THEORY EVALUATION OF THE TOUCHLINE MEDIA EMPLOYEE INDUCTION PROGRAMME

KENRICK HENDRICKS
(HNDKEN002)

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COMPULSORY DECLARATION:

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works of other people has been attributed, cited and referenced.

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ABSTRACT

This is a theory evaluation of the Touchline Media (TLM) employee induction programme.

Organisations use induction training as part of the new employee welcoming process, making it one of the most common types of organisational training programmes (Klein & Weaver, 2000). Employees who have participated in structured induction programmes are 69% more likely to stay with their chosen organisation than compared to employees who did not receive a similar programme (Brodie, 2006). Ideal induction programmes with appropriate content, process, support and follow-up components have universally been shown to improve employee retention and identification.

The one-day TLM induction programme is set in a media and magazine production environment that is very fast paced and deadline driven. It was constructed as a means of ensuring that the organisation's legal obligation surrounding employee induction was fulfilled by informing new employees of their specific job requirements, performance standards and company policies.

There are three evaluation questions that are addressed in this evaluation:

Evaluation question 1: Does the HRM's programme theory work for the recipients? In other words, are they aware that the outcome of the induction programme should be fulfilling a legal obligation?

Evaluation question 2: Would the original induction programme lead, by default, to identification with the employer and staff retention? This evaluation question was included, as it was assumed that the programme activities might have unintended consequences like identification and retention.

Evaluation question 3: If the original programme theory is changed (based on existing literature regarding induction programmes) would it lead to an improved design and in the end, to a more effective programme?

Data was collected from programme participants using a ten item questionnaire. Questionnaire items were included by the evaluators to test three factors (Legal Obligation, Retention and Identification), with responses in a five-point Likert format. No statistically significant differences in the mean scores for Legal Obligation, Retention and Identification for the three groups of programme attendees (Group 1: New employees with first month induction attendance; Group 2: New employees with later induction attendance; Group 3: Long-serving employees with later induction attendance) were found. This is an indication that the TLM induction programme did not lead to the outcomes of Legal Obligation, Retention or Identification.

The main suggestions for improvement were presented according to the four universal components that make up a well organised induction programme, namely content, support, follow-up and process (D'Aurizio, 2007).

CHAPTER 1: INTRODUCTION

Organisations use induction training as part of the new employee welcoming process, making it one of the most common types of organisational training programmes (Klein & Weaver, 2000). Prior research suggests that 64% to 93% of organisations use some form of induction to help new employees familiarise themselves with their jobs (Wesson & Gogus, 2005). From an examination of social science theory found in published literature one is able to make informed judgements regarding best practice and content (Donaldson & Lipsey, 2006) for induction programmes. The programme theory provided by programme staff and the accompanying assumptions regarding the way their programme is expected to bring about change is compared to social science theory on induction programmes. Based on this comparison between generalisable and verifiable knowledge on the subject and the programme theory provided by programme staff, one is able to make suggestions to improve TLM's induction programme (Donaldson & Lipsey).

When evaluating induction programmes, it is necessary to understand what an induction programme is, what benefits such a programme can deliver and how an ideal induction programme should look.

What is an induction programme?

Induction or onboarding, as it is known in the United States of America, refers to the process of combining people, process and technology to optimise the effect a new hire has on business outcomes (Snell, 2006). Induction is a form of training that occurs when a new employee begins employment at an organisation (Wesson & Gogus, 2005). Induction is also referred to as the direct link between new employee talent and the actual achievement of productivity (Snell). Thus, based on current literature an induction programme is a form of training for new employees aimed at optimising the process leading up to full productivity.

Induction programmes can either occur as formal training programmes, informal induction carried out by co-workers and supervisors or a combination of both (Klein & Weaver, 2000). These programmes can also vary depending on the job level of the new employee served and the variety of information provided (Wesson & Gogus, 2005). According to Mestre, Stainer and Stainer (1997) induction's main aim is to lessen fear or anxiety experienced by new employees in relation to their fit within the organisation and their performance in their new jobs. The most common exercises used during the induction process include: tours to meet colleagues and managers, face to face meetings, group meetings and information packs (Crail, 2006).

