

## **EMPLOYEE INDUCTION AND ORIENTATION AT THE ARMY WELFARE TRUST**

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### **Abstract**

This thesis was intended to debate the issue of whether new employee induction is beneficial or an extra burden for an organization. This research described the basic requirements, details, and importance of an induction plan. The preparations made by an organization to welcome a new member into their family and the actors involved in the training and development teams, are linked with the induction process. To explain my topic better, the Army Welfare Trust (AWT) was taken as a case study. The results of the conducted study revealed that an induction process should include the issue of “Get the practical stuff right, have a plan, inspire them, socialize, and be systematic”. This study helped us value the importance of inducting fresh employees in an organisation. The area of preparing an induction checklist for supervisors and also one for those in charge of the induction program is covered in the document. An estimate of the success of the induction process in the perspective of organisational aims, long-term and short-term objectives is also narrated.

**Keywords:** Army Welfare Trust, Systematic approach, Organizational Aims, Employees

### **Background of the study**

Abundant evidence indicates that induction is useful, if not necessary, technique in moral development. Parents who use induction to explain the implications of their child's behavior on others generally have children who demonstrate consideration for others, resistance to temptation, and little aggression. Likewise, supervisors who provide logical explanations for why employees should behave honestly, why they should be helpful to others, and why they should be loyal to the company, will help employees to acquire moral values of honesty, pride, in work and loyalty.

Traditionally the process of employee induction includes showing new employees the places and things in the organization, introduction with only few coworkers and wishing them good luck. That is not enough. New employees expect much more than this and they truly deserve more than this. Most common complaints that new comers experience are that they are bored, overwhelmed and completely left on their own which adds to the confusion. Such little understanding of the things and situations around him/her lead the person to frustration and takes too much time to be productive. Situation gets worse in some organizations in which the new comers quit the job. Army welfare trust (AWT) gives great importance to its employees. They are constantly putting efforts in the training and development of their hardworking staff. As soon as a person enters the

organization as a new recruit they start polishing them so that they in turn give new edge to the organization.

The term 'induction' is most commonly used in a workplace context to explain the process in which employees of an organization adjust to their jobs and become familiar with the new environment. The main aspect of this process includes 'orientation' in which the newcomers are welcomed and given the basic information about the organization. It is a kind of training event in which the new starters are familiarized with basic rules and regulations. Following orientation another important aspect is 'socialization' which is a slow process and also very much dependent on the employees. Socialization includes building up working relationships with colleagues and joining various groups and teams to perform the roles appointed to them and to carry out the role efficiently. A similar term 'on boarding' is also used by some people to explain the whole process starting from the initial contact of the individual with the company or organization before formally joining it and finding its way through understanding and getting used to the business' ways of working and attaining a proper place in the organization.

### **Purpose of Induction**

The purpose of a good induction practice would be to aid a new member of staff with the "settling down" operation. Getting into a new career is a demanding encounter, because of new conditions and requirements as well as anxieties connected with looking absurd. Through the moving - in phase, a new worker is less likely to be effective or perhaps thoroughly effective and might possibly go away in case the feelings about unease are formidable.

Hence, it is worthwhile spending some time at successful induction, since serious benefits could be created with prevention from problems triggered as a result of unfamiliarity, speedy results of complete productiveness along with reduction of costs suffered with pointless recruitment to replace lost employees.

### **Orientation**

Induction is followed By Orientation. Induction is a short-term activity while Orientation is a long-term activity. The subject matter of Induction and Orientation is; Induction means an overall preview of the company like introductory videos and presentations on the other hand Orientation is a practical overview of the company which includes introduction to the people of the organization and making the new comer familiar with everyone and everything giving him a realistic picture of the environment of the company he is joining. In this document both the terms are used interchangeably.

### **Induction process at Army Welfare Trust (AWT)**

It is the policy of Army Welfare Trust (AWT) to accept as well as orient fresh staff in a well-timed and steady fashion to be able to make certain complete comprehension together with conformity with Army Welfare Trust (AWT) procedures and operations. New workers usually are introduced to team employed in the same office on the first day of employment. New staff have a work area organized prior to when they turn up having elementary office materials, table, along with office chair. Early orientation takes place by the end of the employee's very first week

of job and arranged / planned by HR.

