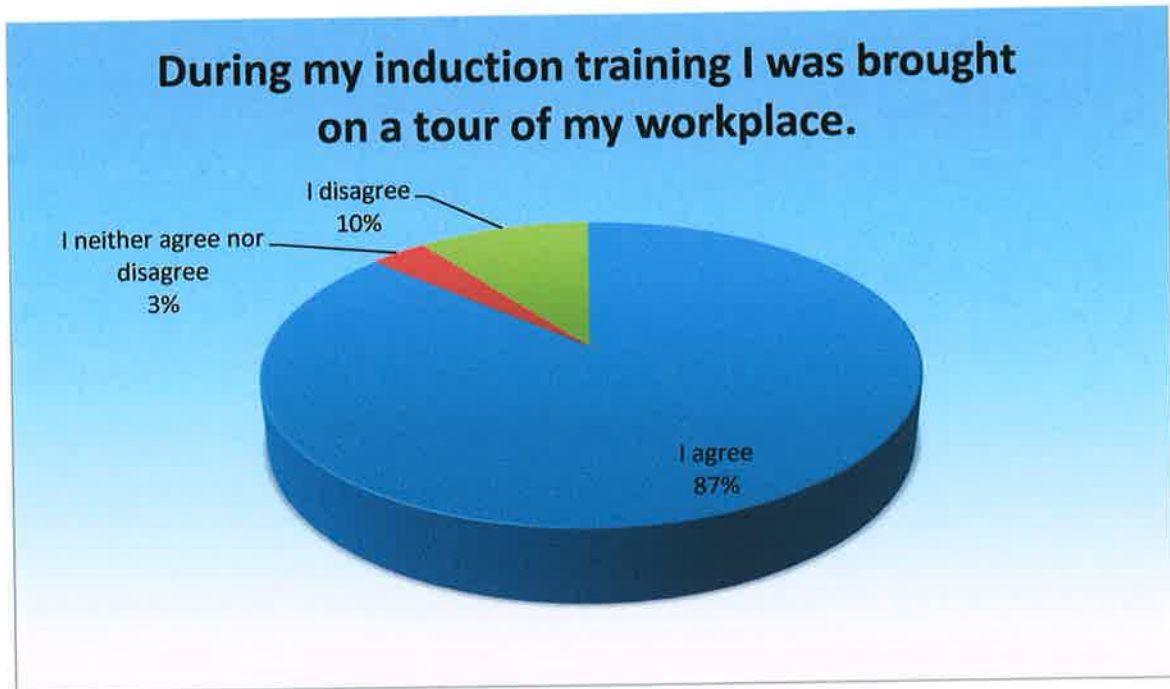


Figure 4.8 Respondents brought on tour of workplace during induction

4.6.8.1 Summary

87% were brought on a workplace tour during induction. As 40% previously disagreed that they received induction, this suggests that some individuals received induction by means of a workplace tour alone.

4.6.9 Question 8

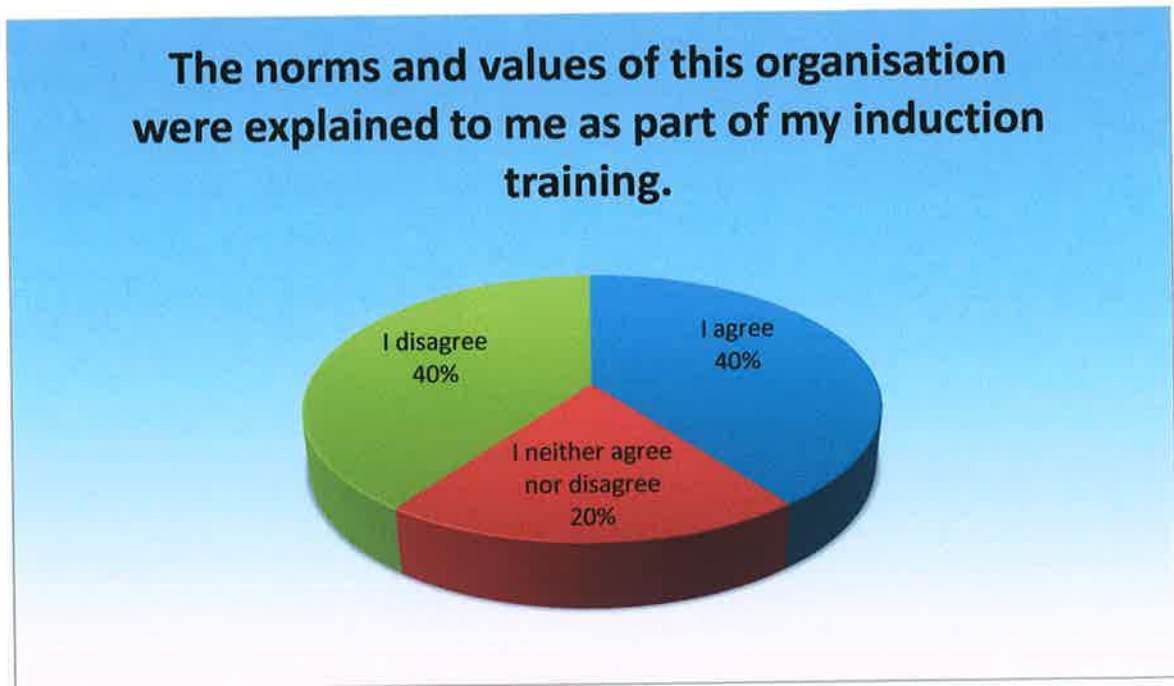


Figure 4.9 Respondents who had norms and values explained to them during their induction

4.6.9.1 Summary

An equal 40% agreed and 40% disagreed that the norms and values were part of their induction training, 20% were undecided.

4.6.10 Question 9

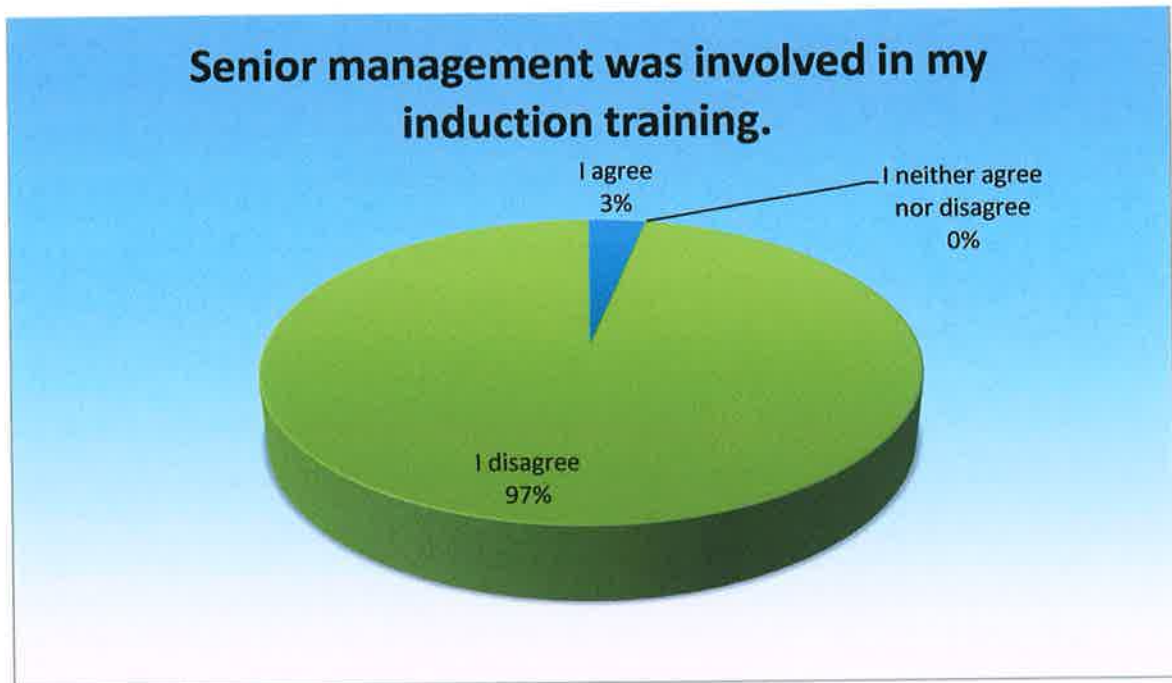


Figure 4.10 Respondents who had senior management involved in their induction training

4.6.10.1 Summary

An overwhelming majority of 97% did not have senior management taking part in their induction. This is bad practice according to the literature.

4.6.11 Question 10

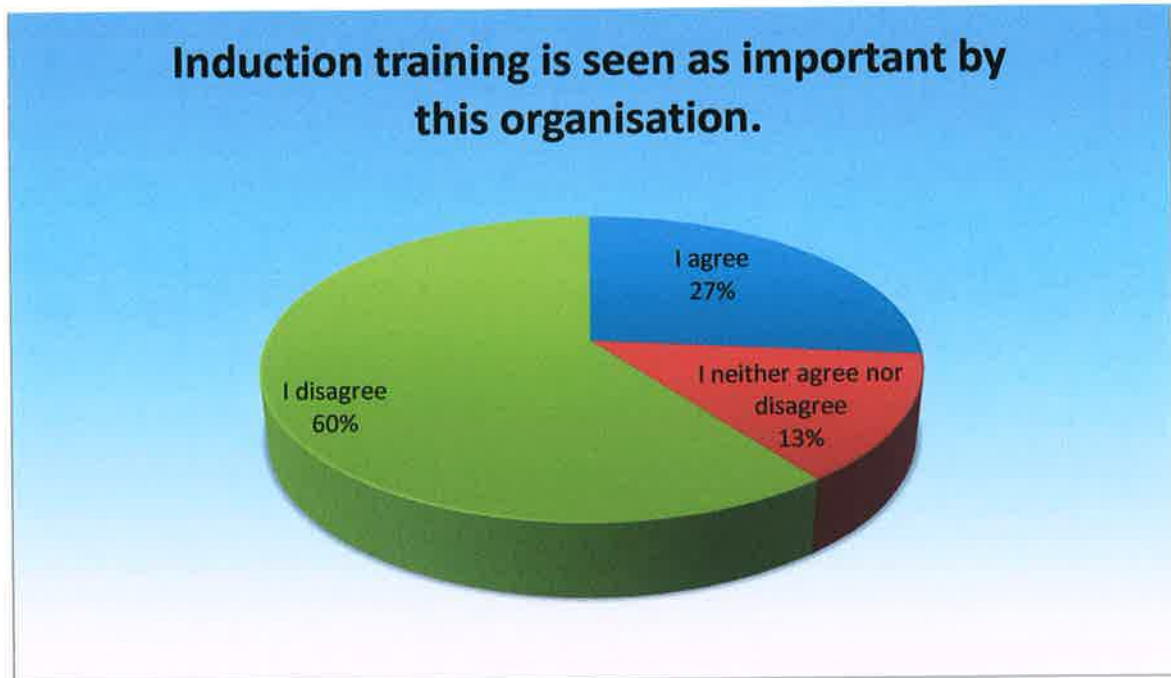


Figure 4.11 Respondents who believe induction training is seen as important in organisation

4.6.11.1 Summary

A significant majority of 60% disagreed that the organisation sees induction as important, only 27% agreed that it does.

4.6.12 Question 11



Figure 4.12 Respondents who believe induction is well planned in organisation

4.6.12.1 Summary

Another significant majority of 60% disagreed that the organisation plans induction well. A mere 13% agreed that it does.

4.6.13 Question 12

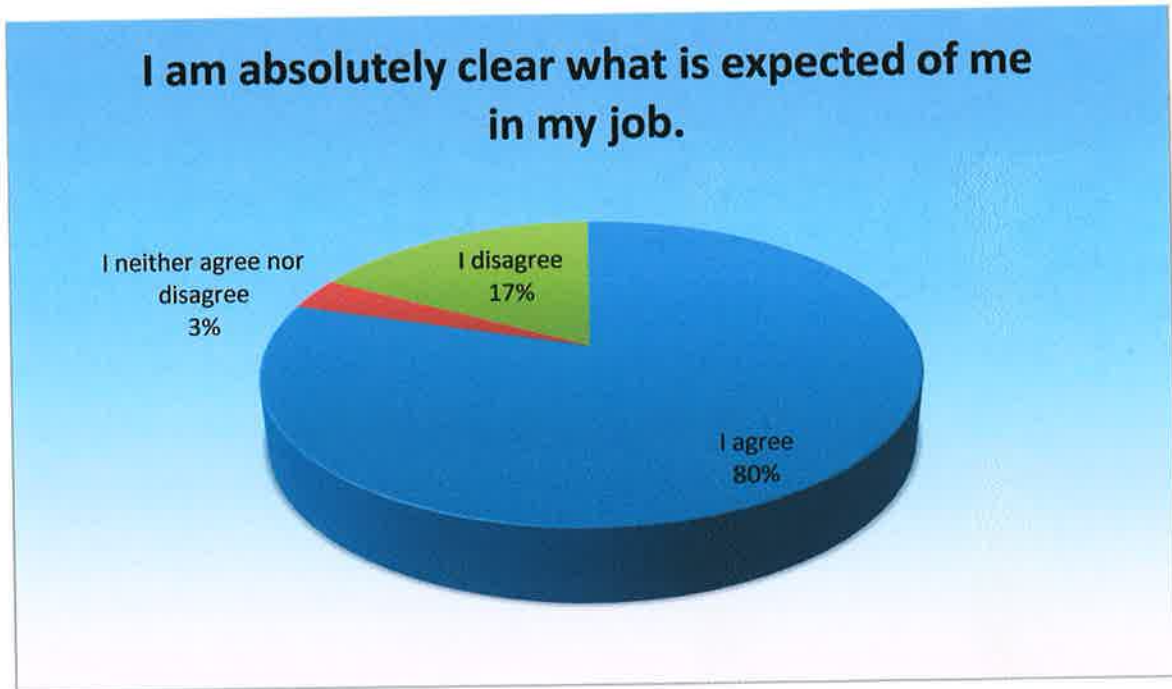


Figure 4.13 Respondents absolutely clear what is expected of them in their job

4.6.13.1 Summary

80% agreed that they are absolutely clear what is expected of them in their jobs. Only 17% disagreed.

4.6.14 Question 13

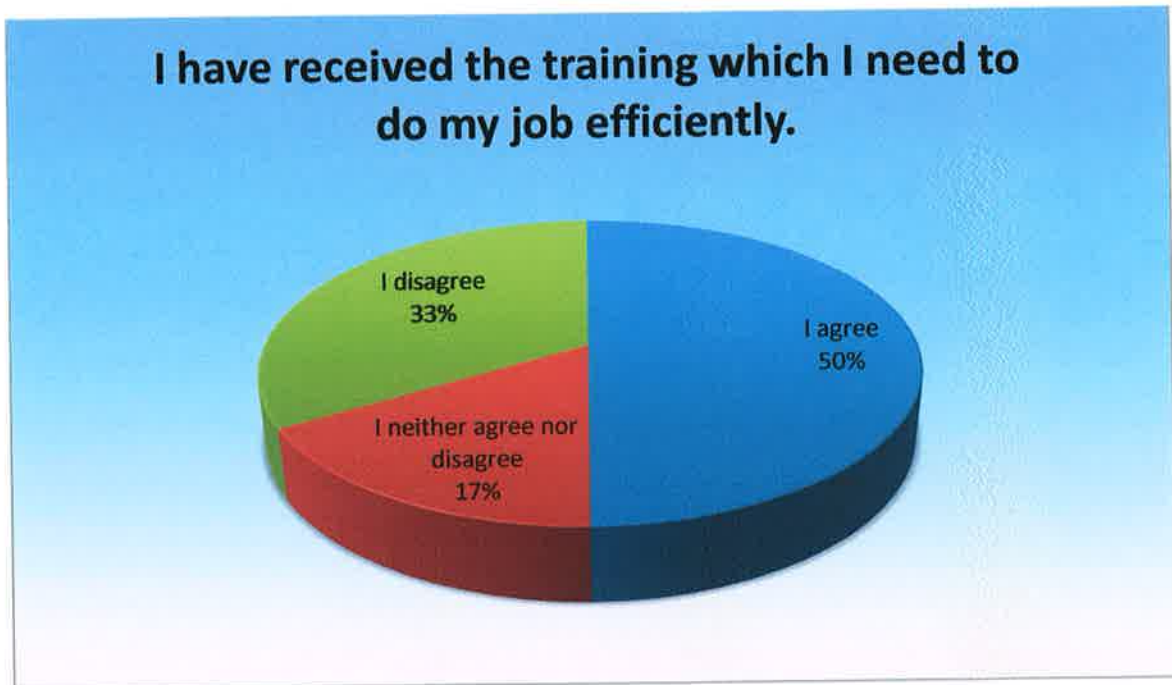


Figure 4.14 Respondents who received the training which they need to do their job efficiently

4.6.14.1 Summary

Only half of respondents agree that they have received the training necessary to do their job efficiently. This is a poor showing for an organisation which exists to provide training to others.