According to Hamilton (2007) new employees often decide whether they should remain at an organisation within the first six months of employment. In addition the first six weeks of a new employee's tenure strongly influences any decision regarding job fit (Butler, 2008). There is also evidence that suggests new employees make this decision even sooner, deciding whether they feel welcome in an organisation within thirty days of joining (Friedman, 2006). Attitudes and beliefs that new employees develop in relation to their organisation form early on and remain fairly stable (Wesson & Gogus, 2005).

New employees are most vulnerable during the first few weeks of employment and poor induction significantly raises the risk of turnover in this group (Butler, 2008). It is thus important that an organisation has a mechanism in place to capitalise on early optimism and imprint the employer brand (Derven, 2008). Often the first one hundred days in a new employee's career are critical in determining whether this individual will assimilate into the organisation and thrive, or fail to do so and hamper profit-making potential (Fritz & Vonderfecht, 2007). An induction programme is a systematic process that establishes a positive start to a new employee's career (Derven). Induction programmes are able to do this through, amongst other things, creating a positive impression of the organisation for new employees (Hamilton, 2007).

Benefits of induction programmes

According to Snell (2006) induction presents significant benefits to organisations. Major benefits include those that have a direct impact on the costs incurred and more importantly the organisation's profit margins. New employees start their careers as under-performers before learning how to perform their job successfully (Snell). On average new executives take six and a half months to reach this breakeven point. Induction programmes substantially reduce the amount of time that an executive needs to reach their full capacity, thereby increasing these individuals' chances of success with a new organisation (Brodie, 2006). These programmes are also able to reduce executive failure, which refers to the departure of an executive employee within eighteen months of joining an organisation (Wells, 2005).

Induction can also decrease the time it takes for a new employee to realise the levels of productivity desired by the organisation (Derven, 2008). The faster new hires can do this the sooner they will be able to have a positive effect on the organisation's profit margins. This is especially important in organisations with demanding production deadlines and high-level skill needs (Brodie, 2006).

Recruitment and selection are significant costs to organisations and well-organised induction is used to reduce these costs significantly (Cooper-Thomas & Anderson, 2006). For example, the departure of a newly hired executive employee can incur several direct costs including recruitment, relocation, compensation, training and severance totalling up to three times this individual's salary (Wells, 2005). Induction programmes can also shorten the period of adjustment (Ragsdale & Mueller, 2005). According to Derven (2008) and Friedman (2006) these programmes are also able to reduce labour turnover substantially and contribute to increased levels of engagement and loyalty. This has been demonstrated by a United Kingdom (UK) energy provider at one of its major contact centres, which went from losing up to four employees per month at a cost of £60,000 to losing no new employees for six months after introducing a comprehensive induction programme (Pollitt, 2007).

Randstad, a well known international staffing solutions organisation, experienced a $63 million increase in sales after the introduction of a modified induction programme (Sussman, 2005). Using the return on investment (ROI) method of analysis, $4million of this increase was attributed to the induction programme, which cost only $931 000 to operate. Often a reason for some of the related savings lies in the unique characteristics of a well designed induction programme, which allows for most of the employee integration process to be automated and streamlined, thereby also reducing paper and administration-related costs (Butler, 2008).

According to the Institute of Management and Administration (IMA) (2004) induction programmes are pivotal in turning new employees into valuable contributors to organisations. Some of these contributions would not have an immediate effect on the organisation's profit margins, but would lead to the growth of employees into highly performing staff. According to IMA, staff who have undergone a well organised induction programme are enthusiastic, energised, and proud in their job roles. Apart from establishing a bond between organisation and employee (Snell, 2006) induction programmes also aid in retaining and motivating employees (Ragsdale & Mueller, 2005).

Induction programmes also offer significant benefits to employees. According to Derven (2008) induction reinforces a new employee's decision to join the organisation and fosters a feeling of belonging. A well organised induction programme will aid staff in dealing with anxiety by providing them with coping strategies like goal setting and planning, during one the most stressful times in an employee's organisational life (Wanous & Reichers, 2000). According to Dodds and Verest (2002) and Ragsdale and Mueller (2005) by reducing this insecurity and anxiety, induction programmes are able to help employees settle in faster and feel more at home in the organisation. This is possible because new employees are made aware of how their jobs relate to the organisation, what the organisational culture is and what the expected behavioural standards are (Loraine, 1997).