Army Welfare Trust (AWT) seeks to attract, motivate and retain the best individuals in the right positions needed to enable the organization to successfully achieve its vision and mission. Staff development procedures enable organization-initiated departmental staff promotions, transfers, and interim appointments to occur independently of job posting recruiting procedures. They use different channels for induction like Printed materials, an induction website, an employee handbook, an induction companion program and an induction training event. The orientation process is initiated as soon as HR department receives acceptance letter from the approved candidate.

Induction of employees at the time of hiring is an integral step not only to welcome but to make them familiar with the organization. It is considered to be the first formal training session aiming at enhancing the understanding of the organization and future development initiative. For better administration of induction, the classification of the inductees to be done into two major groups, the detail of these groups is as follows;

- Grade 12 or equivalent are considered as group 1 (GI) and are inducted by Group HR Department Army Welfare Trust (AWT)
- Grade 9-11 or equivalent are considered as group 2 (GII) and is the responsibility of Business Units
- Grade 7-8 considered as group 3

### **Statement of the problems**

Pakistan is a developing country. The service in industry is not developed to a considerable extent. Human resource practices are also very common. Most of the government setups are run by registrar system. Orientation of the new coming employees is not a common practice. The result is that employees feel lovely in the organization. there are organizations who follow a formal orientation program for fresh employees. Army Welfare Trust is one of them. In order to know the perception of employees regarding such activity and its effectiveness, this study was undertaken. It will help in improving the process.

### **Purpose of the study**

The main purpose of the study conducted is to get an overall idea about the Army welfare trust (AWT) induction plan and to analyze its various activities. The whole recruitment and orientation of the new inductee is followed in this study. The main reason for selecting this organization is the elaborate induction plan adopted in it which is not that common in Pakistan. Army Welfare Trust (AWT) is a large firm and inducts new employees almost every month. They all pass through induction but still their productivity level is not that high. In this study the reasons of low productivity of the plan and a new plan good attributes are covered. I find it very interesting to know about the impact of a good induction plan on the organization. The importance of employee induction in employee satisfaction, retention and overall performance is investigated as well.

### **Objectives of the study**

The major objectives of the study are;

- the research in hand aims to provide an overview of the induction and orientation process followed in practice.
- To highlight key issues concerning the introduction of a new inductee into the organization.
- To know the employee's perception about orientation.

### **Literature Review**

This section includes some of the notable works done in relation to the topic under study. It shows that the chosen topic is a much-researched field of study and is also an important aspect of business practice. Some of the works are given below.

John *et al.*, (1991) in their study found the commitment of Psychology professors at the University of Western Ontario, to be positively correlated with indicators such as “self-report measures of motivation and performance”, whereas continuance and normative commitment have not. This is likely because employees that are affectively committed are said to remain at an organization “because they want to, whereas those who have a strong continuance commitment remain because they have to”. Meyer further states that the development of affective commitment requires a mix of job choice characteristics, personal characteristics, and certain expectations about the job.

Mills and Murgatroyd, (1991) stated that the programs that are designed for staff induction should be consistent and according to the overall HR strategy of the organization. The socialization process makes the new comers capable of learning the rules of organizational routine. If the induction program is according to the overall HR strategy the new comers will get acquainted with them very soon and will become productive employees for the organization.

Gillian and Whitcomb (2000) states that employers want to help new employees get through this initial stage of starting a new job as quickly as possible. Many organizations operate an induction program to help new employees become effective members of the organization, and to introduce them to their new job and their work colleagues such programs may be organized and managed by human resource office, although a key role will be played by personnel in the department where the new worker is employed. Zineldin (2000) state that orientation and induction process is aimed to retain employees. Retention defined as “an obligation to continue to do business or exchange with a particular company on an ongoing basis”. Ardts *et al.* (2001) said that organizational socialization is the process of learning through which such attitudes are developed by newcomers that are necessary in performing their appointed roles efficiently and effectively.

Stauss *et al.* (2001) a more detailed and recent definition for the concept of retention is “customer liking, identification, commitment, trust, readiness to recommend, and repurchase intentions, with the first four being emotional-cognitive retention constructs, and the last two being behavioral intentions”. Klein (2001) believes that an important characteristic of new employee orientation programs is their ability to foster a competitive advantage for the organization, be it through

reduced employee turnover, improved employee productivity or increased job satisfaction. However, the ability of an effective orientation program to foster employee commitment is often overlooked by organizations. This may be due to commitment often being associated with employee tenure or seniority, though the level of employee commitment can be largely influenced during the beginning stages of a new job. The use of an orientation program to develop organizational commitment in employees can have a definite impact on their future work behaviors, which can ultimately lead to a sustainable competitive advantage for the organization.