4.6.15 Question 14

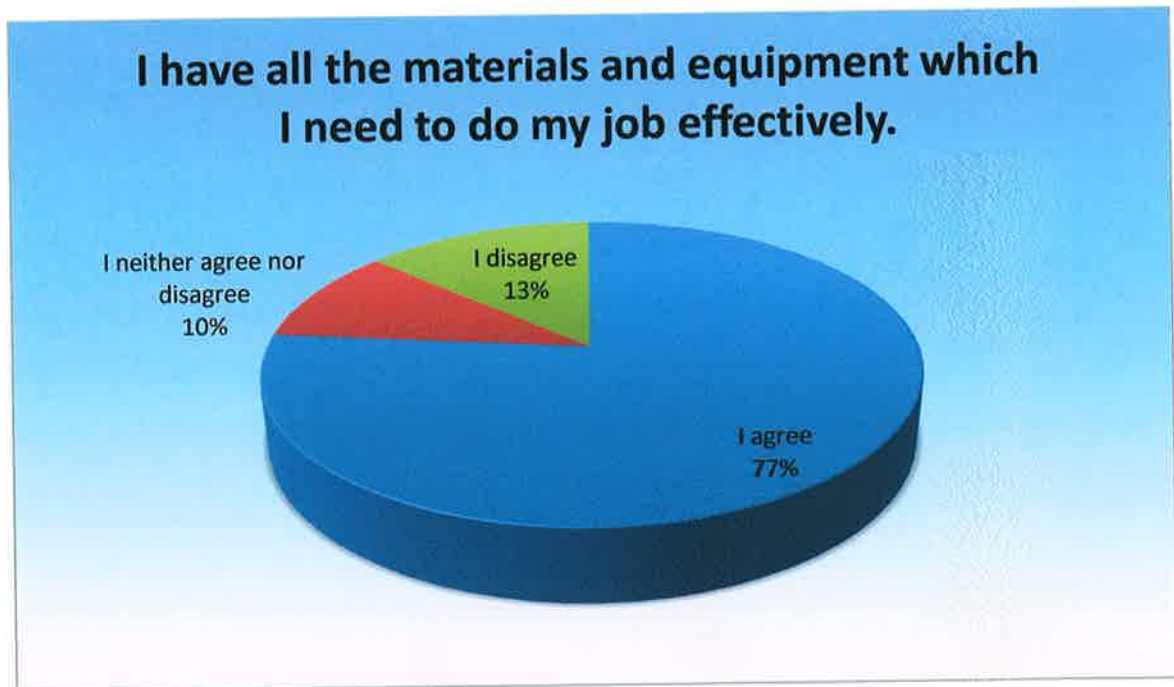


Figure 4.15 Respondents who have the materials and equipment to do their jobs effectively

4.6.15.1 Summary

A large majority of 77% agreed that they have the materials and equipment which they need to do their jobs effectively, only 13% disagreed.

4.6.16 Question 15



Figure 4.16 Respondents whose job fully utilises their skills and qualifications

4.6.16.1 Summary

67% agreed their skills and qualifications are fully utilised by their job, this is likely to increase commitment.

4.6.17 Question 16

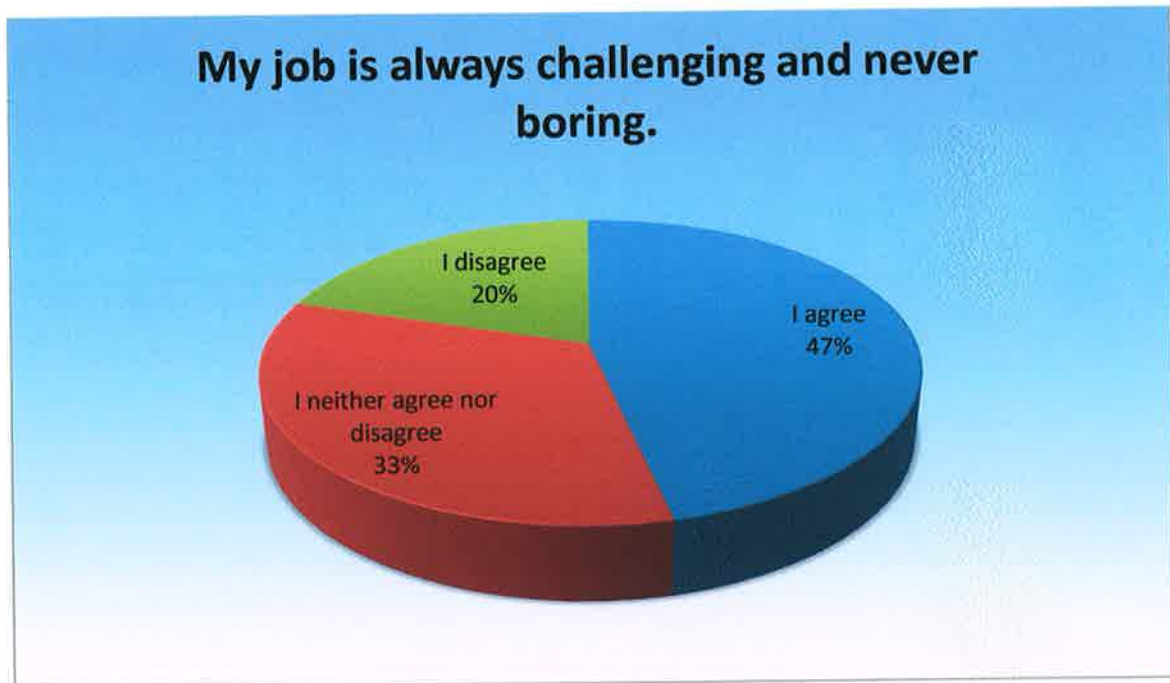


Figure 4.17 Respondents whose job is always challenging and never boring

4.6.17.1 Summary

While a large proportion of respondents (47%) agree that their job is always challenging and never boring, another large proportion (33%) neither agreed nor disagreed.

4.6.18 Question 17

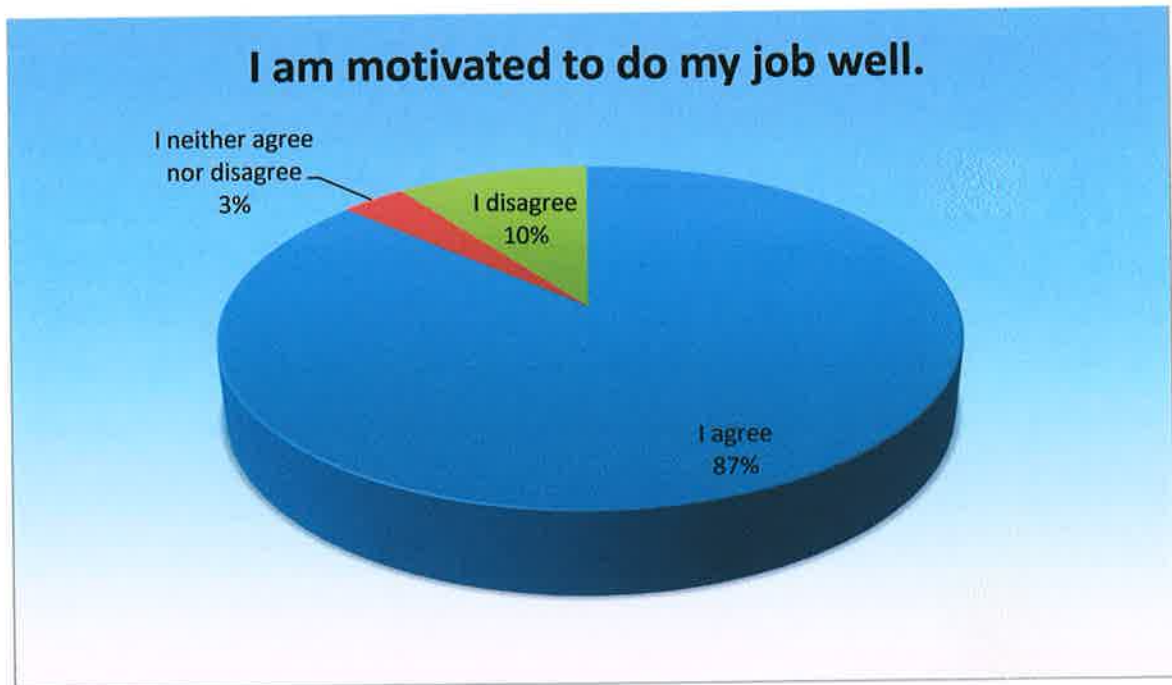


Figure 4.18 Respondents who are motivated to do their job well

4.6.18.1 Summary

A very large block of respondents (87%) agreed they are motivated to do their job well while only 10% disagreed. This high level of motivation should increase commitment.

4.6.19 Question 18

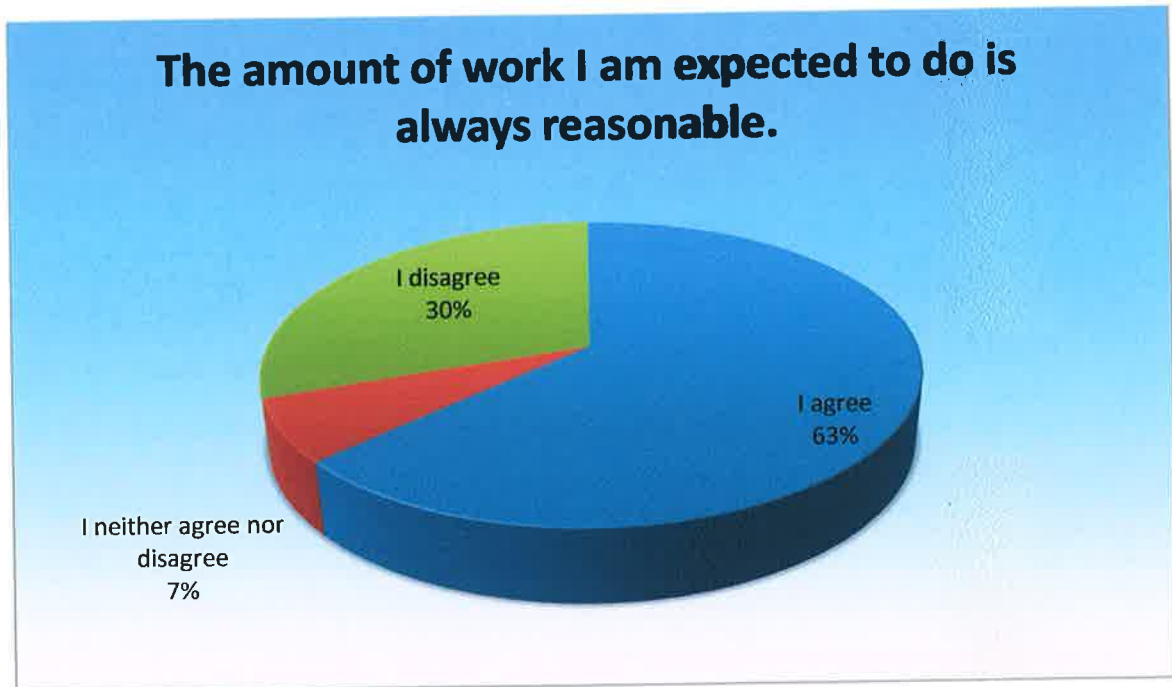


Figure 4.19 Respondents who believe the amount of work they are expected to do is always reasonable

4.6.19.1 Summary

The inference from this question is that 63% don't feel overworked or underworked while a sizeable minority feel one or the other.

4.6.20 Question 19

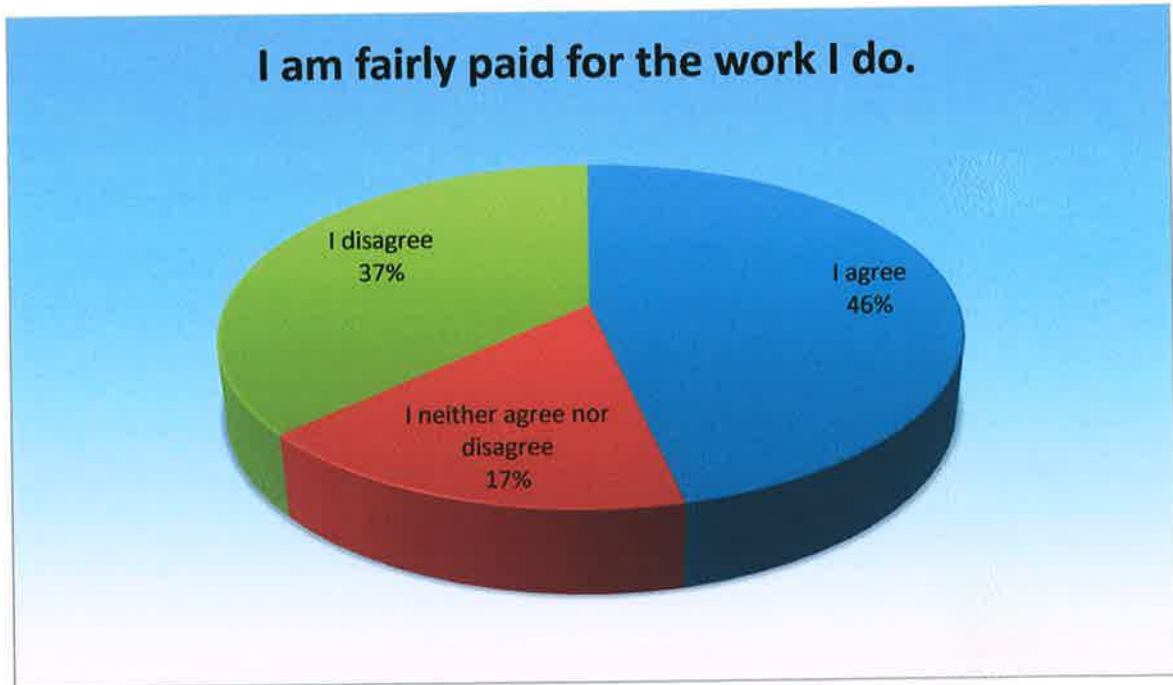


Figure 4.20 Respondents who are fairly paid for the work they do

4.6.20.1 Summary

46% agreed they are fairly paid and 37% disagreed. Some of those who disagreed are earning similar money in similar jobs as some of those who agreed. This is an example of how money motivates some individuals more than others.

4.6.21 Question 20

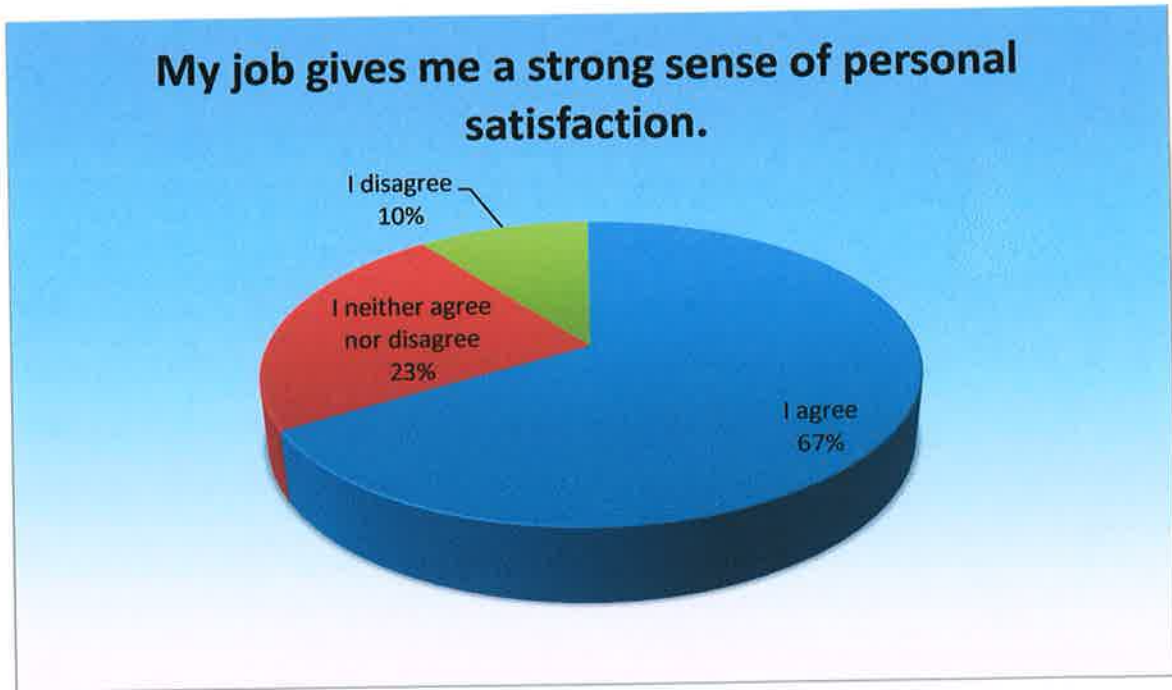


Figure 4.21 Respondents who's job gives them a strong sense of personal satisfaction

4.6.21.1 Summary

A strong majority of 67% gains personal satisfaction from their job while only 10% don't. 23% didn't agree or disagree which suggests that some people just keep on working because of the money and comfortable lifestyle it provides.