Induction programmes are responsible for clarifying how a new employee's contribution relates to the achievement of the organisation's goals and objectives (Friedman, 2006). This leads to improved levels of new employee satisfaction (Sussman, 2005), which in turn translates to more productive and integrated workers (D'Aurizio, 2007).

Customer satisfaction can be improved by sending new employees on an induction programme that is tailored to provide the necessary support to avoid demoralisation during the initial working period (D'Aurizio, 2007). In the work of Pollitt (2007) customer-satisfaction ratings at a major UK energy provider for new employees have doubled to 80% after introducing a well-organised induction programme.

Most relevant to the outcomes of the chosen programme is the benefit of professional socialisation. According to Killeavy (2006) this refers to the process by which new employees acquire the attitudes, beliefs, practical and academic knowledge related to the organisation as well as skills and life habits associated with their professions. Professional socialisation is important for the attainment of the desired work-related employee outcomes (Zahrly & Tosi, 1989). According to Penzer (1973) and more recently supported by Ragsdale and Mueller (2005) lasting attitudes, perceptions and motivations are formed during the induction programme.

Mestre et al. (1997) stated that induction programmes would not have a beneficial effect on an individual who is unsuitable for the position into which he/she was appointed. Therefore if the recruitment of a new hire did not provide a suitable incumbent, an induction programme would have little or no positive benefit for the individual or organisation.

Induction programmes provide both tangible, cost related benefits for an organisation along with positive effects on general employee well-being and organisational functioning. Organisations should strive to do this as quickly as possible in order to gain the greatest benefits through induction programmes, while incurring the least amount of cost. Companies that can reduce the time it takes to integrate new employees will gain a competitive advantage as employees will reach their full productivity sooner, have higher morale and will be more likely to remain in the same job (Moscato, 2005).

Ideal induction programmes

There is no published research on induction programmes within the media and magazine publishing industry. This is an industry where employees are expected to assume full responsibility immediately (see Killeavy, 2006, on this assumption of responsibility in the teaching profession). The traditional induction programme, which focuses on policies, procedures and benefits offered, is inadequate for integrating new employees into organisations (Derven, 2008).

There are certain universal components that make up a well-organised induction programme (Wanous & Reichers, 2000). These components can be divided into those relating to content, process, support and follow-up (D'Aurizio, 2007).

Content

Two kinds of information are required in an induction programme: Firstly, general information about employees' work routines and secondly, a review of the organisation's history and mission along with how the new employees would be expected to contribute to the achievement of the latter (Mestre et al., 1997). This is supported by Snell (2006) and Wanous and Reichers (2000), who view the covering of health and safety procedures, a brief history of the new organisation, a tour of the building and introduction to co-workers as some of the essential aspects for creating an ideal induction programme. It is also recommended that induction programmes include elements that communicate benefits, which include: employee assistance programmes (EAP), health plan options and discount programmes to new employees (Butler, 2008).

According to Snell (2006) when constructing an ideal induction programme an element related to information technology in the organisation is required. This will typically involve the allotment of computer hardware and software (Snell) along with basic outlines for acceptable use (Hacker, 2004). This is important as 75% of workers have never received training on how to use the internet and their email accounts in a manner that minimises digital threats from viruses and hackers to the company operated network (Pudhan, 2002).

New employees need to be introduced to the organisational structure, culture and work standards along with being made aware of what the organisational expectations of them are (Ragsdale & Mueller, 2005). It is recommended that new employees meet all the individuals who will aid them in performing their job adequately (D'Aurizio, 2007). It is suggested that new employees are also informed of their role within the department along with how this contributes to the overall success of the department (Hamilton, 2007). This can be achieved by using group discussions, games and case studies in induction training. However, for these activities to be as effective as possible, it is pertinent that that all programme facilitators attend a presentation workshop prior to being involved in the induction training (Ragsdale & Mueller).