Garvey (2001) stated that the most important goal of a new employee orientation program is to make the employee psychologically commit to the organizational beliefs from the very first day. The first month is the most crucial period for a new employee (outsider) and the organization since it will determine the strength of the relationship between them. In this short period of time, the new employee is required to become familiar with the policies, processes, values and culture of the organization which can sometimes lead to a significant amount of unnecessary stress that hinders employee satisfaction, commitment and performance within the organization. Davenport, cited by Martel (2002) states that one of the most important processes crucial to the organization is orientation of new employees. A well-oriented employee can be very productive for the company. As the employee becomes familiar to the environment, his/her fear of working in a strange and new place subsides and contributes with their full energy.

Wyatt cited by Martel (2002) is of the opinion that there exists a correlation between early education in the organization and performance. In a study conducted by him in 1998 regarding the competencies and competitive edge, Wyatt finds that almost seventy percent of organizations, showing average financial performance, look at employee's early development within organization, including induction, as a building block of success. Martel (2002) explored why different organizations give so much importance to the orientation process and why it is considered a perfect tool to ensure good productivity and retention of employees. Different well-known organizations were studied by Martel and concluded that the process of orientation in such best organizations starts from the very first day. It is felt that orientation is a kind of assimilation process in which all of the information about the company is collected and shared, which makes the new employee feel good. Such programs also contribute to the culture of the area and of the company, resulting in a good reputation and success.

Doris (2002) states that in the year 2000, companies that participated in the benchmarking service spent only 7 percent of their training dollars on new employee orientation and training programs. Every employee in the company needs a program that can provide all of the important value. Fortunately, it is felt by many companies that first impression is very important and so they are developing such first impression programs on many different levels. They are hiring full-time or part-time orientation facilitators and even full staffs devoted entirely to the effort of orientation of new employees.

Barlow (2003) suggests that additional measurable outcomes of effective orientation programs such as "turnover, absenteeism, and job performance are also linked to employee commitment". When defining employee commitment, its multidimensional nature should be mentioned because



on an organizational level it encompasses affective, continuance and normative commitment. When an employee has emotional attachment with his/her organization, this is affective commitment. It is often stated as ‘an individual remaining with organization because he/she wants to remain there’ and is comfortable in that organization. Continuance commitment is that commitment in which an employee is staying with an organization after weighing the costs and benefits of leaving the job, whereas normative commitment refers to an employee remaining with an organization out of a perceived obligation to the employer.

According to Bob Schultz (date unknown) a specialized orientation consultant from Grand Rapids, Michigan, states that orientation should be directed at such goal as to “have the person psychologically join the organization from the first day”. This statement suggests that a psychological commitment, similar to that in affective commitment, should begin from the early stages of a new job. Tying this idea with measurable impacts of orientation on employee turnover and job performance, the “join-up” period of a new job can be examined. If the new employee orientation effectively fills all knowledge deficits and results in the employee feeling committed on a psychological level, their time to reach full productivity” will be reduced substantially. The level of support perceived by the employee during the orientation can also have a major psychological impact, as employees can feel they have a contact to whom they can direct questions and gain assistance for the job. Opportunities provided to the employees to meet co-workers, become acquainted with organizational culture, and the goals of the organization can mentally reaffirm their decision to join the team. This surfaces the issue of socialization and how it can serve as an intermediary between the actual employee orientation and development of affective commitment.

Barlow (2003) expressed that, building affective employee commitment is the key step in the socialization process for a new employee in an orientation program. Once affective organizational commitment has been established immediately upon entry, this paper has identified that it will be easier for the employee to become part of the organization (insider) very quickly, which has been linked to the organizational measures of employee turnover, job satisfaction and job performance. A successful orientation program will result in improved employee satisfaction, morale, and commitment, while decreasing turnover and thereby increasing job performance resulting in significantly increasing the return on the largest asset of an organization, the workforce.

Wong (2004) wrote the process of induction is a comprehensive training and support program that lasts for 2 to 3 years and then gradually becomes a part of the organizational routine whereby new teachers are kept teaching and aimed at increasing their effectiveness. Lawson (2006), orienting the new employee is intended to develop and enhance good communication with the new employees from the very start; the introduction of policies and procedures, departmental goals, customs and traditions; to understand responsibilities and expectations clearly and the provision of the information to the new employee that will facilitate the transition into his/her workplace. Thomas and Anderson (2006) induction is a gradual learning process in which a person which is an outsider at first becomes the integrated insider, develops and gain information about the structure of organization, its rules and official goals (artifacts) and social rules (ostensive aspects) which are shaped by the organization’s history, traditions and politics. Moreover, the individual is

introduced to his work unit and how the different tasks are to be fulfilled, are taught. The main aim of such socialization is the transfer of information to the new organizational member.