4.6.22 Question 21

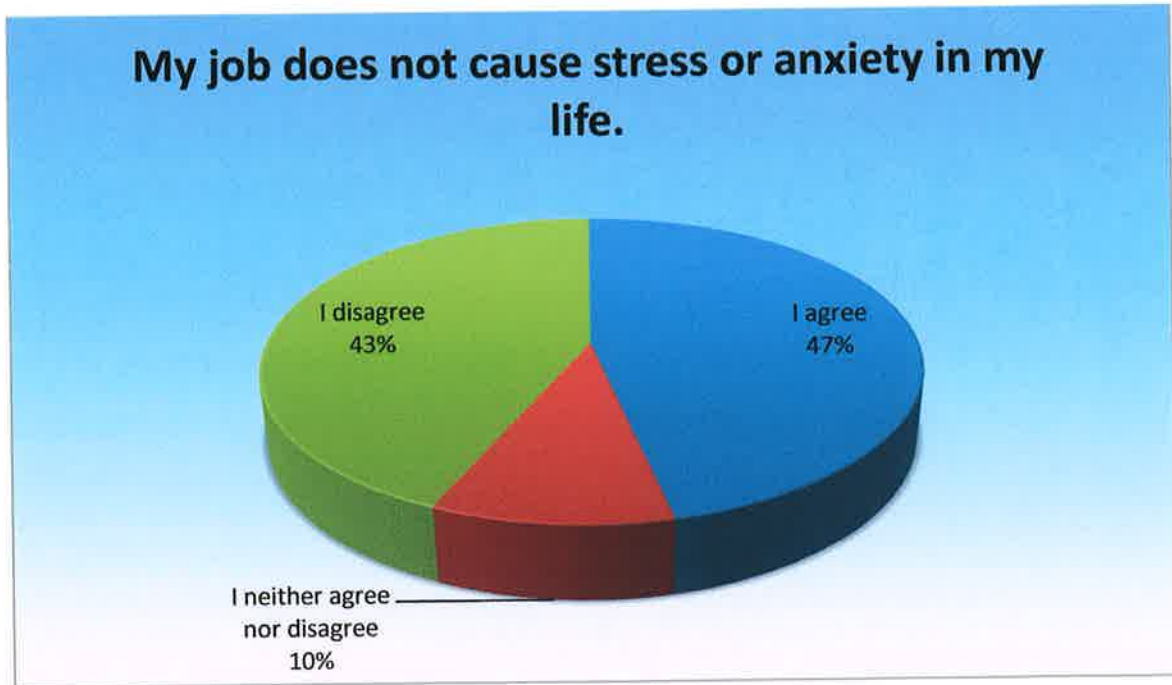


Figure 4.22 Respondents who's job does not cause stress or anxiety in their life

4.6.22.1 Summary

There was a narrow split between respondents to this question with almost equal size groups agreeing and disagreeing.

4.6.23 Question 22

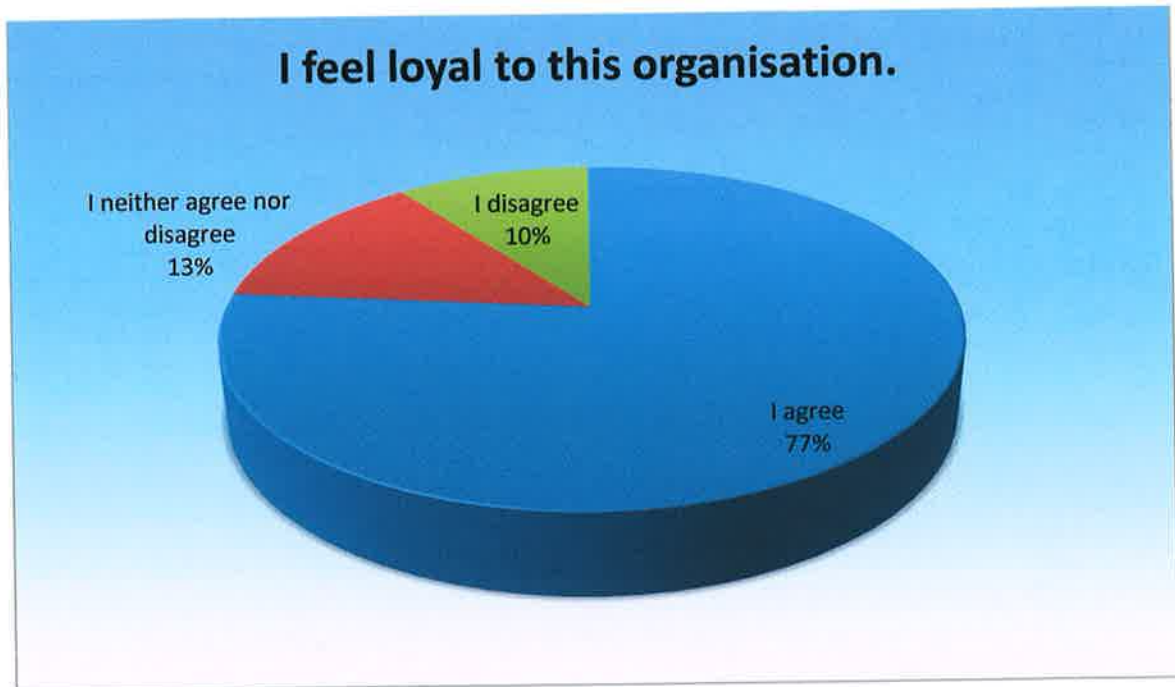


Figure 4.23 Respondents who feel loyal to the organisation

4.6.23.1 Summary

As demonstrated by this chart, there is a high level of loyalty to the organisation. This is bound to improve commitment. However, some individuals are more loyal to the organisation than to the management.

4.6.24 Question 23



Figure 4.24 Respondents satisfied they carry out their work to a high standard

4.6.24.1 Summary

Almost the 'perfect majority' of 100% agreed that they carry out their work to a high standard. Only a tiny 3% disagreed.

4.6.25 Question 24

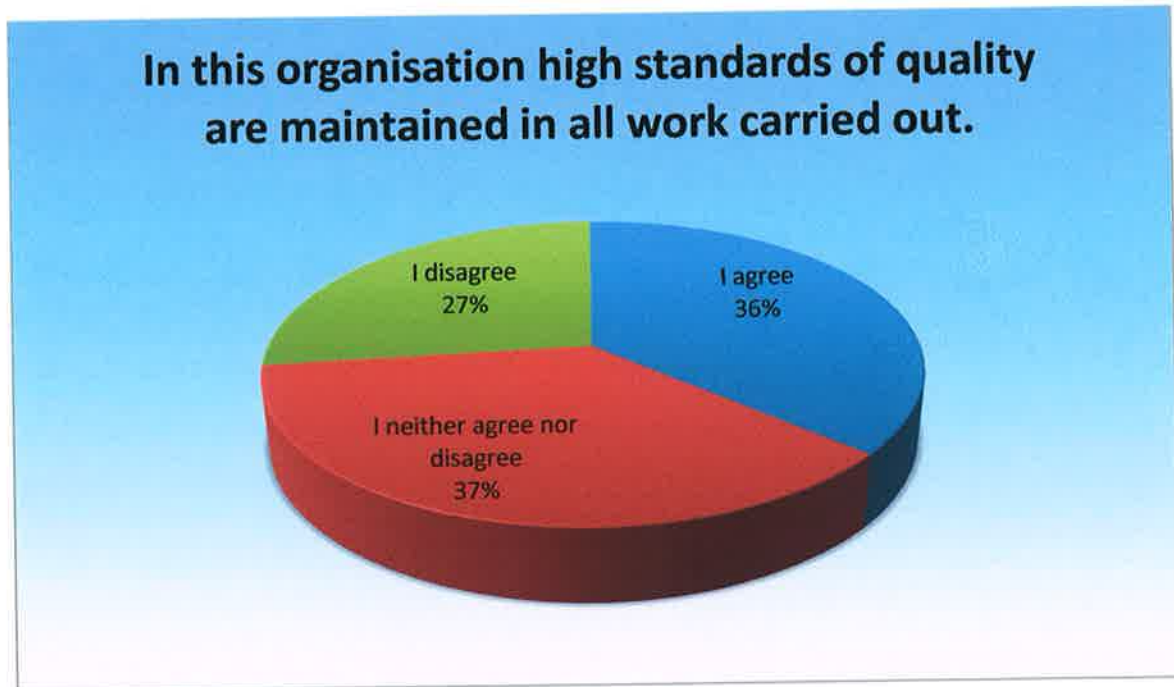


Figure 4.25 Respondents who believe high standards of quality are maintained in all work carried out in the organisation

4.6.25.1 Summary

Only 27% disagree with this statement while there is an almost an equal split between respondents who agreed and respondents who neither agreed nor disagreed, 36% and 37% respectively.

4.6.26 Question 25

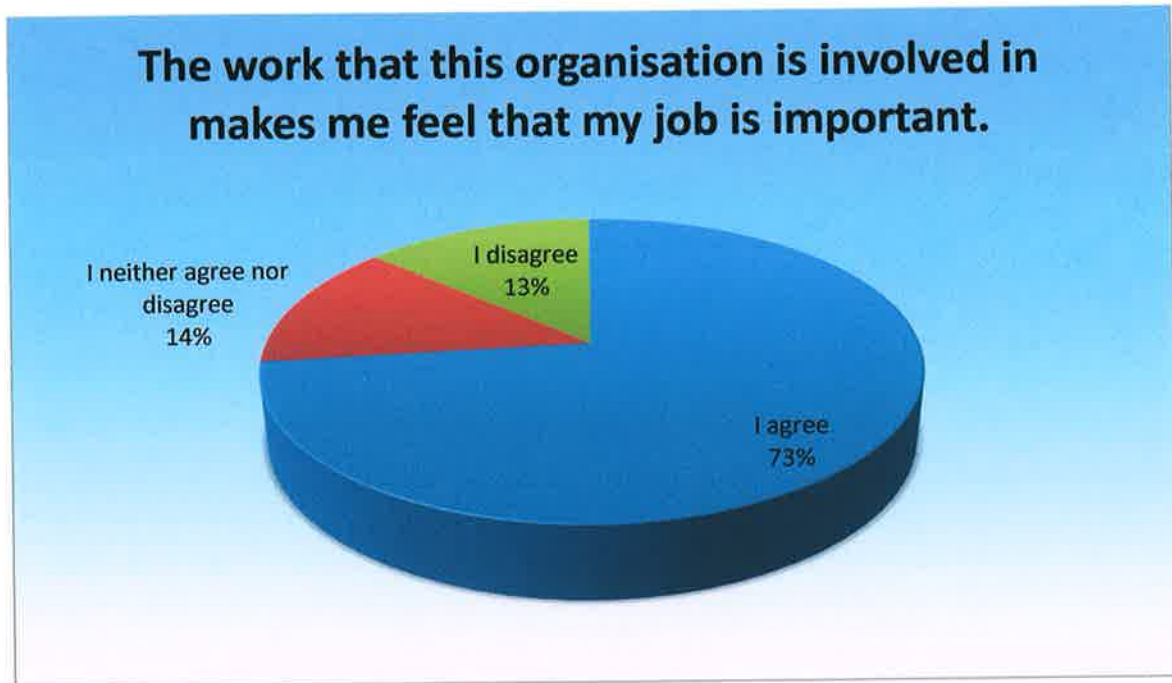


Figure 4.26 Respondents who feel that their job is important because of the work that the organisation is involved in

4.6.26.1 Summary

A large majority feel that their job is important because of the work the organisation is involved in, this will increase commitment.

4.6.27 Question 26

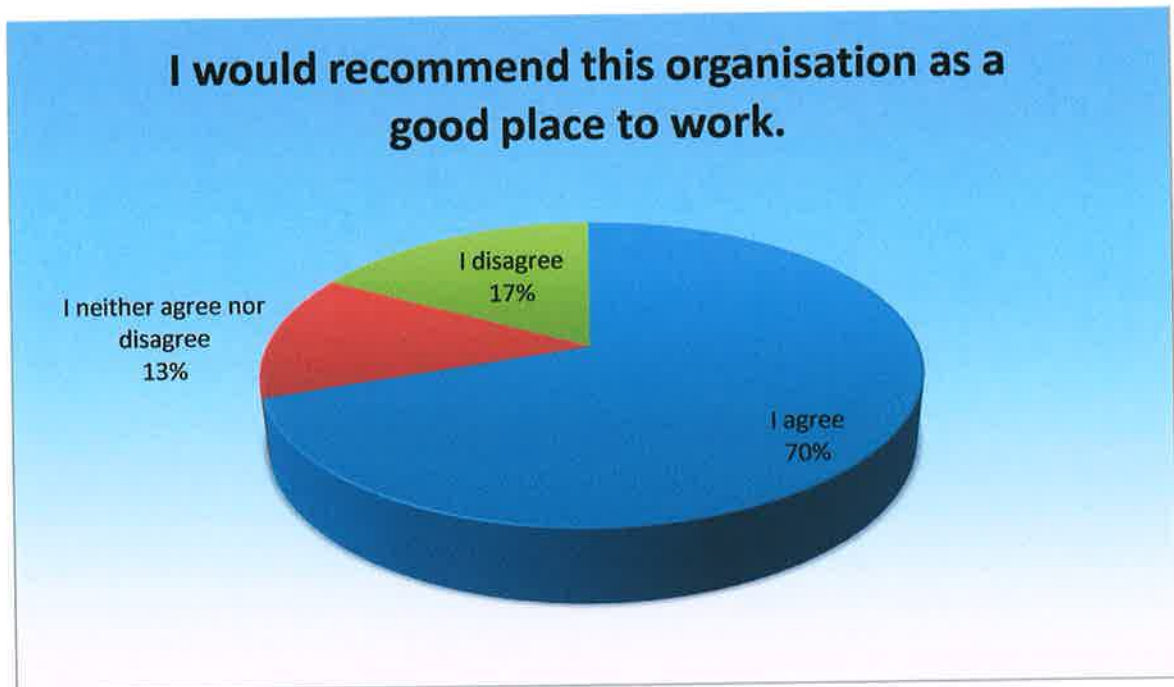


Figure 4.27 Respondents who would recommend organisation as a good place to work

4.6.27.1 Summary

70% would recommend the organisation as a good place to work, this is the best 'free advertising' the organisation could hope for.

4.6.28 Question 27

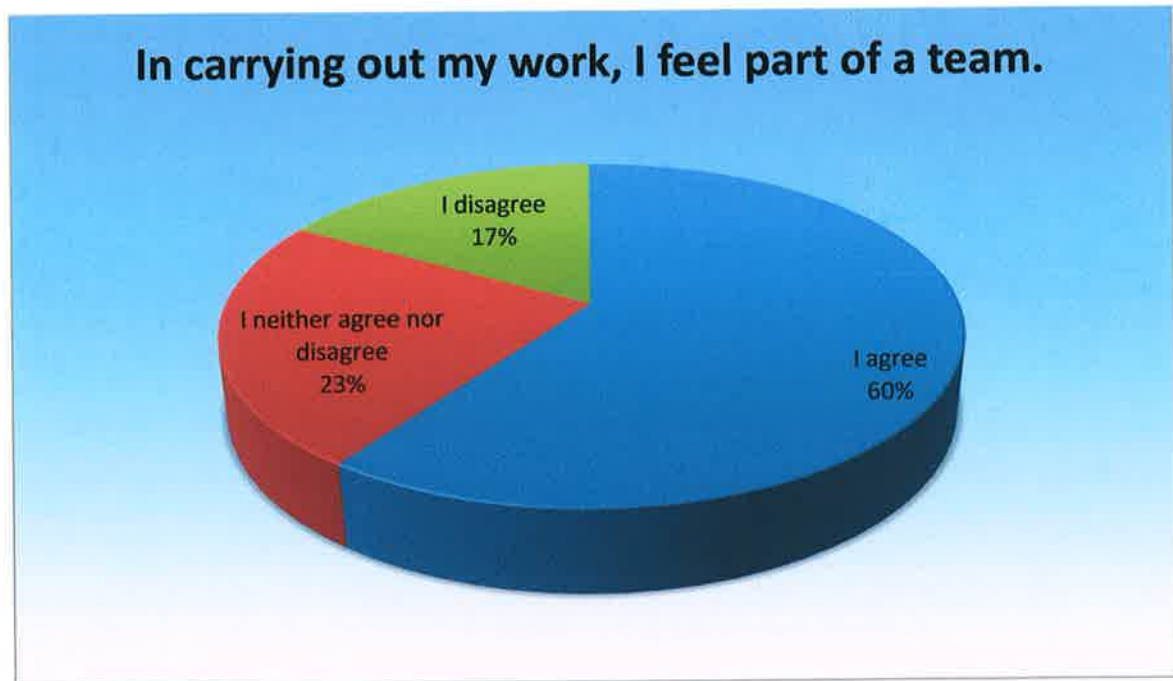


Figure 4.28 Respondents who feel part of a team when carrying out their work

4.6.28.1 Summary

A majority of respondents agreed that they feel part of a team when carrying out their work.

However, it is significant that 40% did not agree.