Ideal induction programmes require manager facilitated training in which the organisational culture, values and the employee's job expectations are communicated to the new employee (Sussman, 2005). It is recommended that a reception is hosted in the form of a lunch or outing for new employees with direct managers and executive leadership present (Hamilton, 2007). It is suggested that induction programmes include elements that aim to: establish a dialogue with managers, encourage collaboration, specify expectations and merge new employees into existing teams (Derven, 2008).

Process

According to Wanous and Reichers (2000) 54% of induction programmes occur within the first month of employment. It is recommended that induction programmes have phased implementation (Derven, 2008) instead of the traditional once-off approach to programme implementation (Friedman, 2006). Ideally, they take place after the first day of work and before the end of the first week of employment, with activities spread over two to three hours each morning (Penzer, 1973). The length of an induction programme should vary between one and two weeks (D'Aurizio, 2007). The amount of time spent on induction related procedures decreases with the passing of each month in the new job (Sussman, 2005). Some literature recommends that induction programmes begin before the actual start date of a new employee. During the period after a new employee has accepted a job offer and has not yet started at the organisation, access is granted to a secure and personalised site for both employer and employee containing information pertaining to direct reports, conditions of employment and paperwork (Butler, 2008).

Before the start date, the new employee can be introduced to his or her co-workers, as this familiarity will decrease the anxiety felt on the first day of work and during the initial work period (Hamilton, 2007). At the start of ideal induction programmes, participants are introduced to each other and asked to describe their job and department, as this will serve to ease some tension in the group and aid employees in forming relationships with co-workers (Penzer, 1973). A novel method of introducing a new manager to their work team was found in the work of Johnson (2006). The new manager would be required to attend a short workshop with their team in which team members present personal and professional types of questions they want answered by their new boss on a series of flipcharts. These questions are then prioritised by a facilitator and answered by the new manager after some deliberation. According to Derven (2008) the tools for diagnosing factors that make key relationships work are required in induction programmes.

According to Hamilton (2007) no administration related tasks are to be completed during the induction process and all paperwork should be completed through email beforehand. Ideally, no forms are handed out during the induction training as this is taken care of during the employee signing process (Wanous & Reichers, 2000) thereby allowing more of the new employees' questions to be answered. It is recommended that all services including desks, email accounts and access to the relevant networks are set up before the new employee's start date (Butler, 2008). Information related to the organisation's key markets, competitors, products and services can be communicated to the new employee electronically (Derven, 2008).

It is recommended that induction programmes consist of a blended learning curriculum that makes use of classroom instruction as well as frequent discussions with direct managers and self-guided e-learning (Sussman, 2005). Employees are able to learn twice as fast through self-guided e-learning than classroom instruction. It is for this reason that time spent in the classroom can be decreased and used only when personal interaction is necessary for the learning of organisational culture (Sussman). It is important for new employees to understand the organisation's mission and how their work contributes to its success (Derven, 2008). It is suggested that induction programmes ensure education of new employees in the cultural norms of the organisation. It is critical that this information is supplied to induction programme attendees (Derven).

According to (Derven, 2008) the core content of induction programmes can be delivered online and modified to suit various types of jobs as this, amongst others, reduces induction related paperwork (Moscato, 2005). Content can differ through the use of personalised education plans, which outline the specific learning activities that each employee will need during their first year of employment (Schneider, 2008). It is recommended that information that requires interpersonal interaction is delivered in the classroom. This is due to the limited capability for disseminating social cues and reducing any ambiguity in the conveyed message that is characteristic of most computer-based training programmes (Wesson & Gogus, 2005). However, computer-based learning does provide an individualised learning experience that shifts responsibility from the programme instructor to the individual involved in the training programme (Wesson & Gogus). To ensure that employees have the resources necessary to be successful in the organisation it is important that the induction programme be designed to engage the adult learner and allow for the integration of the learning in everyday work (Ragsdale & Mueller, 2005).

It is recommended that an induction programme include activities that allow the new employees' managers to educate them in the approaches used to utilise company channels necessary to achieve results (Derven, 2008). In addition it is suggested that managers inform new employees of the level of support and resources available and how these can be accessed and used. Manager success is dependent on the quality of work produced by subordinates and thus it is critical that new employees and their managers have a good working relationship (Derven). Elements that strengthen this relationship and foster understanding between manager and subordinate are essential in the creation of an ideal induction programme.