Carrell *et al.* (2006) stated that induction increases the level of commitment within the organization and so it is listed as one of the most crucial processes of the organization. It is further stated that induction is very closely related to recruitment but unfortunately it is the neglected domain of human resource management. Birnholtz *et al.* (2007) said that it is the responsibility of the organization to convey information about its formal and social rules to new comers. Haasbroek *et al.* (2008) is of the opinion that one of the most stressful experiences of life is to start a new job and so developing and providing a proper and effective induction program in the company can ease the tension of a lot of new comers. Induction program should be sensitive to the uncertainties, needs and anxieties of the new employee.

Boswell *et al.* (2009) adds that to mitigate the negative impact of this unnecessary stress leading to turnover, the organization must build affective employee commitment with the organization through orientation, which is highly correlated with improved job satisfaction. Managers must actively encourage and support the employee in learning about the organization to accelerate the socialization process so that employees may swiftly become insiders. The type of orientation and training has a direct impact on the new employee's perceptions about the organization. This determines the future performance of the employee, since the employee will examine his or her expectations and analyze whether these expectations have been fulfilled by the organization.

Alan *et al.* (2009) says that induction is also known as socialization or orientation and it is also regarded by some people as the last phase in selection and recruitment but at the same time it is also the first and the initial phase of learning and development. Induction is the formal method by which new employees are familiarized to the organization and appointed their roles.

## **Research Methodology**

### **Universe of the study**

The study of my research area was ARMY WELFARE TRUST(AWT) HEAD OFFICE RAWALPINDI

### **Research Purpose**

The research purpose of this project report is mainly descriptive. It selected the sample purposively. This section describes how data analysis and sampling was done.

### **Sample Selection**

For present study the sample was selected purposively. The sample included 30 participants of orientation program at Army Welfare trust. These included employees from all grades. The only similarity was that they were all member of the group who were given orientation.

### **Data Analysis**

The data was qualitative in nature. It was in likert scale format. There was a need to know the association between various elements of the orientation process. For this purpose, cross tabulation for association of different factors and its effectiveness was used by the formula given:

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^c \frac{(O_{ij} - e_{ij})^2}{e_{ij}}, \text{ with } (r-1)(c-1) \text{ degree of freedom}$$

$O_{ij}$  and  $e_{ij}$  is the observed and expected frequencies y of cell in  $i^{\text{th}}$  row and  $j^{\text{th}}$  column, respectively.

## Results and Discussions

This specific section consists of the results and its discussion in relation to the set objectives and hence data collection. The study used the questionnaire used by Army Welfare Trust. The first section is a frequency distribution of the responses regarding different items of the orientation Programmed. The second is the cross-tabulation of various important elements of the same program. The details are given below.

### Section-A

#### Relevance of Orientation Material

The respondents recorded their views about various items in the orientation Program. The relevance of material is a very important ingredient in the orientation. If the material is not relevant, then the activity is of no output. Most of the respondents termed the material as good. It counted for 53 percent of the total responses in the same regard. Similarly, 23.3% respondents viewed that the material was excellent, while only 10 percent termed it poor. As most of the people, i.e., 90% were satisfied with the material so we can be confident of the material of the program.

**Table No.1: Frequency distribution of Relevant material**

Item	Frequency	Percent	Cumulative Percent
Excellent	7	23.3	23.3
Good	16	53.3	76.7
Average	3	10.0	86.7
Satisfactory	1	3.3	90.0
Poor	3	10.0	100.0
Total	30	100.0	

#### Flexible Structure

The flexibility of structure is important in the sense that nothing remains constant and dynamism is the need for success. The respondents were asked to respond about the flexibility of the structure of orientation program. Only 10% were of the opinion that it was poor. The rest (90%) termed it either excellent (16.7%), good (33.3%) or satisfactory (33.3%).