4.6.29 Question 28

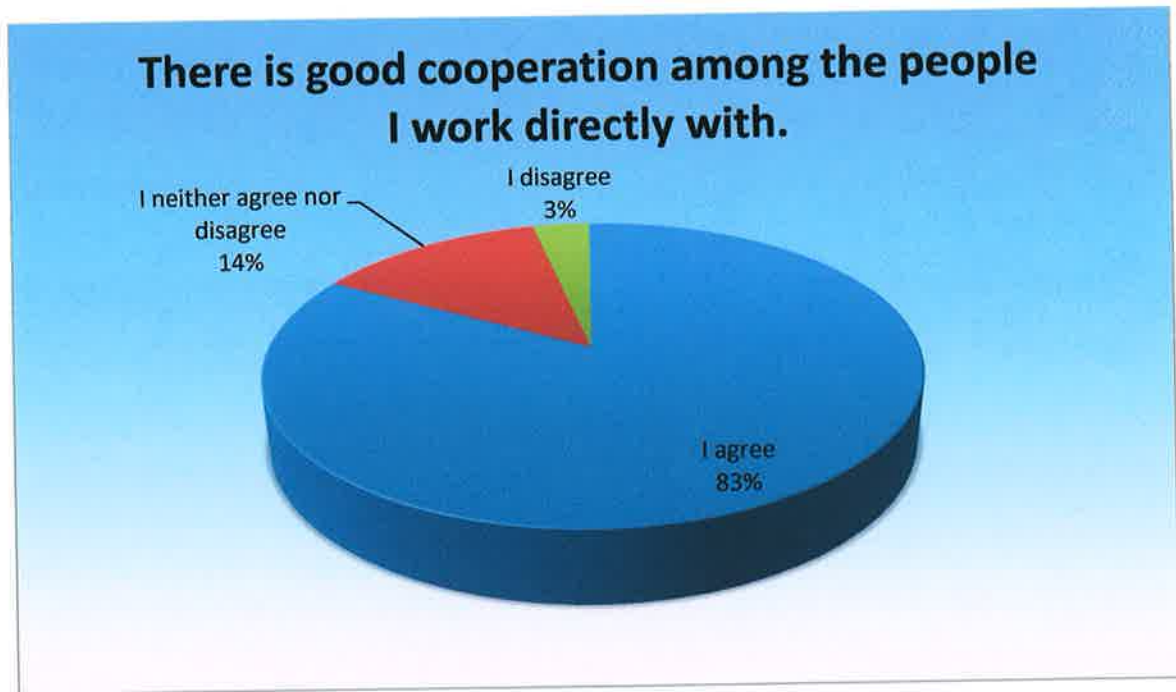


Figure 4.29 Respondents who believe there is good cooperation among the people they work directly with

4.6.29.1 Summary

A very large majority feel that there is good cooperation among the people they work directly with, a mere 3% disagreed. This is an interesting jump in the percentage of 'I agrees' compared to the previous question.

4.6.30 Question 29

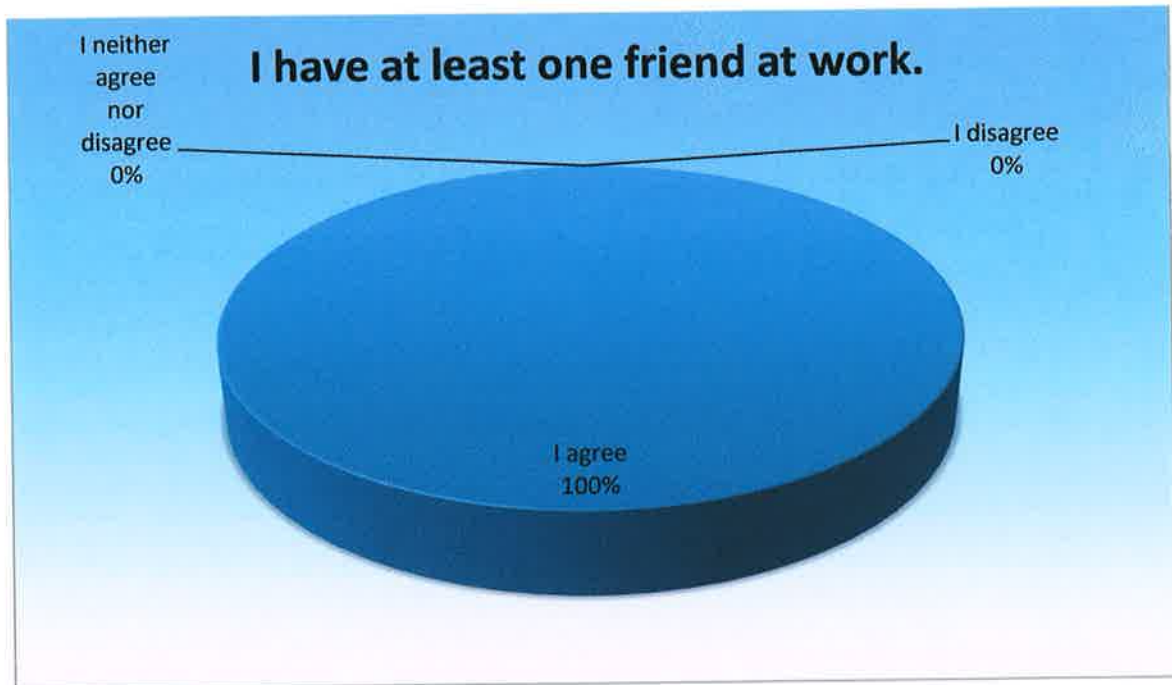


Figure 4.30 Respondents who have at least one friend at work

4.6.30.1 Summary

The 'perfect majority' of 100% agree that they have at least one friend at work. Those who don't have probably already left the organisation.

4.6.31 Question 30

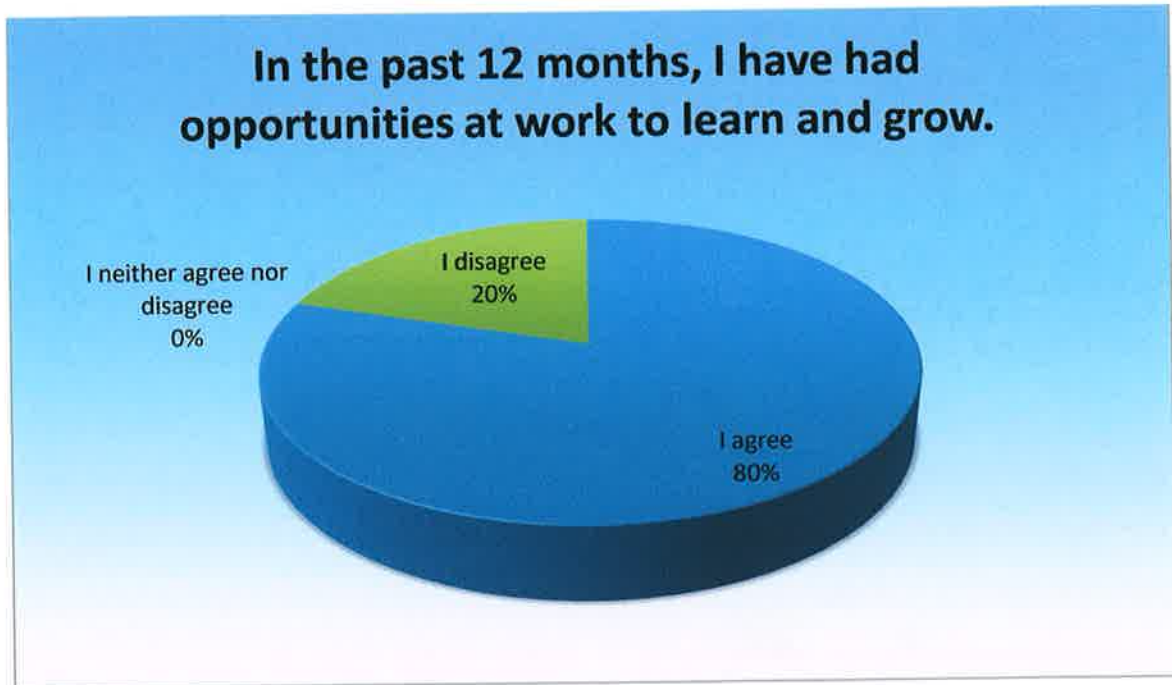


Figure 4.31 Respondents who have had opportunities at work to learn and grow in the past twelve months

4.6.31.1 Summary

This question points to a culture of development in the organisation.

4.6.32 Question 31



Figure 4.32 Respondents who believe that the organisation cares about their development

4.6.32.1 Summary

In contrast to the last question, only half of respondents feel that the organisation cares about their development. Maybe the organisation encourages self-development?

4.6.33 Question 32

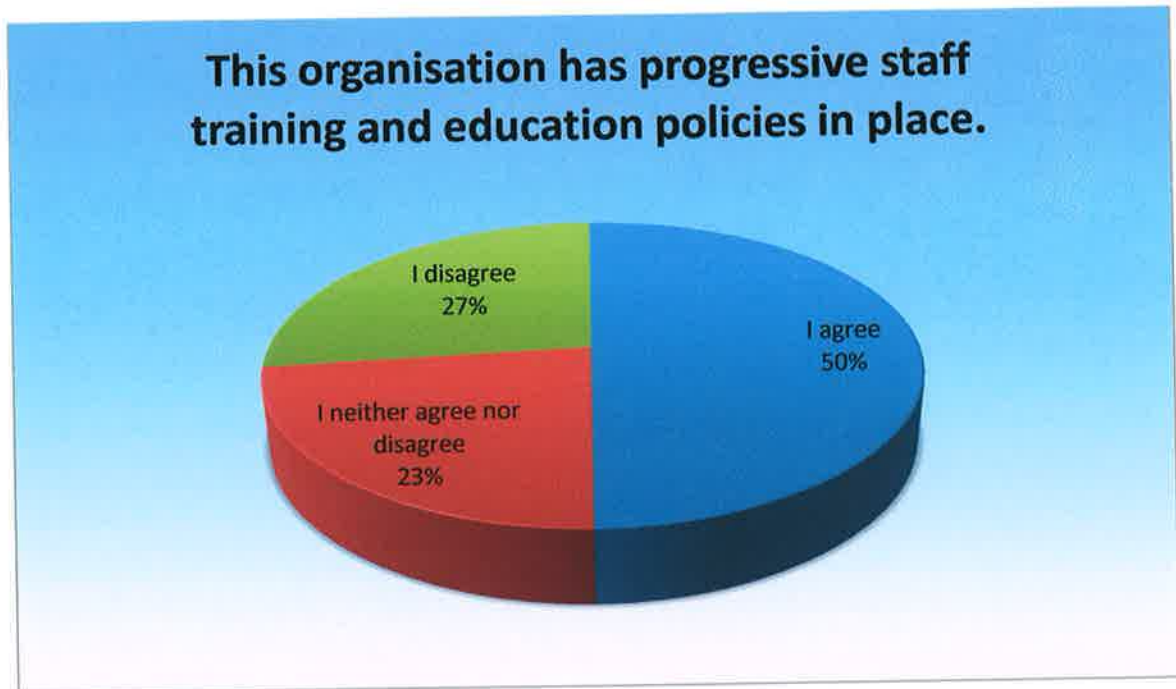


Figure 4.33 Respondents who believe the organisation has progressive staff training and education policies in place

4.6.33.1 Summary

Half of respondents agreed with this statement yet a large minority of 27% disagreed.

4.6.34 Question 33

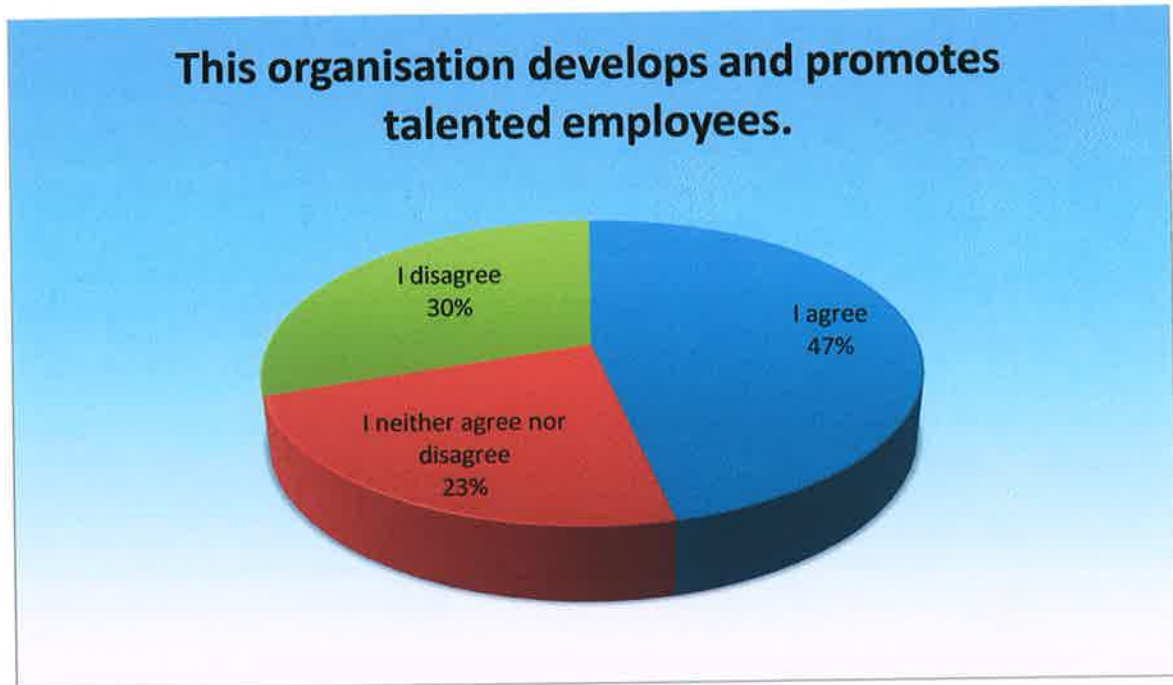


Figure 4.34 Respondents who believe that the organisation develops and promotes talented employees

4.6.34.1 Summary

Just under half of respondents agreed that the organisation develops and promotes talented employees.

4.6.35 Question 34



Figure 4.35 Respondents who believe that communications are effective in the organisation

4.6.35.1 Summary

Only 30% of respondents agreed that communications are good in the organisation while a majority of 43% disagreed.

4.6.36 Question 35

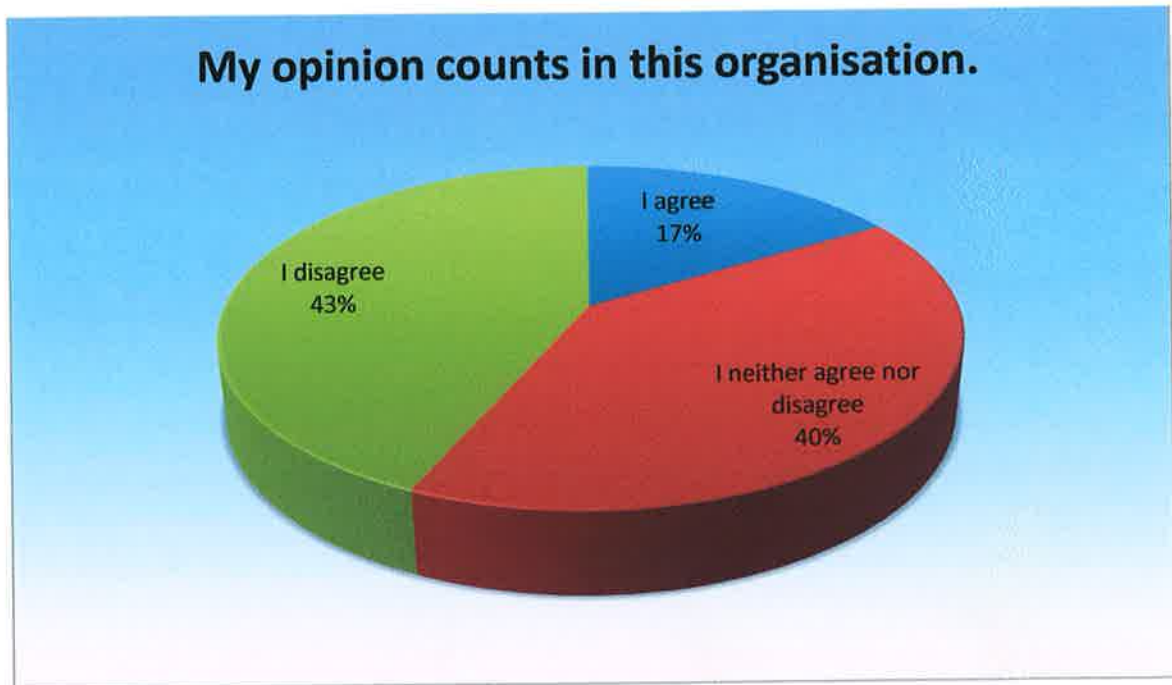


Figure 4.36 Respondents who believe their opinion counts in the organisation

4.6.36.1 Summary

Only 17% agreed that their opinion counts in the organisation while 43% disagreed. A significant block of 40% therefore neither agreed nor disagreed.

4.6.37 Question 36



Figure 4.37 Respondents who believe good health and safety procedures are adhered to in the organisation

4.6.37.1 Summary

67% of respondents agreed that the organisation adheres to good health and safety procedures while only a tiny 3% disagreed.

4.6.38 Question 37

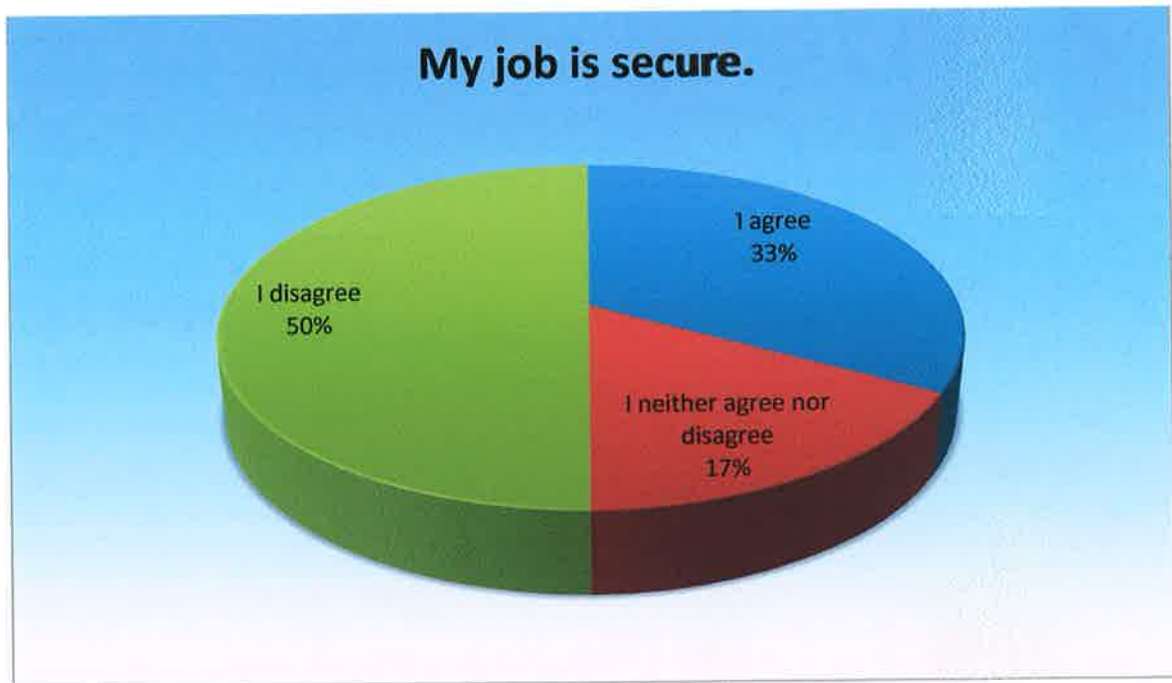


Figure 4.38 Respondents who believe their job is secure

4.6.38.1 Summary

Two thirds of respondents do not agree that their job is secure. This is likely to be influenced by the currently week state of the Irish economy.