According to Penzer (1973) it is recommended that induction groups are heterogeneous in their job function and homogeneous in their job level. This is because combining individuals of high and low job authority levels makes both groups uncomfortable. It is also recommended that new managers receive their own personalised form of induction training because managers' performance in their jobs affects employees throughout the entire organisation (Brodie, 2006). However, this approach is hardly practical and difficult to implement in a non-bureaucratic environment.

If any films are used, it is suggested that they be factual, direct and to the point while not propagandistic. It is also recommended that an informal lunch is held where some of the organisation's managers can talk informally to employees creating an informal, warm and welcoming training session (Hacker, 2004).

Finally it is recommended that the induction process be a celebration that is fully committed to selling the organisation to its new employees (Hacker, 2004) and that provides a platform for the assimilation of organisational values, culture and standards (Ragsdale & Mueller, 2005). The process of induction streamlines the employee's integration and the associated administration, while providing key information to new employees at all job levels (Brodie, 2006).

Support

As part of the induction process, it is recommended that a mentor be selected to support the new employee (D'Aurizio, 2007). It is suggested that this mentor be a competent and positive individual. It is recommended that the new employee's mentor or coach interviews a range of the candidate's job stakeholders, which can include their manager, prospective co-workers, peers and clients (Johnson, 2006). Interviewees describe the key challenges of the new employee's job, the performance expectations associated with it, the history of how the job was created and the political dynamics that the incumbent may encounter when performing the job role. Literature suggests that the new employee's direct manager be held responsible for addressing any concerns regarding expected contributions (Derven, 2008).

It is recommended that new employees be provided with information regarding nearby housing, schools and social services (D'Aurizio, 2007). Ideal induction programmes provide contact details for the new employee's direct manager and department, as well as inform co-workers of the date of the new employees' arrival in order for them to create a positive and welcoming environment on this day (D'Aurizio). Apart from introducing and acclimating new employees, it is suggested that induction programmes also inform employees of services available to company employees (Butler, 2008). This type of information is usually provided informally by co-workers and by disseminating details concerning company services in a structured programme format, an organisation can ensure uniformity in the information offered to all new staff.

There are some novel methods of ensuring that induction programmes provide adequate support. According to Hartley (2004) some organisations use pre-loaded personal digital assistants (PDAs) to promote new employee integration. These PDAs contain key tasks to undertake, key contact information and in some cases even digital images of relevant co-workers. Such guides can also contain professional and personal information of co-workers, their length of tenure at the organisation, their previous job roles, communication preferences and outside interests (Johnson, 2006). However, it should be noted that because of cost this approach may be more applicable to new employees in management rather than at lower levels. Other more cost-effective methods of providing key information to all new employees include the use of CD-ROMs containing important website links and digital images of co-workers and online quick-reference guides containing polices, procedures and company ethics principles (Hartley). It is recommended that these support methods be followed up by personal meetings with the new employee's direct managers in order to develop action plans for delivering results during the initial period of employment and clarify any outstanding queries (Johnson).

It is suggested that induction programmes foster employee integration through the establishment of employee social networks where they are able to meet and interact with other employees from similar backgrounds, thus connecting them to the organisation (Derven, 2008). This can be carried out by using talent management software, similar to the social networking tool MySpace that enables employees to create profiles regarding their professional and personal lives as a means of engaging with fellow employees and their employer (HRfocus, 2007). The software divides the profile into four sections, namely: projects (information regarding current work), applause (for praise from other co-workers), favourites (for personal preferences in books, websites and classes) and get together (for arranging social events with colleagues). By adding social networking to induction programmes organisations can increase job satisfaction, reduce turnover, encourage cross-departmental co-operation and speed up employee integration (HRfocus). When new employees discover that they share common interests with existing employees, they often are able to collaborate more effectively on professional work-related tasks (Johnson, 2005).

Follow-up

Beyond the first day of employment, it is recommended that induction programmes contain sessions for follow-up and assessing new employee progress (Hamilton, 2007). Through establishing a path containing several points for monitoring a new employee's development, an organisation can identify any obstacles promptly and provide employees with the means to ensure their success in the job (Fritz & Vonderfecht, 2007).