**Table No.2: Frequency Distribution of flexible structure**

Item	Frequency	Percent	Cumulative Percent
Excellent	5	16.7	16.7
Good	10	33.3	50.0
average	10	33.3	83.3
satisfactory	2	6.7	90.0
Poor	3	10.0	100.0
Total	30	100.0	



## Coordination for Activities

**Table No.3. Frequency Distribution of coordination for activities**

Item	Frequency	Percent	Cumulative Percent
Excellent	10	33.3	33.3
Good	14	46.7	80.0
Average	3	10.0	90.0
Poor	3	10.0	100.0
Total	30	100.0	

## Quality of Information

The information was considered reliable in quality. The table no.3 shows the frequency tabulation of responses about quality of information. There was no response that the information was of poor quality. Most of the responses were good, i.e. 50% respondents valued it good, 20% as average and 30 percent excellent. If the quality is good then information are usable practically and hence effective in its purpose.

## Quality Information

		Frequency	Percent	Cumulative Percent
Valid	Excellent	9	30.0	30.0
	Good	15	50.0	80.0
	Average	6	20.0	100.0
	Total	30	100.0	

## Arrangement

		Frequency	Percent	Cumulative Percent
Valid	excellent	3	10.0	10.0
	good	16	53.3	63.3
	average	11	36.7	100.0
	Total	30	100.0	

The information was considered reliable in quality. The table shows the frequency tabulation of responses about different arrangements. There was no response that the information was of poor quality. Most of the responses were good, i.e. 10% respondents valued it good, 53.3% termed it as average and 36.7 percent rendered it as excellent. If the quality is good then information are usable practically and hence effective in its purpose.

## Session

		Frequency	Percent	Cumulative Percent
Valid	excellent	4	13.3	13.3
	poor	25	83.3	96.7
	average	1	3.3	100.0
	Total	30	100.0	

The table shows the frequency tabulation of responses about session. Majority of the responses

were poor, i.e. 83.3% respondents valued it poor, 3.3% as average and 13.3 percent as excellent. If the quality is poor then information cannot be used practically and hence ineffective in its purpose.

## Communication

		Frequency	Percent	Cumulative Percent
Valid	excellent	4	13.3	13.3
	good	11	36.7	50.0
	average	15	50.0	100.0
	Total	30	100.0	

The information was considered reliable in quality and the table shows the frequency tabulation of responses about communication between employees and supervisor. There was no response that the information was of poor quality. Most of the responses were average, i.e. 50% respondents valued it as average, 36.7% said it was good and 13.3 percent termed it excellent. If the quality is good then information are usable practically and hence effective in its purpose.

## Understanding

		Frequency	Percent	Cumulative Percent
Valid	excellent	11	36.7	36.7
	good	14	46.7	83.3
	average	1	3.3	86.7
	satisfactory	4	13.3	100.0
	Total	30	100.0	

The information was considered reliable in quality. Table above shows the frequency tabulation of responses about understanding or agreeing on a certain matter. There was no response that the information was of poor quality. Most of the responses were good, i.e. 50% respondents valued it good, 20% as average and 30 percent excellent. If the quality is good then information are usable practically and hence effective in its purpose.

## Familiarizing

		Frequency	Percent	Cumulative Percent
Valid	excellent	3	10.0	10.0
	good	18	60.0	70.0
	average	7	23.3	93.3
	satisfactory	2	6.7	100.0
	Total	30	100.0	

The information was considered reliable in quality. This table shows the frequency tabulation of responses about familiarizing the employee with the work environment. 60 percent of the responses were good, 23.3% as average and 10 percent excellent where as only 6.7% rendered it as satisfactory.

## Whole Program

		Frequency	Percent	Cumulative Percent
Valid	excellent	6	20.0	20.0
	good	22	73.3	93.3
	average	2	6.7	100.0
	Total	30	100.0	

The above table shows the frequency tabulation of responses of employees about the whole induction and orientation program. There was no response that the information was of poor quality. Most of the responses were good, i.e. 73.3% respondents valued it good, 6.7% as average and 20 percent excellent.

## Quality information understandings cross tabulation

Count		Understanding				
		excellent	Good	average	satisfactory	total
Quality information	Excellent	6(20)	3(10)	0	0	9
	good	5(16.66)	9(30)	1(3.33)	0	15
	average	0	2(6.66)	0	4(13.32)	6
Total		11	14	1	4	30

Pearson chi square value =22.597(P=0.001)

Correlation =.682 (P =.000)

## The association between quality of information and understanding

To know the relation between quality of information and understanding responses regarding these two were cross-tabulated. There was no response that the quality of information or understanding of the inductee is poor. While 20% people were of the opinion that the induction process had excellent understanding and the quality of information was also excellent.