4.6.39 Question 38

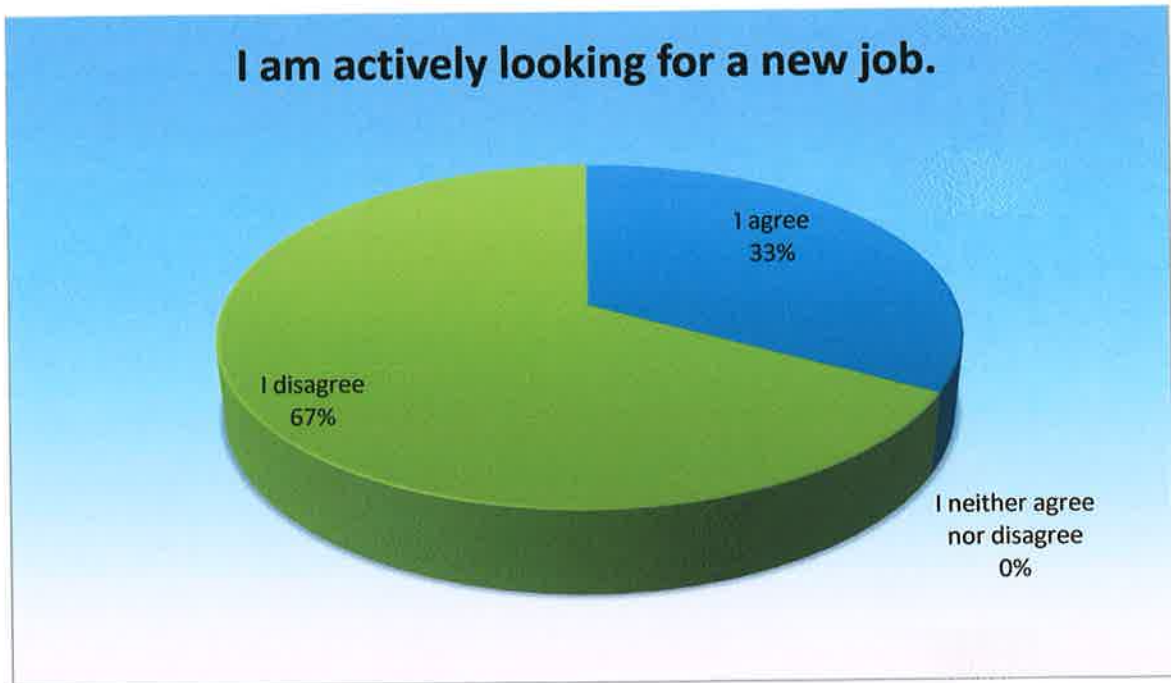


Figure 4.39 Respondents who are actively looking for a new job

4.6.39.1 Summary

Two thirds of respondents disagree that they are actively looking for a new job while 33% agreed. This is probably influenced by the current stagnant state of the jobs market.

4.6.40 Question 39

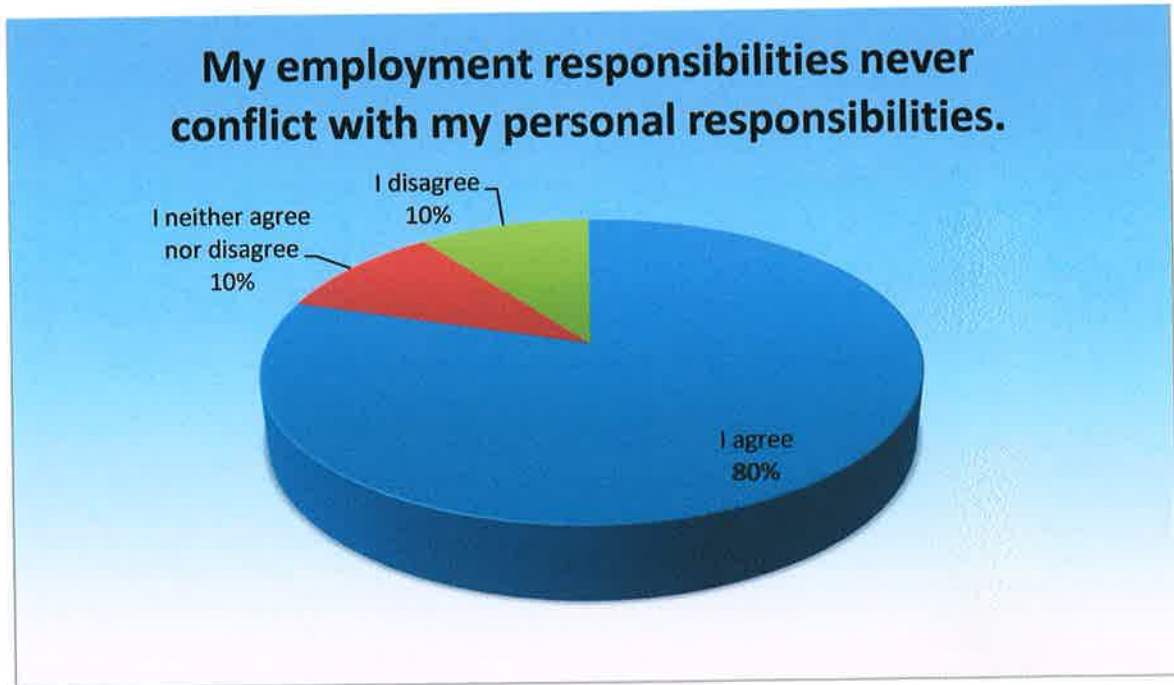


Figure 4.40 Respondents whose employment responsibilities never conflict with their personal responsibilities

4.6.40.1 Summary

A large majority of 80% agreed that their employment responsibilities never conflict with their personal responsibilities.

4.6.41 Question 40

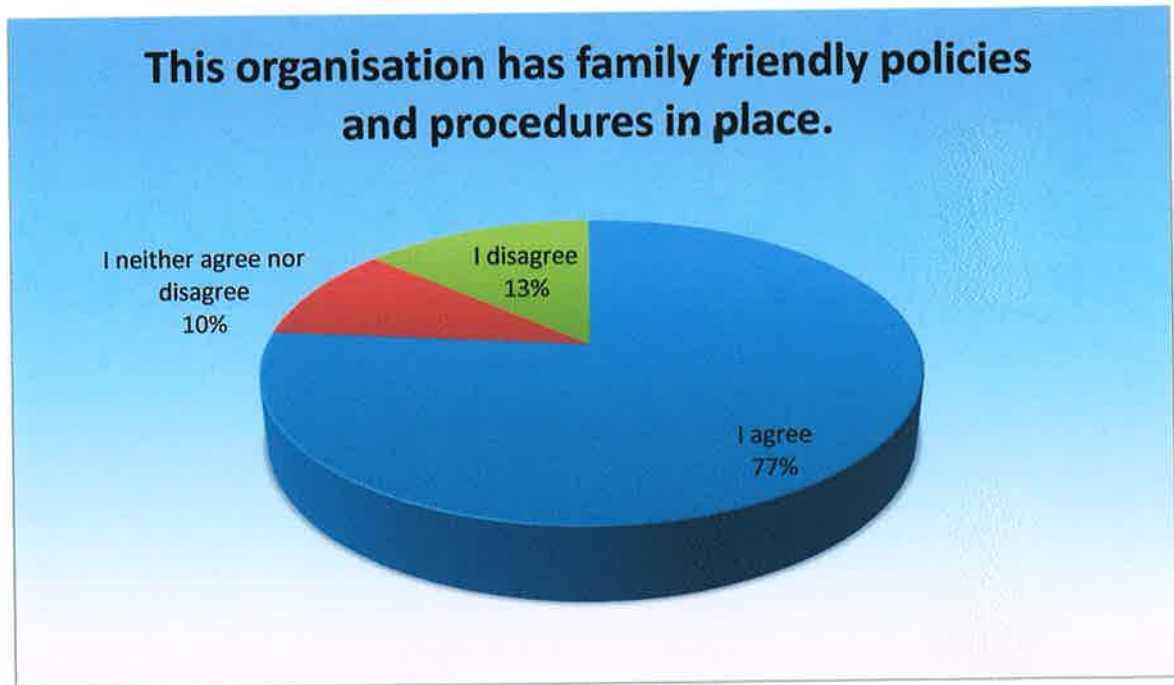


Figure 4.41 Respondents who believe organisation has family friendly policies and procedures in place

4.6.41.1 Summary

A convincing majority of 77% agreed that the organisation has family friendly policies and procedures in place.

4.6.42 Question 41



Figure 4.42 Respondents who believe morale is high in the organisation

4.6.42.1 Summary

While 44% agreed that morale is high in the organisation, a large minority of 33% disagreed.

4.6.43 Question 42

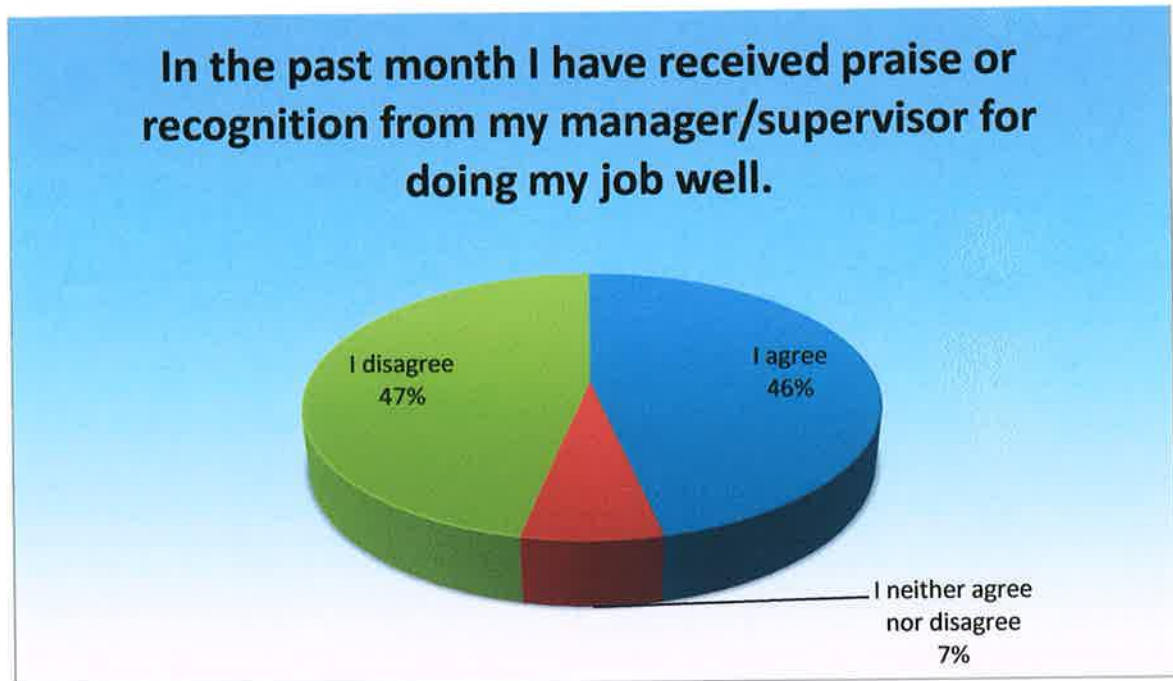


Figure 4.43 Respondents who have received praise in the past month from their manager/supervisor for doing their job well

4.6.43.1 Summary

There was almost an even split of those who disagreed and those who agreed with this statement, 47% against 46%. Only 7% neither agreed nor disagreed.

4.6.44 Question 43



Figure 4.44 Respondents who believe their manager/supervisor is fair and helpful

4.6.44.1 Summary

A very large majority of 70% agreed that their manager or supervisor is fair and helpful.

4.6.45 Question 44

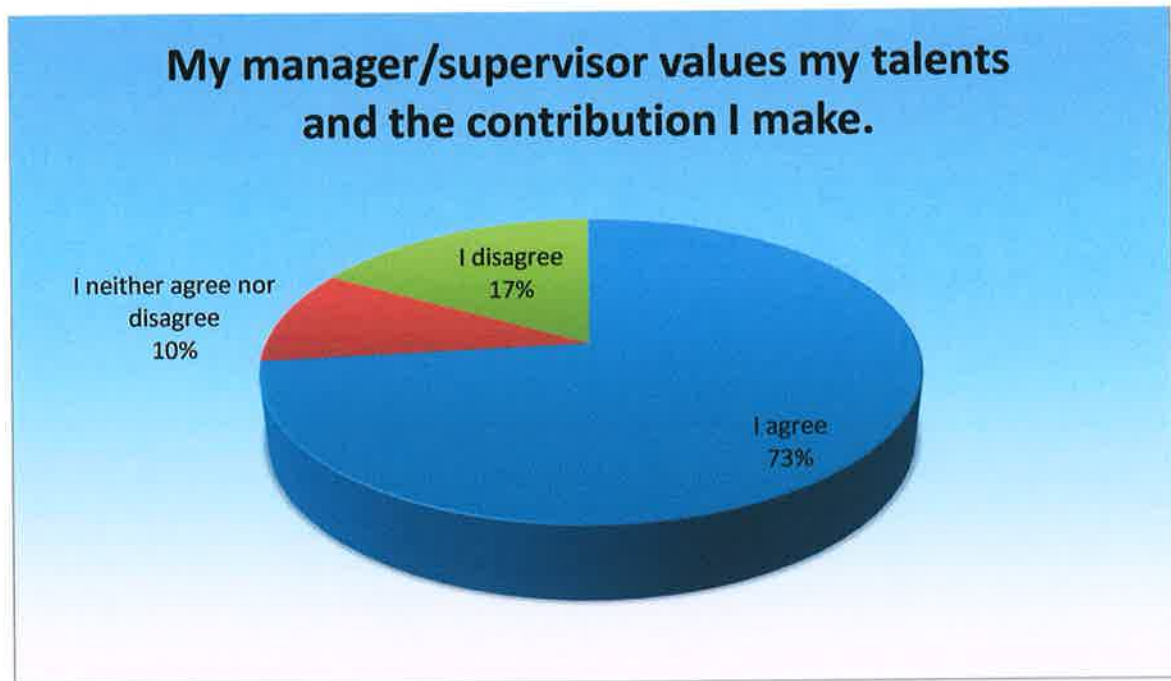


Figure 4.45 Respondents who believe their manager/supervisor values their talents and the contribution they make

4.6.45.1 Summary

Another very large majority of 70% agreed that their manager or supervisor values their talents and contribution.

4.6.46 Question 45

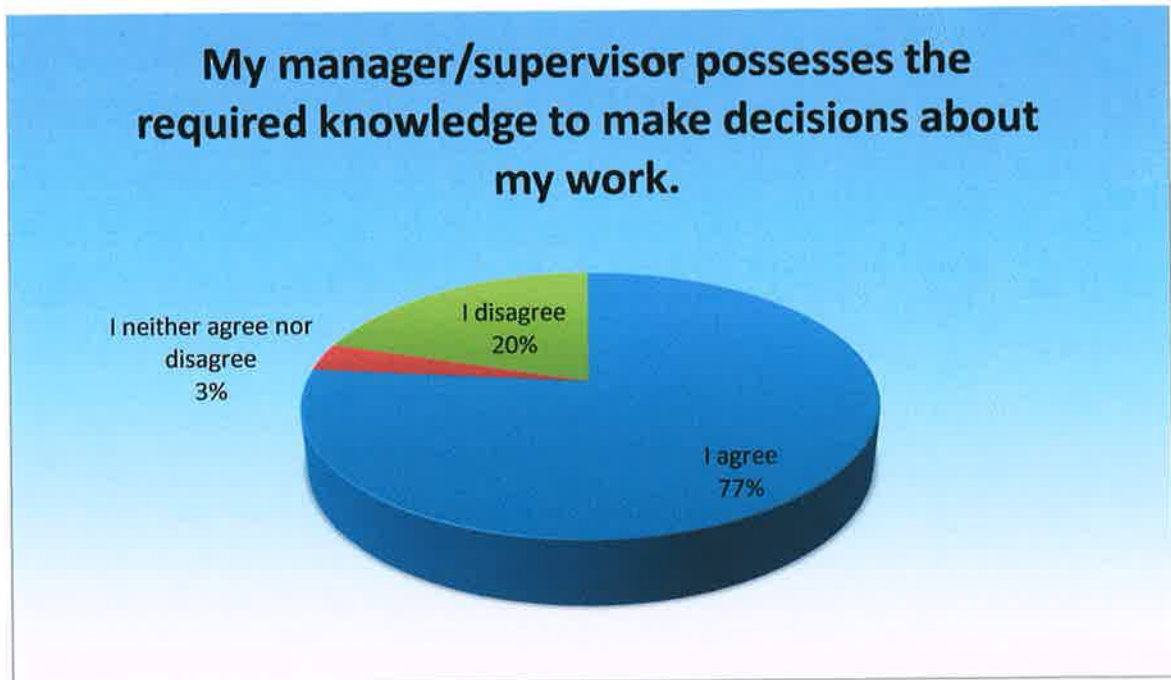


Figure 4.46 Respondents who believe their manager/supervisor possesses the required knowledge to make decisions about their work

4.6.46.1 Summary

Yet again, a very high majority of respondents, 77% agreed that their manager or supervisor possesses the required knowledge to make decisions about their work.

4.6.47 Question 46 (Part A)

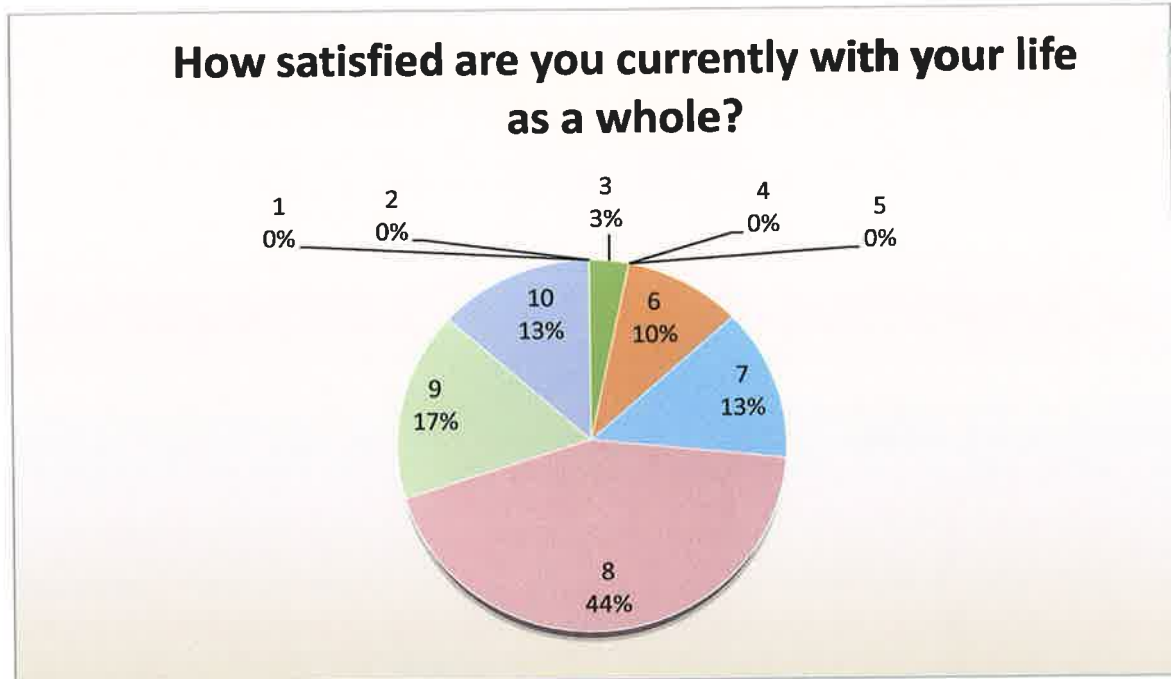


Figure 4.47 How satisfied respondents currently are with their lives as a whole

4.6.47.1 Summary

Overall, the respondents scored their current satisfaction with their lives quite high, 74% expressed the scores of either 8, 9 or 10.

4.6.48 Question 46 (Part B)

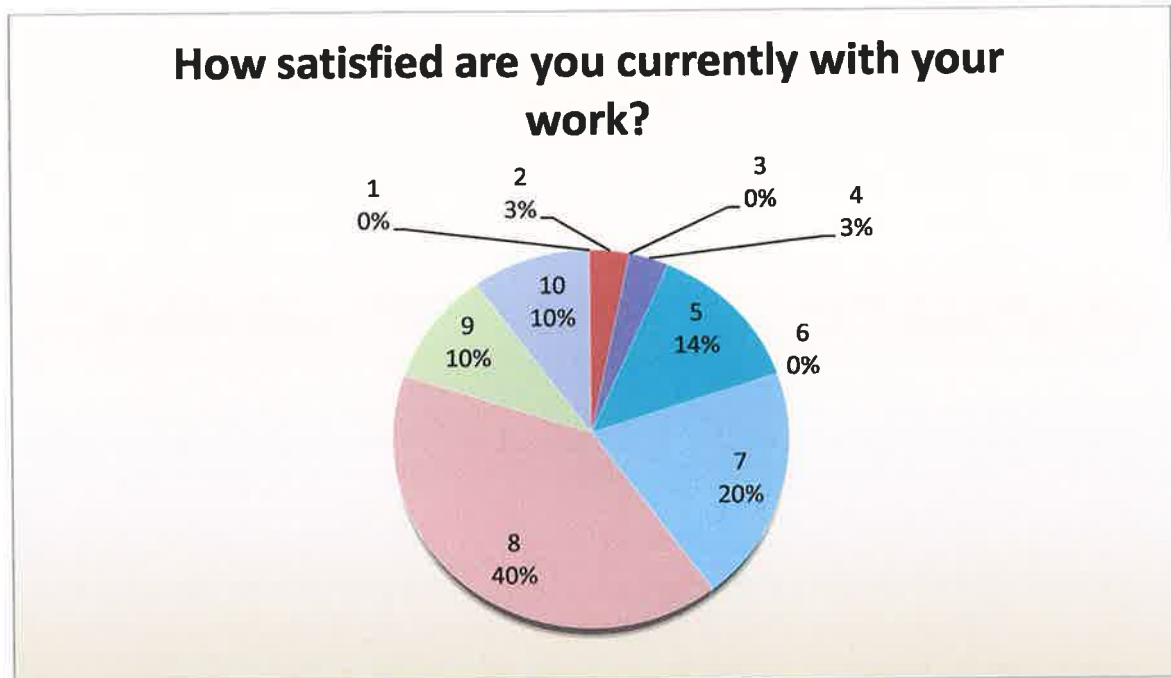


Figure 4.48 How satisfied respondents currently are with their work

4.6.48.1 Summary

Exactly half of respondents scored their current satisfaction with their work at either 8, 9 or 10. However, 20% scored it at either 2, 4 or 5.

4.6.49 Question 46 (Part C)

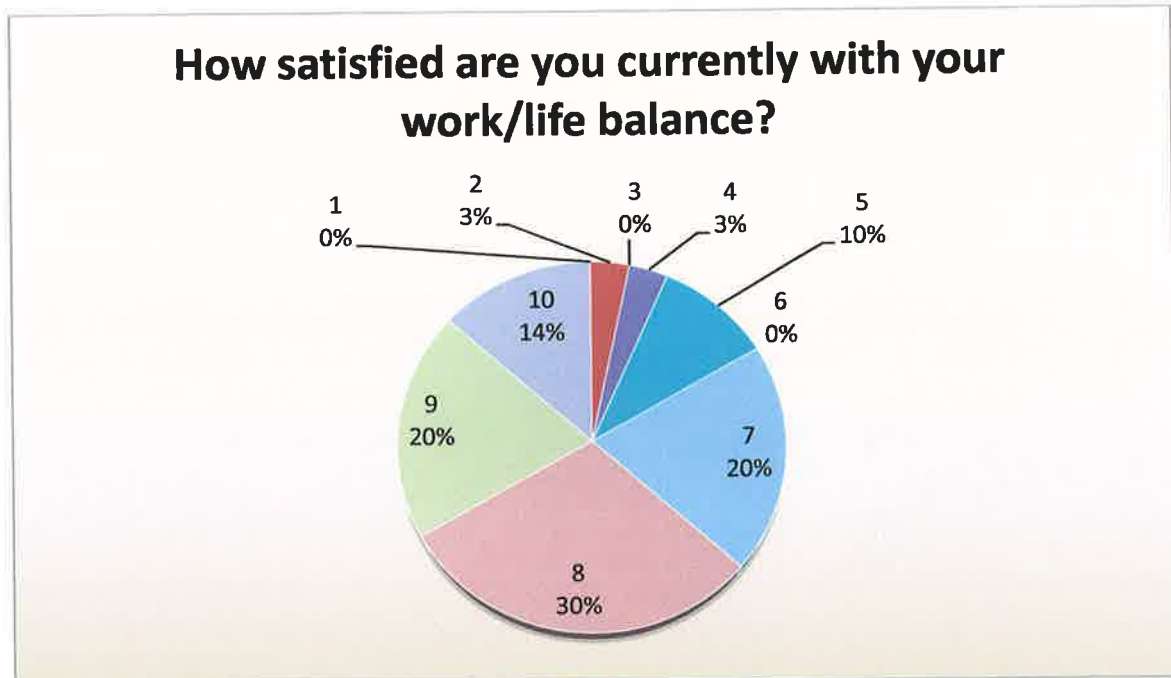


Figure 4.49 How satisfied respondents currently are with their work/life balance

4.6.49.1 Summary

A majority of respondents, 64% scored their current satisfaction with their work/life balance at either 8, 9 or 10. This rises to 84% if those who scored it at 7 are included.

4.6.50 Question 47

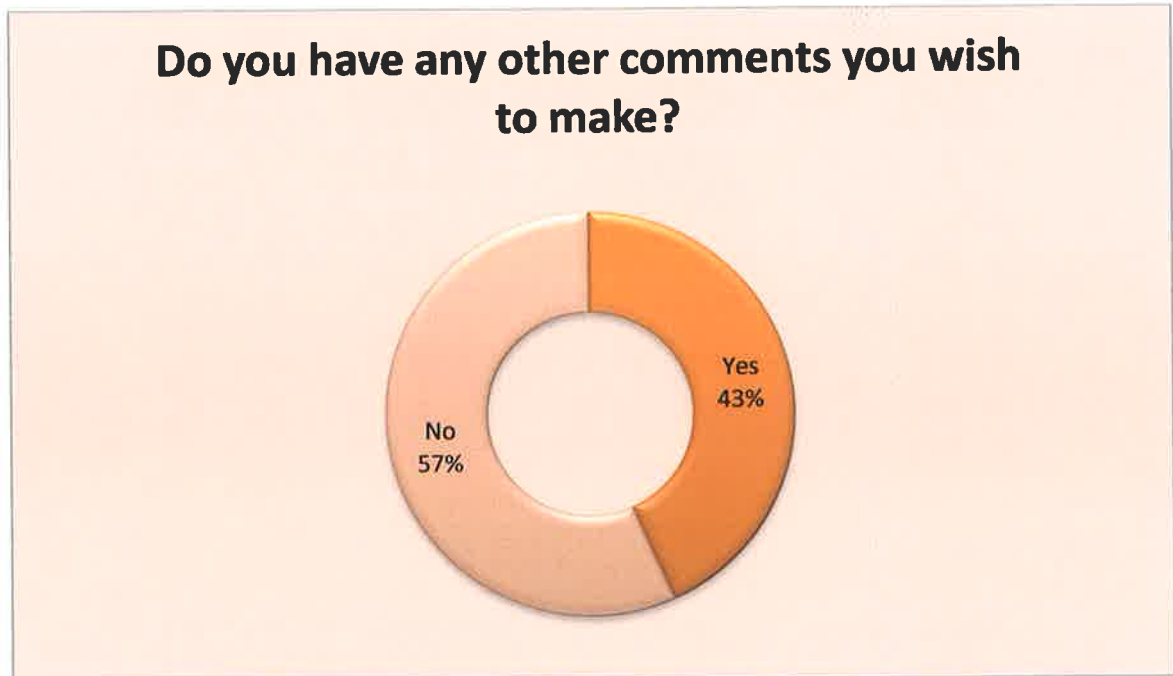


Figure 4.50 Respondents who had further comments to make

4.6.50.1 Summary

43% of respondents made further comments when asked if they wished to, 57% declined.

The comments made by these 43% included:

- *“There is absolutely no induction whatsoever...I needed job-specific training, it wasn’t on offer...senior managers claim again and again that there is an ‘open door’ policy – that is just non-existent”.*
- *“Overall, I am very happy to work here but I am also very happy it is going to end as well. I feel happy with the training opportunities and the on-the-job learning. It will definitely enhance my CV”. [comments from an employee who’s contract is due to end in the near future]*

- *“One location is more boring to work in than the other”.* [comment from an employee who works in 2 of the 4 locations the organisation has premises in]
- *“Family friendly policies depend on who you are...health and safety, in some ways is good here and in some ways, it is not. Certain issues need to be addressed, for example locked first aid boxes and they are wooden and should be plastic...and nailed shut windows”.*
- *“I love my new role, it’s a challenge and it’s new. I have to learn new procedures, my new manager is very helpful and instils confidence. She treats me like I am an equal, she has great empathy when she is listening to you, I would never feel nervous or anxious about going to her about anything. I don’t feel listened to with my other manager and points you make are not taken on board – relevant points. There is no follow up, ever”.* [comments from an employee who due to been given new duties, now reports to 2 different line managers – her previous line manager as well as a new line manager]
- *“I just think there are 2 different environments that I work amongst...some people are intimidated by a certain supervisor who seems to be on a ‘power thing’...courses are courses but self-development is the big thing...courses are great if the person has the self confidence to carry them off”.*
- *“The management would be very attentive to all of your problems at all times. It is like being part of a big family working here – it is very family orientated”.*
- *“From my own point of view, induction training does not exist in this organisation. Bringing someone around the place to introduce them to everybody is not induction, there’s more to it than that”.*

- *“Wages should not have been cut, I think it’s very unfair”*. [comment referring to pay cuts in organisation earlier in 2010]
- *“I know the money is not great but I am happy to be in work and not on the dole”*. [comment from employee with less than 1 full year of service who was long term unemployed immediately before joining the organisation]
- *“I have to say that of all the jobs I’ve worked in, this is the one I like the most and the one I would not like to lose. You’re free to do your job with no interference”*.
- *“I wish there was additional funding available for professional courses such as accounting technician”*. [comment from employee who was not sponsored by the organisation for professional training as the training was ‘too expensive’]
- *“I would say overall, people working in this organisation are happy, as a general rule, on balance”*.

4.7 Correlations

The following are some of the correlations observed. All percentages are rounded to the nearest full percentage value.

4.7.1 Correlations by Gender (Male)

Male respondents who received induction training	70%
And agreed:	
That it was adequate	70%
That it was of sufficient duration	60%
That they were brought on a tour of their workplace	60%
That the norms and values of the organisation were explained as part of their induction	50%
That senior management were involved in their induction	10%
That induction training is seen as important by the organisation	40%
That induction is well planned in the organisation	0%

Table 4.1 Correlations by gender (male)

4.7.2 Correlations by Gender (Female)

Female respondents who received induction training	50%
And agreed:	
That it was adequate	45%
That it was of sufficient duration	45%
That they were brought on a tour of their workplace	45%
That the norms and values of the organisation were explained as part of their induction	30%
That senior management were involved in their induction	0%
That induction training is seen as important by the organisation	20%
That induction is well planned in the organisation	15%

Table 4.2 Correlations by gender (female)

4.7.3 Correlations by All Respondents Who Received Induction Training

All respondents who received induction training	57%
And agreed:	
That they are absolutely clear what is expected of them in their job	50%
That their job fully utilises their skills and qualifications	40%
That they are motivated to do their job well	53%
That their job gives them a strong sense of personal satisfaction	47%
That they feel loyal to the organisation	50%
That they are satisfied that they carry out their work to a high standard	57%
That the work that the organisation is involved in makes them feel that their job is important	47%
That they would recommend the organisation as a good place to work	43%
That in carrying out their work, they feel part of a team	37%
That there is good cooperation among the people they work directly with	50%
That they have at least one friend at work	57%
That the organisation cares about their development	33%

That the organisation develops and promotes talented employees	30%
That communications are effective in the organisation	23%
That their opinion counts in the organisation	13%
That they are actively looking for a new job	17%
That morale is high in the organisation	33%
That their manager or supervisor values their talents and contribution	50%

Table 4.3 Correlations by all respondents who received induction training

4.7.4. Correlations by All Respondents Who Did Not Receive Induction Training

All respondents who did not receive induction training	40%
And agreed:	
That they are absolutely clear what is expected of them in their job	30%
That their job fully utilises their skills and qualifications	27%
That they are motivated to do their job well	30%
That their job gives them a strong sense of personal satisfaction	20%
That they feel loyal to the organisation	27%
That they are satisfied that they carry out their work to a high standard	37%
That the work that the organisation is involved in makes them feel that their job is important	27%
That they would recommend the organisation as a good place to work	23%
That in carrying out their work, they feel part of a team	23%
That there is good cooperation among the people they work directly with	30%
That they have at least one friend at work	40%

That the organisation cares about their development	13%
That the organisation develops and promotes talented employees	17%
That communications are effective in this organisation	7%
That their opinion counts in the organisation	3%
That they are actively looking for a new job	17%
That morale is high in the organisation	10%
That their manager or supervisor values their talents and contribution	20%

Table 4.4 Correlations by all respondents who did not receive induction training

4.8 Summary

This chapter comprehensively presented the results from the author's primary research, an employee questionnaire. Overall, the findings show that those who did not receive induction:

- Are less likely to be absolutely clear what is expected of them in their job
- Are less likely to feel that their job fully utilises their skills and qualifications
- Are less likely to feel motivated to do their job well
- Are less likely to feel that their job gives them a strong sense of personal satisfaction
- Are less likely to feel loyal to their organisation
- Are less likely to be satisfied that they carry out their work to a high standard
- Are less likely to feel that the work that their organisation is involved in makes them feel that their job is important
- Are less likely to recommend their organisation as a good place to work
- Are less likely to feel part of a team when carrying out their work
- Are less likely to feel that there is good cooperation among the people they work directly with
- Are less likely to agree that they have at least one friend at work
- Are less likely to feel that their organisation cares about their development
- Are less likely to agree that their organisation develops and promotes talented employees
- Are less likely to feel that communications are effective in their organisation
- Are less likely to feel that their opinion counts in their organisation
- Are less likely to agree that morale is high in their organisation

- Are less likely to agree that their manager or supervisor values their talents and contribution

The relationship between receiving/not receiving induction and actively looking for a new job is not conclusive either positively or negatively.