Those who ranked quality of information as excellent and had good understanding of the induction process were 10% of the whole. Similarly 16.66% had responded to have excellent understanding while quality of the information was good. Those responding quality of information as good and understood to average were just 3.33% and 13.33% had average views about quality and satisfactory response about their understanding of information. The chi-square value of 22.597 (p=0.001) is statistically significant and hence we can say that there is a significant association between quality of information and people's understanding of it. Similarly, there is a strong positive correlation between two variables.

### Flexible structure whole program cross tabulation

		Whole program			
		Excellent	Good	Average	Total
Flexible structure	Excellent	1(3.33)	4(13.32)	0	5
	Good	2(6.66)	8(26.64)	0	10
	Average	0	9(30)	1(3.33)	10
	satisfactory	0	1(3.33)	1(3.33)	2
	Poor	3(10)	0	0	3
Total		6	22	2	30

Source: survey

Pearson chi-square=21.818 (p value =0.005)

Pearson R = -0.152 (p value=0.423)

### The association between flexible structure and induction program

Very few people (3.33%) termed the induction program and its flexibility of the structure as excellent but there was a good number (13.32) who termed the structure as excellent and the whole program as good. A lot number responded that the structural flexibility was average and the program as a whole was good. The association between the flexibility of the structure and the induction program is proved by the chi-square test. The value (21.818) is statistically significant at the P-value of 0.005 so that is a strong association between flexibility of the structure and the induction program.

### Coordination for activities whole program cross tabulation

Count		Whole Program			
		Excellent	Good	Average	Total
Coordination for activities	Excellent	3(10%)	6(20%)	1(3.33%)	10
	Good	0	13(14.33%)	1(3.33%)	14
	Average	0	3(10%)	0	3
	Poor	3(10%)	0	0	3
Total		6	22	2	30

Pearson chi-square=17.532 (P value = 0.008)

Pearson's R = -0.390 (P value =0.033)

### The association between activities coordination and the whole program:

Most of the respondents termed the whole program of induction as good. There was 10% of the people who termed the program as excellent as well as the coordination for activities. There was 20% agreement in the responses that the coordination for activities was excellent and the induction program as good. There were maximum responses that both the induction program and the coordination for activities are good (i.e. 14.33%). Similarly, 10% people termed the coordination

of activities as poor although the termed the whole program as excellent. There was found the presence of significant association between the coordination for activities and whole induction program. It was proved by chi-square value of 17.532 which is statistically significant at 5% significant level. There was a negative and significant correlation between the variables i.e. coordination for activities and the induction program( $R=-0.39$ ). if the activities are coordinated, then the program will take less time and will be effective

## Coordination for activities, understanding cross-tabulation

Count		Understanding				Total
		Excellent	Good	Average	satisfactory	
Coordination for activities	Excellent	3(10%)	7(23.33%)	0	0	10
	Good	5(16.66%)	5(16.66%)	0	4(13.333%)	14
	Average	0	2(6.66%)	1(3.33)	0	3
	Poor	3(10%)	0	0	0	3
Total		11	14	1	4	30

Pearson chi-square = 21.262 (P value = 0.012)

Pearson's R = -0.146 (P value=0.441)

## The association between coordination for activities and understanding:

The responses regarding understanding of induction program and coordination for activities were cross tabulated to know about any associated between them. There were 10% of respondents who think that if there is an excellent coordination for activities, then the understanding will be excellent as well as and 16.66% think that excellent understanding is coupled with good coordination for activities. Similar percentage was recorded for good understanding and good coordination for activities. While 13.33% responded that good coordination for activities is associated with satisfactory understanding. There was found a significant associated between coordination for activities and understanding of the inductees as evident from chi-square value of 21.262 ( $P=0.012$ ) while no significant coo relation was proved ( $P=0.441$ ) If the activities are in proper manner and coordination, then it will help in understanding as the activities are in proper order.

## Relevant material communications cross tabulation

Count		Communication			
		Excellent	Good	Average	Total
Relevant material	Excellent	1(3.33%)	3(10%)	3(10%)	7
	Good	0	8(26.66%)	8(26.66%)	16
	Average	0	0	3(10%)	3
	Satisfactory	0	0	1(3.33%)	1
Total	Poor	3(10%)	0	0	3
		4	11	15	30



Pearson chi-square = 26.558 (P value = 0.001)

Pearson's R = -0.353 (P value = 0.056)

#### The association between relevant material and communication:

People who termed that good relevant material is associated with good communication were 26.6% of the whole, and a similar percentage for people who responded that good relevant material is associated with average communication. Similarly, 10% people termed that the average relevancy of material is coupled with average communication. While 10% had responded that poor relevancy of material indicates excellent understanding. The association as a whole was found to be significant (chi-square = 26.558 and 0.001). If the material is not relevant, it may be other variables that can affect communication for induction orientation.