5 Conclusion

5.1 Introduction

This dissertation explored the relationship between induction and employee commitment.

Areas such as the following were covered:

- An extensive literature review of induction and related issues
- The experiences of a sample of individuals in a 'live' organisation regarding induction
- Motivational issues surrounding these individuals
- Training, learning and development issues for these individuals
- Loyalty to the organisation
- Communications in the organisation
- Practices such as family friendly policies
- Relationships with management
- Job, life and work/life satisfaction concerns

An employee questionnaire was used to carry out the primary research.

5.2 Research Results

As previously stated in chapter 2, there are direct negative consequences for organisations which provide poorly designed and badly implemented induction programmes. These consequences cover a whole range of HR interests and they include a positive correlation between bad induction and low levels of employee commitment.

This correlation has been pointed out in previous studies on the subject of induction training. The author believes that this dissertation has also proven the correlation.

5.3 Research Implications

Even though ultimately it is the line manager's responsibility to ensure that new employees are inducted, HR must be involved in the design and preferably, at least some of the implementation of induction procedures. Properly designed induction programmes are aimed at facilitating the organisation to reach its goals. Therefore, failure by HR to ensure consistently good induction practices are adhered to will quite likely undermine the importance of the HR function itself within an organisation.

Induction is not simply a 'tour of the building and a few handshakes', yet some organisations seem to accept that such practices are adequate. These organisations are likely to have uncommitted, unmotivated and poorly performing staff in large numbers. HR has a responsibility to 'sell' induction to senior management and other stakeholders. For those who believe that induction is not important because "we get by without it", the challenge is to educate them as to how much more the organisation would undoubtedly increase its performance by introducing best practice induction procedures which would have eventual mutual benefits for the individual and crucially for the health of the organisation too.

5.4 Research Validity

The author believes that this research has met the aims set out in chapter 1 and that the research questions have been answered:

- Induction is linked to commitment through factors such as:
 - Greater clarity over job requirements
 - Better utilisation of skills
 - More motivated workers
 - More job satisfaction
 - Higher levels of loyalty to organisation
 - More conscientiousness among workers
 - Better cooperation between teams
 - Higher levels of morale
 - Better relationships with management
- These links are strong
- They are positively related

5.5 Research Limitations

As stated by the author in chapter 1, there is no guarantee that this research can be freely applied to other organisations in different sectors.

5.6 Scope for Further Research

The primary research for this dissertation was carried out by use of an employee questionnaire to which there were 30 respondents. All of these respondents are employed in non people management roles. There is scope for further research with the inclusion of people managers

in such research. It would also be of interest to the author to read a study similar to this dissertation but one in which the primary research was carried out by use of qualitative methods.

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Appendix 1

Dissertation Proposal/Research Methods Assignment

by

Dermot Byrne

(x09110976)

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Introduction

The topic I have chosen for my dissertation is 'induction'.

"Induction is the process of receiving and welcoming employees when they first join a company and giving them the basic information they need to settle down quickly and happily and start work". (Armstrong, 2003: 453)

There are many reasons why strong induction programmes are important in organisations. They include ensuring a smooth transition from being a new employee to being one of the established workforce, creating a positive bond between the new worker and the organisation, helping the new employee reach acceptable levels of performance quickly and increasing the likelihood of him/her staying in the job. However, the key reason why robust induction procedures are essential is that the solid integration of new members of organisations into their new organisations leads to mutual benefits.

It can be a stressful experience when starting a new job, there are so many people to meet and ideas to mentally absorb. It is also highly likely to be a fairly unproductive time for the new employee. Because recruitment is so expensive, it is desirable for organisations to bring new employees to high levels of output as soon as possible.

Time and again, research has proven that staff retention is improved when workers undergo appropriate induction training on beginning a new job. Therefore, all organisations (from the huge multinational to the local convenience store) should have well structured and thought out induction programmes in place.

The positive outcomes of strong induction programmes also include developing of commitment, clarification of the psychological contract, faster progression up the learning curve and a sound socialisation process.

So, what exactly should a good induction programme consist of? The new employee should be given a physical tour of the entire workplace and also given an organisational chart in order to show how he/she fits into the team. There is a legal obligation for Health and Safety procedures to be explained and also terms and conditions should be outlined. The staff handbook should be distributed and the history of the organisation should be explained including its products and services, culture, values and norms – company brochures and other promotional literature are useful for this. Lastly, the new employee should have his/her job and duties outlined and should also be given an overview of learning, development and training opportunities which may be available in the future.

It is not enough to have a generic 'one size fits all' induction programme. Adaptations should be made for different types of employees e.g. school leavers, newly qualified graduates, international employees, internally promoted employees along with those returning from maternity leave etc.

It is important to take a structured approach to induction, written checklists are advised – this means that all concerned are aware of what exactly has been covered so far. These written checklists are usually drawn up by the HR function in consultation with line managers, training officers, health and safety officials etc within the organisation. Care must be taken when designing them so that new workers are not overwhelmed with information and in order to ensure that they are given adequate time to absorb everything presented to them.

If a group of new workers is taken on simultaneously it can be useful to organise group induction training events delivered by use of presentations, slides, videos/dvds, questions and answers sessions etc. The practice of induction through or partially through e-learning is also becoming increasingly popular, especially in large organisations.

Poorly designed and implemented induction programmes can lead to confusion among new workers as to their actual role in an organisation and also to a failure for them to 'gel' within the team. Such badly designed programmes can also lead to poor morale and low performance with resultant losses in productivity.

Although the HR function has overall responsibility for the design and integrity of the induction programme, it is actually the individual line manager who is responsible for the induction training of a new employee. However, a member of the HR department will usually be directly involved in some of the induction procedures. As with any training, it is also wise to evaluate induction training whether by use of formal or informal reviews or by examination of statistics relating to leavers, this can help to tackle the 'induction crisis'.

The new employee should be made aware that help is readily available as he/she works for the first few weeks. Induction should continue over this period with shorter training and socialisation sessions along with more informal assistance and sharing of knowledge. Some organisations utilise a 'buddy' system where an experienced staff member helps the new worker with any day to day queries or issues which may arise. Organisations may also engage recently hired employees in inducting newer employees, thereby sharing their own experiences regarding settling into the organisation in the recent past. A heavy workload for the new employee should be avoided during the early weeks and positive reinforcement and feedback are crucial.

Although it is a complex exercise to design and implement a proper induction programme, it is worth remembering that fundamentally such a programme is firmly based on policies, procedures and processes.

"The benefits of a good induction programme are a more settled employee, a more effective response to training, lower employee turnover, and improved employment relations". (ACAS, 2009: 30)

All of those benefits seem highly desirable to me, and I cannot think of one single organisation which would argue against them.

Literature Review

In order to write a literature review, it is necessary to firstly carry out a literature search.

Collis and Hussey (2009: 91) define a literature search as:

"a systematic process with a view to identifying the existing body of knowledge on a particular topic. Knowledge is disseminated through various types of publication, which can be in hard copy or digital form, and the data can be qualitative (such as text or illustrations) or quantitative (such as tables or statistics)".

Collis and Hussey (2009: 100) define a literature review as:

"a critical evaluation of the existing body of knowledge on a topic, which guides the research and demonstrates that relevant literature has been located and analysed".

With the foregoing in mind, I will now outline some of the literature I found through researching the topic of 'induction':

"The outcome of [a strong induction programme] is that the new starter should have a good feel for the organisation, and should continue to feel that they made the right decision in joining the firm". (ACAS, 2009: 25)

Fowler (1996) found an individual's first few months in a new job to be a critical period with high levels of resignations. This is called the 'induction crisis' and it can be partially overcome by the use of skillfully designed and properly implemented induction programmes.

Mabey (1984) found that many factors had a considerable effect on the commitment of graduates after their first six months in a new job, the most significant factors however, were the quality of induction and other training as well as perceived progression opportunities.

The precise detail of an induction programme depends on the nature of the job along with the structure and culture of the organisation:

"Induction periods vary from company to company and can last as long as three months. It is...common to find that the new recruit is 'on probation' for the first three months...to determine whether the events work out as expected (this...depends on the job position and can be as long as twelve months in some cases)". (Gunnigle et al, 2006: 123)

It is also best practice for induction to be 'shared' amongst management. According to research by the UK's Internal Revenue Service, 52% of organisations share induction responsibility among HR and line managers while 35% have different induction procedures for different types of new employees (Personnel Today, 2003).

Possibly the most negative outcome, if induction is not carried out correctly is the previously mentioned, 'induction crisis'. CIPD (2009) research found that 19% of new starters leave their job within the first 6 months. This leads to more recruitment costs, time wasted in induction training, resentment among workers who didn't leave, repeat of the learning curve and possible poor public image of the organisation.

"The induction period is considered a very important training phase in Japanese companies, where, especially in bigger firms, the notion of a 'job for life' persists...every opportunity is utilised to indoctrinate the new trainee into the culture and ethos [of the company] which will become an ongoing 'way of life' in employment terms". (Garavan et al, 1995: 194)

"The function of the [orientation] training given is to convey to new employees the expected standards of behaviour and to deal with any anxieties the employee may have. New employees often have unrealistically high expectations about the amount of challenge and responsibility they will have. Systematic orientation training can help clarify how realistic these expectations are". (Garavan et al, 1995: 454)

Armstrong (2003: 454) writes of how commitment can be increased by good induction practices:

"A committed employee is one who identifies with the organisation, wants to stay with it and is prepared to work hard on behalf of the organisation. The first step in achieving commitment is to present the organisation as one that is worth working for and to ensure that this first impression is reinforced during the first weeks of employment".

This is an area which I am particularly interested in researching, I aim to explore my own organisation and the link between induction and job commitment in that organisation.

Armstrong (2003: 455) believes that good induction methods can clarify the psychological contract:

"Induction arrangements can indicate what the organisation expects in terms of behavioural norms and the values that employees should uphold. Induction provides an opportunity to inform people of 'the way things are done around here' so that misapprehensions are reduced even if they cannot be eliminated".

Gunnigle et al (2006: 250) argue that the induction crisis can be reduced by:

"developing 'a realistic job preview', which attempts to describe the job and the company as seen by those who work there. In this way potential job applicants can self-match their skills, abilities and aspirations against the realistic job description provided".

Strong induction procedures not only help organisations to retain staff, they can also have a positive effect on the bottom line. In 2003 the UK company, Trax Portable Access (which is involved in the business of provision of temporary-access solutions) introduced an extensive training programme across the organisation, a major component of this programme was new and rigorously designed induction training. On completing induction, new employees were given a folder which contained a job description, skills summary, individual training plan, necessary competences, progress reports, assessment tools and results. Within 18 months the company had doubled financial turnover *and* employee numbers (Pollitt, 2006)

The most difficult part of induction is not the communicating of procedures and tangible rules, it is the potential failure to successfully communicate "the morass of undocumented rules and attitudes that comprise institutional culture". (Gregory, 1998).

There is widespread HRM literature pointing out the importance to organisations of loyalty and commitment among workers and how best practice HRM can encourage and strengthen these attributes (Iles et al, 1990). However, there is also evidence that employee commitment is more dependent on perception of HRM practices such as equitable promotion and reward systems (Ogilvie, 1986).

As can be seen above, there are some conflicting viewpoints in the literature. Nevertheless, I intend to widen my research to link variables such as individuals' satisfaction with their own induction and how this relates to their levels of job commitment (and commitment to the organisation).

Research Question

Having already decided that the topic for my dissertation will be 'induction' and having begun the literature review, the next stage is to identify an overall research question.

"A research question is a specific question the research is designed to investigate and attempt to answer". (Collis and Hussey, 2009: 117)

There will most likely be several research questions addressed in my dissertation but the overriding question will be 'how induction affects employee commitment'.

I have put considerable thought into what the title should be and I decided that a review of titles of dissertations written by past NCI BAHHR students would help me to decide or at least, it might guide me in the right direction.

I went to the college library and looked through the list of previous BAHHR dissertations. The list was hardly exhaustive and surprisingly, the librarian on duty advised me that the list does not include any dissertations which are more recent than 2006.

Anyhow, these are the titles, which caught my attention:

- **Flexible Working Arrangements:** *the Challenges and Benefits for.*
- **Use of Technology to Support Recruitment and Selection.**
- **Study of Staff Attitudes to Operational Risk and its Management in an...**
- **Diversity in the Workplace:** *a Comparative Study of Diversity in Today's...*
- **Work Life Balance:** *an Exploration.*
- **Use of Psychometric Testing to Predict Job Performance for Graduates.**
- **Study of Performance Management within a Large Irish Organisation.**

- **Exploring the Effectiveness of Performance Appraisals.**
- **New Employee Induction.**
- **Evaluation of Ulster Banks Induction Training Programme.**
- **Induction: *Benefits for the Employer and the Employee.***
- **Effective Communication and its Impact on Organisational...**
- **Bullying Within the Workplace: *Symptoms, Consequences and...***
- **Family Friendly Work Arrangements: *an Inquiry into the Provision...***
- **Work Life Balance for Women in Age Group 25 – 40. *Is it Achievable...***
- **An Investigation to Assess the Implications of the 2005 Health and Safety...**

As expected, there are 'buzzwords' used in most titles while some titles are more simplistic – this does not mean it is wrong to keep the title simplistic, we are flexible and distant learners, most of whom have full time jobs and family responsibilities etc. While we as a group of students, may enjoy 'privileges' such as access to our organisations for research etc, full-time students completing similar programmes to the BAHHR enjoy the 'privilege' of more time to research and write their dissertations.

Horn (2009) believes that even topics which "*do not feature in any list of important academic or practical problems*" can be used as a basis to write dissertations.

'[These dissertations] *with the normal care and commitment would return results...So if your topic is not very central to an academic discipline but is important to you, then proceed to develop it – it is an academic right to pursue any area of life or work*". (Horn, 2009: 14)

As a flexible and distant learner, it makes sense to me to plan a dissertation which it will be possible to actually finish on time with the end product reaching the required academic and other standards necessary as part of the BAHHR.

Some non full-time students would choose to write a career-assisting dissertation. This is useful for the cooperation and help their organisations would give them. However, the outcomes expected by the organisation are highly likely to be different to the outcomes expected by the college or university. Personally, I would feel 'stifled' by this approach as it could lead to a compromising of my research. Another approach to writing a dissertation is the practical problem strategy where a problem in the writer's own organisation or an external organisation is identified and then put into a theoretical context.

There is also the approach of the convenient access strategy. This is when the writer secures organisational access and fits the research into the parameters of the access. This is useful when access is restricted e.g. for a dissertation on compensation and benefits where access to policies and procedures etc is granted but access to actual salary information is refused.

Having taken all of this onboard, I have decided to use a mixture of the practical problem and convenient access strategies for my own dissertation. I will base my work on my own organisation and its induction procedures. I will try to keep the objectives of my dissertation from becoming unnecessarily complicated. Therefore, I propose to entitle my dissertation, "An Investigation of Employee Induction and Commitment in a Medium Sized Organisation".

However, I am fully aware that this title may change as I write the dissertation. This is not a bad thing as the process should be organic and reactive (to a certain extent). Having said that, I do not foresee a change to my overall research question – I am confident that it will remain 'how induction affects employee commitment'.

Research Approach

Research is a combination of practice, theory and the decisions of the researcher. All of these factors influence which methods are used to collect and analyse data. There are two main types of researchers, they are phenomenological and positivistic.

Saunders et al (2007: 606) describe phenomenology as:

"[a] research philosophy that sees social phenomena as socially constructed, and is particularly concerned with generating meanings and gaining insights into those phenomena."

Saunders et al (2007: 606) define positivism as:

"the epistemological position that advocates working with an observable social reality. The emphasis is on highly structured methodology to facilitate replication, and the end product can be law-like generalisations similar to those produced by the physical and natural scientists."

The research approach is essentially the methodology used in primary research for a dissertation (along with the secondary research of the literature review).

According to Horn (2009: 108):

"Methodology can be usefully thought of as an organised critical discussion of the principles and methods of a subject area. Principles can be regarded as the underlying philosophy of the research."

For the purposes of my dissertation I propose to use a positivistic approach for my primary research - I will seek to avoid having my own values or any personal bias influence the research and I will be an external observer of my own research.

In accordance with the philosophy of positivistic research, I will be objective and detached in my approach. I aim to use employee questionnaires, these questionnaires will be formal and even fairly clinical as positivistic research is scientific and not speculative. The questionnaires will be designed using clear statements, which are not open to different interpretations and the questions will be passive.

According to Collis and Hussey (2009: 190-191):

"A questionnaire is a list of carefully structured questions, which have been chosen after considerable testing with a view to eliciting reliable responses from a particular group of people."

If I were to take a phenomenological approach to the research, it would be a more informal process and I would probably use structured interviews with key words contained in the questions. For another project, this approach would be appropriate but for this dissertation I believe positivistic research is the most valid method. Positivistic research deduces from variable answers to questions, it is free of generalisations and its results are accurate.

I also propose to use a quantitative data method – this is done by measuring quantitative data numerically as quantities i.e. quantifying it. This quantified data should then be statistically analysed by the use of spreadsheets, graphs, charts and tables. I do not intend to use a qualitative data method – whereby non-numerical data, which is not quantified, would be analysed e.g. data from the use of semi-structured and unstructured interviews.

Quantitative research is objective and systematic – it is often used for scientific research. Qualitative research is more interactive and voice based – it is often used for humanistic research.

My proposed research should facilitate an evaluation, which is linked to underlying theory, of induction training and associated issues in my organisation. It should help me to identify strengths and weaknesses in the area. I seek to identify positive and negative aspects of induction in my organisation and to ultimately recommend a plan of action, should one be required, to put in place a properly designed induction procedure.

At the very least, the outcome of this research will broaden the knowledge of managers and other individuals in my organisation in relation to induction processes and their importance to other areas e.g. employee commitment, retention, motivation and performance.

Saunders et al (2007: 608) define 'questionnaire' as:

"[a] general term including all data collection techniques in which each person is asked to respond to the same set of questions in a predetermined order."

Questionnaires are rigidly structured and are used to obtain factual information as well as knowledge about attitudes and feelings. Questionnaires are also inexpensive to use and they provide results reasonably fast. These results are not influenced by the attitudes, beliefs or bias of the researcher.

Negative points about the use of questionnaires include that the questions used are, by the nature of the questionnaire format unlikely to be probing. Questionnaires also often have a poor response rate and do not allow for the clarification of questions asked – this is more of a problem if the questionnaire is badly designed in the first place.

To circumvent some of these negative factors, I propose to administer the questionnaires in short sessions on a one-to-one basis i.e. meeting individually with each of the subjects and asking them the questions face-to-face. This will facilitate an accurate explanation of the exact nature of the research and also the provision of an absolute guarantee of confidentiality and anonymity. It means that I can tell the subjects that they do not have to answer any questions they do not wish to and that if they want to end the session at any time, it is perfectly valid to do so.

Administering the questionnaires in this way, almost as semi-structured interviews will, I hope, ensure a higher response rate than if I were to email or post them to prospective participants.

I will be mindful of ethical considerations and will ensure that I respect participants' rights and sensibilities.

According to Horn (2009: 136):

"The main aim of ethical standards...[is] that your research should DO NO HARM. It is preferable for your research to do some good."

I will also observe legal requirements e.g. provisions of the Data Protection Act. It is also my intention to pilot test my questionnaire and make any necessary readjustments afterwards.

I intend to transcribe and collate all data from completed questionnaires and to use a mixture of analytical methods and tools e.g. spreadsheets, graphs, charts and tables. There are important differences between these analytical methods and tools e.g. graphs are visual aids, which are more suitable for identifying trends while spreadsheets are less visually stimulating but are a useful tool for presenting raw data such as percentages.

Work Plan

Horn (2009) breaks a dissertation into 5 phases:

- Conceptual (topic is thought about)
- Critical (theory and methodology are evaluated)
- Action (data is collected)
- Analytical (data is analysed)
- Creative (recommendations are made)

This is a much synopsised breakdown and in practice, the completion of a dissertation is a major and significant undertaking.

A dissertation consists of many component parts and tasks. In order for a student to successfully complete a dissertation, he/she must rigorously plan the work:

"Planning and managing the phases of a dissertation are key skills of a successful dissertation." (Horn, 2009: 61)

Planning leads to the developing of smart work habits early on in the process and the setting of realistic deadlines. The student should be organised and in control, then the process becomes proactive and systematic, it is also less stressful.

When planning the dissertation, a useful approach for students is to adopt the skills of 'project management':

"The main skills of project management...are those of breaking the project down into a series of tasks and milestones in order to establish an outline plan." (Anderson, 2004: 61-62)

Challenges to completion may include family commitments, other study activities e.g. assignments and exams, and unforeseen events e.g. redundancy or illness.

Whatever happens during the period of the researching and writing of a dissertation, the student should strive to master the ability to 'multi-task' and should never put the dissertation project to one side. It is worth writing even a small piece each day.

"Successfully completing a dissertation is a major task. Planning, organising and the effective use of time should make the difference between a major challenge that can be accomplished successfully and a failure to complete".

(Horn, 2009: 65)

As I am not sure of the actual submission date for the dissertation, I have left the work plan layout in my Gantt Chart as I originally created it for the 5 wiki essays in semester 1. It is still the work plan which I am using as I progress on the journey to 'dissertation completion'. Should there be any amendments required to my work plan (because of submission date etc), they will only be minor adjustments and I will not have a problem making them. I am satisfied that I have realistically structured the list of tasks and the time frame in the work plan and therefore it will withstand any changes necessary.

Gantt Chart Showing My Dissertation Work Plan:

	Date (Week Ending):																
	27/09/2009	04/10/2009	11/10/2009	18/10/2009	25/10/2009	01/11/2009	08/11/2009	15/11/2009	22/11/2009	29/11/2009	06/12/2009	13/12/2009	20/12/2009	27/12/2009	03/01/2010	10/01/2010	
Task:																	
Attend Research Methods Workshop (1 of 2)																	
Exploratory Reading of Chosen Topic																	
Write and Submit Wiki Essay (1 of 5) - Topic Selection																	
More Defined Reading of Existing Literature																	
Negotiate Access																	
Write and Submit Wiki Essay (2 of 5) - Literature Review																	
Write and Submit Wiki Essay (3 of 5) - Research Question																	
Write and Submit Wiki Essay (4 of 5) - Research Approach																	
Write and Submit Wiki Essay (5 of 5) - Work Plan																	

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Appendix 2

Employee Questionnaire

(for Pilot Test)

- *This questionnaire is being used for research towards the completion of a BA (Hons) in Human Resource Management.*
- *It is a completely anonymous questionnaire and any information you give cannot be traced back to you.*
- *This research is totally confidential and I am the only person in this organisation who will view any information which you provide.*
- *Thank you for taking part in this research.*

Dermot Byrne

Section A:

This section covers some brief personal details, you cannot be identified from your answers.

Gender

Question 1: Are you Male or Female? _____

Age Group

Question 2: What is your age group?

20 or Under _____

21 – 30 _____

31 – 40 _____

41 – 50 _____

51 – 60 _____

61 or Over _____

Years of Service

Question 3: How many years service do you have with this organisation?

Less than 1 full year _____

1 – 3 years _____

3 – 5 years _____

5 – 7 years _____

7 – 9 years _____

9 – 11 years _____

11 or more years _____

Section B:

*This section requires you to answer **I agree**, **I neither agree nor disagree** or **I disagree** in response to the statements below. Please choose one response only for each statement.*

Question 4: When I started working in this organisation, I received induction training.

I agree I neither agree nor disagree I disagree

Question 5: The induction training which I received was adequate.

I agree I neither agree nor disagree I disagree

Question 6: The induction training which I received was of sufficient duration.

I agree I neither agree nor disagree I disagree

Question 7: During my induction training I was brought on a tour of my workplace.

I agree I neither agree nor disagree I disagree

Question 8: The norms and values of this organisation were explained to me during my induction training.

I agree I neither agree nor disagree I disagree

Question 9: Senior management were involved in my induction training.

I agree I neither agree nor disagree I disagree

Question 10: Induction training is seen as important by this organisation.

I agree I neither agree nor disagree I disagree

Question 11: Induction training is well planned in this organisation.

I agree I neither agree nor disagree I disagree

Question 12: I am absolutely clear what is expected of me in my job.

I agree I neither agree nor disagree I disagree

Question 13: I have received the training which I need to do my job efficiently.

I agree I neither agree nor disagree I disagree

Question 14: I have all the materials and equipment which I need to do my job effectively.

I agree I neither agree nor disagree I disagree

Question 15: My job fully utilises my skills and qualifications.

I agree I neither agree nor disagree I disagree

Question 16: My job is always challenging and never boring.

I agree I neither agree nor disagree I disagree

Question 17: The amount of work I am expected to do is always reasonable.

I agree I neither agree nor disagree I disagree

Question 18: I am fairly paid for the work I do.

I agree I neither agree nor disagree I disagree

Question 19: My job gives me a strong sense of personal satisfaction.

I agree I neither agree nor disagree I disagree

Question 20: My job does not cause stress or anxiety in my life.

I agree I neither agree nor disagree I disagree

Question 21: I am satisfied that I carry out my work to a high standard.

I agree I neither agree nor disagree I disagree

Question 22: In this organisation high standards of quality are always maintained in all work carried out.

I agree I neither agree nor disagree I disagree

Question 23: The work that this organisation is involved in makes me feel that my job is important.

I agree I neither agree nor disagree I disagree

Question 24: I would recommend this organisation as a good place to work.

I agree I neither agree nor disagree I disagree

Question 25: In carrying out my work, I feel part of a team.

I agree I neither agree nor disagree I disagree

Question 26: There is good cooperation among the people I work directly with.

I agree I neither agree nor disagree I disagree

Question 27: I have at least one friend at work.

I agree I neither agree nor disagree I disagree

Question 28: In the past 12 months, I have had opportunities at work to learn and grow.

I agree I neither agree nor disagree I disagree

Question 29: This organisation cares about my development.

I agree I neither agree nor disagree I disagree

Question 30: This organisation has progressive staff training and education policies in place.

I agree I neither agree nor disagree I disagree

Question 31: This organisation develops and promotes talented employees.

I agree I neither agree nor disagree I disagree

Question 32: Communications are effective in this organisation.

I agree I neither agree nor disagree I disagree

Question 33: My opinion counts in this organisation.

I agree I neither agree nor disagree I disagree

Question 34: Good Health & Safety procedures are adhered to in this organisation.

I agree I neither agree nor disagree I disagree

Question 35: My job is secure.

I agree I neither agree nor disagree I disagree

Question 36: I am actively looking for a new job.

I agree I neither agree nor disagree I disagree

Question 37: My employment responsibilities never conflict with my personal responsibilities.

I agree I neither agree nor disagree I disagree

Question 38: This organisation has family friendly policies and procedures in place.

I agree I neither agree nor disagree I disagree

Question 39: Morale is high in this organisation.

I agree I neither agree nor disagree I disagree

Question 40: In the past month I have received praise or recognition from my manager/supervisor for doing my job well.

I agree I neither agree nor disagree I disagree

Question 41: My manager/supervisor is fair and helpful.

I agree I neither agree nor disagree I disagree

Question 42: My manager/supervisor cares about me as a person.

I agree I neither agree nor disagree I disagree

Question 43: My manager/supervisor values my talents and the contribution I make.

I agree I neither agree nor disagree I disagree

Question 44: My manager/supervisor possesses the required knowledge to make decisions about my work.

I agree I neither agree nor disagree I disagree

Question 45: I respect my manager/supervisor as a competent professional.

I agree I neither agree nor disagree I disagree

Section C:

This section provides you with an opportunity to make other comments.

Do you have any other comments you wish to make?

Thank you again for taking part in this research.

Appendix 3

Employee Questionnaire

(Revised)

- *This questionnaire is being used for research purposes towards the writing of a dissertation which is in partial fulfilment of the requirements of a BA (Hons) in Human Resource Management at the National College of Ireland.*
- *It is a completely anonymous questionnaire and any information which you give cannot be traced back to you.*
- *This research is totally confidential and I am the only person in this organisation who will view any information which you provide.*
- *Should you wish to do so, you can end the questionnaire session without explanation at any time.*
- *Thank you for taking part in this research.*

Dermot Byrne

Section A:

This section covers some brief personal details, you cannot be identified from your answers.

Gender

Question 1: Are you Male or Female? _____

Age Group

Question 2: What is your age group?

21 – 30 _____

31 – 40 _____

41 – 50 _____

51 – 60 _____

61 or Over _____

Years of Service

Question 3: How many years service do you have with this organisation?

Less than 1 full year _____

1 – 3 years _____

3 – 5 years _____

5 – 7 years _____

7 – 9 years _____

9 or more years _____

Section B:

*This section requires you to answer **I agree**, **I neither agree nor disagree** or **I disagree** in response to the statements below. Please choose one response only for each statement.*

Question 4: When I started working in this organisation, I received induction training.

I agree I neither agree nor disagree I disagree

Question 5: The induction training which I received was adequate.

I agree I neither agree nor disagree I disagree

Question 6: The induction training which I received was of sufficient duration.

I agree I neither agree nor disagree I disagree

Question 7: During my induction training I was brought on a tour of my workplace.

I agree I neither agree nor disagree I disagree

Question 8: The norms and values of this organisation were explained to me as part of my induction training.

I agree I neither agree nor disagree I disagree

Question 9: Senior management was involved in my induction training.

I agree I neither agree nor disagree I disagree

Question 10: Induction training is seen as important by this organisation.

I agree I neither agree nor disagree I disagree

Question 11: Induction training is well planned in this organisation.

I agree I neither agree nor disagree I disagree

Question 12: I am absolutely clear what is expected of me in my job.

I agree I neither agree nor disagree I disagree

Question 13: I have received the training which I need to do my job efficiently.

I agree I neither agree nor disagree I disagree

Question 14: I have all the materials and equipment which I need to do my job effectively.

I agree I neither agree nor disagree I disagree

Question 15: My job fully utilises my skills and qualifications.

I agree I neither agree nor disagree I disagree

Question 16: My job is always challenging and never boring.

I agree I neither agree nor disagree I disagree

Question 17: I am motivated to do my job well.

I agree I neither agree nor disagree I disagree

Question 18: The amount of work I am expected to do is always reasonable.

I agree I neither agree nor disagree I disagree

Question 19: I am fairly paid for the work I do.

I agree I neither agree nor disagree I disagree

Question 20: My job gives me a strong sense of personal satisfaction.

I agree I neither agree nor disagree I disagree

Question 21: My job does not cause stress or anxiety in my life.

I agree I neither agree nor disagree I disagree

Question 22: I feel loyal to this organisation.

I agree I neither agree nor disagree I disagree

Question 23: I am satisfied that I carry out my work to a high standard.

I agree I neither agree nor disagree I disagree

Question 24: In this organisation high standards of quality are maintained in all work carried out.

I agree I neither agree nor disagree I disagree

Question 25: The work that this organisation is involved in makes me feel that my job is important.

I agree I neither agree nor disagree I disagree

Question 26: I would recommend this organisation as a good place to work.

I agree I neither agree nor disagree I disagree

Question 27: In carrying out my work, I feel part of a team.

I agree I neither agree nor disagree I disagree

Question 28: There is good cooperation among the people I work directly with.

I agree I neither agree nor disagree I disagree

Question 29: I have at least one friend at work.

I agree I neither agree nor disagree I disagree

Question 30: In the past 12 months, I have had opportunities at work to learn and grow.

I agree I neither agree nor disagree I disagree

Question 31: This organisation cares about my development.

I agree I neither agree nor disagree I disagree

Question 32: This organisation has progressive staff training and education policies in place.

I agree I neither agree nor disagree I disagree

Question 33: This organisation develops and promotes talented employees.

I agree I neither agree nor disagree I disagree

Question 34: Communications are effective in this organisation.

I agree I neither agree nor disagree I disagree

Question 35: My opinion counts in this organisation.

I agree I neither agree nor disagree I disagree

Question 36: Good Health & Safety procedures are adhered to in this organisation.

I agree I neither agree nor disagree I disagree

Question 37: My job is secure.

I agree I neither agree nor disagree I disagree

Question 38: I am actively looking for a new job.

I agree I neither agree nor disagree I disagree

Question 39: My employment responsibilities never conflict with my personal responsibilities.

I agree I neither agree nor disagree I disagree

Question 40: This organisation has family friendly policies and procedures in place.

I agree I neither agree nor disagree I disagree

Question 41: Morale is high in this organisation.

I agree I neither agree nor disagree I disagree

Question 42: In the past month I have received praise or recognition from my manager/supervisor for doing my job well.

I agree I neither agree nor disagree I disagree

Question 43: My manager/supervisor is fair and helpful.

I agree I neither agree nor disagree I disagree

Question 44: My manager/supervisor values my talents and the contribution I make.

I agree I neither agree nor disagree I disagree

Question 45: My manager/supervisor possesses the required knowledge to make decisions about my work.

I agree I neither agree nor disagree I disagree

Section C:

This section requires you to score your current levels of satisfaction with your life, your work and your work/life balance.

Question 46: How satisfied are you currently with the following aspects of your life, on a scale of 1 to 10 (where 1 represents totally dissatisfied and 10 represents totally satisfied)?

Your life as a whole:									
1	2	3	4	5	6	7	8	9	10
Your work:									
1	2	3	4	5	6	7	8	9	10
Your work/life balance:									
1	2	3	4	5	6	7	8	9	10

Section D:

This section provides you with an opportunity to make other comments.

Question 47: Do you have any other comments you wish to make?

Thank you again for taking part in this research.

Appendix 4

All Revised

Questionnaire Answers

Coded