#### Relevant material understanding cross-tabulation

Count		Understanding				
		Excellent	Good	Average	satisfactory	Total
Relevant material	Excellent	4(13.33%)	3(10%)	0	0	7
	Good	4(13.33%)	8(26.66%)	1(3.33%)	3(10%)	16
	Average	0	2(6.66%)	0	1(3.33%)	3
	Satisfactory	0	1(3.33%)	0	0	1
	Poor	3(10%)	0	0	0	3
Total		11	14	1	4	30

Pearson chi-square = 12.063 (p value = 0.441)

Pearson's R = -0.076 (p value = 0.688)

#### The association between relevant material and understanding:

The cross tabulation between relevant material and understanding resulted into somewhat mixed responses. Those who responded with excellent, relevant material may have an excellent understanding was 13.33% of the responses. Similarly, 13.33% termed good material to be associated with excellent understanding, and 26.66% responded that good relevant material is associated with good understanding. There were different responses that excellent understanding and poor relevance of material is associated in context to induction orientation. The chi-square resulted in a non-significant relation/association between the relevancy of material and understanding (chi-square = 12.063 and P = 0.441). Understanding may be subjective. It depends on other things as well, like intelligence quotient, attention, and material relevance may be one of the factors, but it cannot affect individually.

#### Relevant material session cross-tabulation

Count		Session			Total
		Excellent	Poor	Average	
Relevant material	Excellent	2(6.66%)	5(16.66%)	0	7
	Good	2(6.66%)	14(46.66%)	0	16
	Average	0	3(10%)	0	3

Satisfactory	0	0	1(3.33%)	1
Poor	0	3(10%)	0	3
Total	4	25	1	30

Pearson chi-square =32.346 ( p value =0.000)

Pearson's R =0.346 ( p value =0.061)

#### Association between relevant material session cross-tabulation:

The responses regarding understanding of the induction program and coordination for activity for cross tabulation to know about a relation between them. People who termed that good relevant material in association with session were 46.66 %. similarly, the percentage for people who responded average relevant material associated with the average session was 10% while 10% responded that poor relevancy of material was recorded. The association was found significant (chi-square 32.346 and p-value=0.60). if material is not relevant maybe other variable effect session for induction and orientation.

#### Relevant material power point quality cross tabulation

		Power point quality			Total
		Excellent	Good	Average	
Relevant material	Excellent	1(3.33%)	6(20%)	0	7
	Good	12(40%)	3(10%)	1(3.33%)	16
	Average	1(3.33%)	0	2(6.66%)	3
	Satisfactory	0	1	0	1
	Poor	3(6.66%)	0	0	3
Total		17	10	3	30

Pearson chi-square = 26.091 ( p value = 0.001)

Pearson's R = -0.162 ( p value = 0.392)

#### Association Relevant material power point quality crosses tabulation:

The cross tabulation between relevant material in power point quality resulted from mixed responses. Those who responded about excellent power point quality relevant material were 3.33% of the responses. Similarly, 40% termed good relevant material associated with the power point quality. The average material associated with the power point quality were 6.66%. there were different responses between excellent and good relevant material associated with the power point quality result. The chi-square resulted into non-significant relation between relevant material and power point quality (chi-square 26.091 and p-value = 0.001).

#### Conclusion and Recommendations

This study was undertaken to report the feedback of new employees about the orientation process of Army Welfare trust. Army Welfare trust undertakes a formal orientation program regularly. The participants were all those people who undergo the orientation process. The research purpose of this project report was mainly descriptive. It selected the sample purposively. The sample included 30 participants of orientation program at Army Welfare trust. The results are summarized as

follows’:

- Most of the respondents termed the material as good. It counted for 53 percent of the total responses in the same regard. Similarly, 23.3% respondents viewed that the material was excellent while only 10 percent termed it poor. As most of the people i.e. 90% were satisfied with the material so we can be confident of the material of the program.
- Only 10% were of the opinion that the flexibility of structure was poor. The rest (90%) termed it either excellent (16.7%), good (33.3%) or satisfactory (33.3%).
- As far as the quality of information is concerned, most of the responses were good, i.e. 50% respondents valued it good, 20% as average and 30 percent excellent. If the quality is good then information are usable practically and hence effective in its purpose.
- Most of the responses termed the arrangement as good, i.e. 10% respondents valued it good, 53.3% termed it as average and 36.7 percent rendered it as excellent.
- Majority of the responses regarding session were poor, (i.e. 83.3% respondents valued it poor) 3.3% as average and 13.3 percent as excellent. In case of communication, most of the responses were average, i.e. 50% respondents valued it as average, 36.7% said it was good and 13.3 percent termed it excellent.
- Half of the respondents (50%) opined that they had a good understanding of the orientation, 20% as average and 30 percent excellent.
- 60 percent of the responses were good about the familiarizing ability of the orientation program, 23.3% as average and 10 percent excellent whereas only 6.7% rendered it as satisfactory.
- Most of the responses were good, i.e. 73.3% respondents valued it good, 6.7% as average and 20 percent excellent regarding the whole orientation program.
- Those who ranked quality of information as excellent and had good understanding of the induction process were 10% of the whole. Similarly, 16.66% had responded to have excellent understanding while quality of the information was good. Those responding quality of information as good and understood to average were just 3.33% and 13.33% had average views about quality and satisfactory response about their understanding of information. The chi-square value of 22.597 ( $p=0.001$ ) is statistically significant and hence we can say that there is a significant association between quality of information and people’s understanding of it.
- Very few people (3.33%) termed the induction program and its flexibility of the structure as excellent but there was a good number (13.32) who termed the structure as excellent and the whole program as good. A lot number responded that the structural flexibility was average and the program as a whole was good. The association between the flexibility of the structure and the induction program is proved by the chi-square test. The value (21.818) is statistically significant at the P-value of 0.005 so that is a strong association between flexibility of the structure and the induction program.
- There was 10% of the people who termed the program as excellent as well as the coordination for activities. There was 20% agreement in the responses that the coordination for activities was excellent and the induction program as good. There were maximum responses that both the induction program and the coordination for activities are good (i.e. 14.33%). Similarly, 10% people termed the coordination of activities as poor although the

termed the whole program as excellent. There was found the presence of significant association between the coordination for activities and whole induction program.

- There were 10% of respondents who think that if there is an excellent coordination for activities, then the understanding will be excellent as well as and 16.66% think that excellent understanding is coupled with good coordination for activities. Similar percentage was recorded for good understanding and good coordination for activities. While 13.33% responded that good coordination for activities is associated with satisfactory understanding. There was found a significant association between coordination for activities and understanding of the inductees as evident from chi-square value of 21.262.
- There were 10% of respondents who think that if there is an excellent coordination for activities, then the understanding will be excellent as well as and 16.66% think that excellent understanding is coupled with good coordination for activities. Similar percentage was recorded for good understanding and good coordination for activities. While 13.33% responded that good coordination for activities is associated with satisfactory understanding. There was found a significant association between coordination for activities and understanding of the inductees as evident from chi-square value of 21.262 ( $P=0.012$ ) while no significant correlation was proved ( $P=0.441$ ).
- People who termed that good relevant material is associated with good communication were 26.6% of the whole and similar was the percentage for people who responded that good relevant material is associated with average communication. Similarly, 10% people termed that average relevancy of material is coupled with average communication. While 10% had responded that poor relevancy of material has excellent understanding. The association as a whole was found significant (chi-square = 26.558 and  $P=0.001$ ).
- Those who responses excellent relevant material may have excellent understanding were 13.33% of the responses. Similarly, 13.33% termed good material to be associated with excellent understanding and 26.66% responded that good relevant material is associated with good understanding. There were different responses that excellent understanding and poor relevancy of material is associated in context to induction orientation. The chi-square resulted into non-significant relation/association between relevancy of material and understanding (chi-square = 12.063 and  $P=0.441$ ).
- People who termed that good relevant material in association with session were 46.66 %. similarly, the percentage for people who responded average relevant material associated with the average session was 10% while 10% responded that poor relevancy of material was recorded. The association was found significant (chi-square 32.346 and  $p\text{-value}=0.60$ ).

## Conclusion

The study on army welfare trust reveals that orientation plans do affect an employee adjustment in the organization. Such strategy is helpful in developing an understanding between employees. An employee's time is not wasted on understanding of processes and locating places. The need is to standardize the method and develop coherence between steps.

## Recommendations

1. there should be coherence between processes.

2. focus must be given toward familiarity of the job and its requisitions.
3. rules and regulations as well as policies must be included.

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