It is suggested that meetings be held with the new employees at key milestones early in their organisational careers (D'Aurizio, 2007). These post hire meetings will determine how well the new employee is progressing towards full competency. It is recommended that they take place over the course of the first year of employment and are conducted by the human resources department to ensure that the process is not biased (D'Aurizio). It is recommended that these post employment feedback sessions occur at forty-five days, ninety days, six months and one year. According to D'Aurizio it is advised that they also take place informally in a social setting, as this encourages networking and constructive feedback in a non-threatening environment.

A method of induction follow-up that applies specifically to managers is the 360-degree review. According to Johnson (2006) after six months this review highlights areas where further progress towards the achievement of targets and goals can be made through a process of identifying development goals and the resources necessary to achieve them. As managers' effectiveness derives directly from their network of work relationships, discussions aimed at reinforcing these relationships can be built into the follow up process (Johnson, 2005). If managers have failed to maintain any key relationships, it is suggested that this be analysed and corrected through the development of a networking plan. As part of the follow-up process it is also recommended that managers attend meetings with groups outside of their work responsibilities in order to gain a sense of company political climates and the organisation as a whole (Johnson, 2005).

During the follow-up process of an induction programme stakeholders ascertain: whether there are enough resources to allow for employee integration, whether there are any political obstacles to professional socialisation, whether mentor support is adequate and lastly what the new employee's training needs are (Friedman, 2006). Based on these findings it is recommended that induction programme stakeholders aim to improve the policies and procedures that support new employee's behavioural integration.

From the literature one can expect: a reduction in the amount of time it takes for a new employee to realise the levels of productivity desired by the organisation (Derven, 2008), reduced costs associated with recruitment (Butler, 2008), increased levels of engagement and a reduction in labour turnover (Friedman, 2006), reduced levels of anxiety in new employees (Wanous & Reichers, 2000), improved levels of new employee satisfaction (Sussman, 2005) and professional socialisation (Killeavy, 2006) as outcomes from a well-designed induction programme.

TLM's induction programme

According to Rossi, Lipsey and Freeman (2004) a service utilisation plan describes the order of events through which the intended target population of a programme is expected to interact with its services as originally intended. The following programme description on the TLM induction programme was provided by the HR manager.

The TLM induction programme is set in a media and magazine production environment that is very fast paced and deadline driven. The programme is structured as a one-day induction programme that begins at 9:00am and ends at 3:00pm.

It is intended that all new employees attend the induction programme. However, because of the specific demands of this workplace, this is not always possible and longer serving employees and new employees sometimes attend the same programme.

The programme begins with a brief introduction by the Human Resources Officer who conducts the induction. Subsequent to this, all attendees are required to complete a traditional icebreaker where they are required to give a brief description of themselves, some of their interests and the department in which they work. This is followed by a presentation covering the company history and some aspects of the organisation's culture along with how TLM has grown to be the entity it is today.

After the initial welcoming stage of the induction, there are a series of presentations by the various core divisions in TLM, namely: administration, human resources (HR), travel, operations, information technology (IT) and despatch. Generally the presentations are used to inform the new and longer serving employees of the basic purpose of each division and how they operate within the organisation.

In the case of the IT division, the presentation is used to notify attendees of acceptable terms of internet and email usage, outlining that inappropriate material of explicit sexual or racial nature will not be tolerated and that software and hardware supplied by the organisation should only be used for work-related purposes. The HR presentation is used to give a background to the role of the division and explains its open door policy, which endeavours to provide all employees with a confidential service that aims to address any concerns within the TLM employee work sphere.

A break from presentations is provided at midday with a lunch function in the company bar. Direct managers of the programme attendees along with the Managing Director (MD) are invited to attend. The Human Resources Manager (HRM) described this as an important activity within the programme as it aims to provide a social context in which the new employee can socialise with others from across the organisation. Furthermore, the presence of the MD signals that new employees are regarded as important and welcomed personally into the organisation.

After the core division presentations have been completed all attendees are taken on a tour of the organisation's building, which includes a visit to despatch where employees are provided with guidelines for sending and receiving post. The induction day ends with the taking of the staff photographs.

Here follows the TLM induction programme action plan, which also contains the programme impact theory (Figure 1).

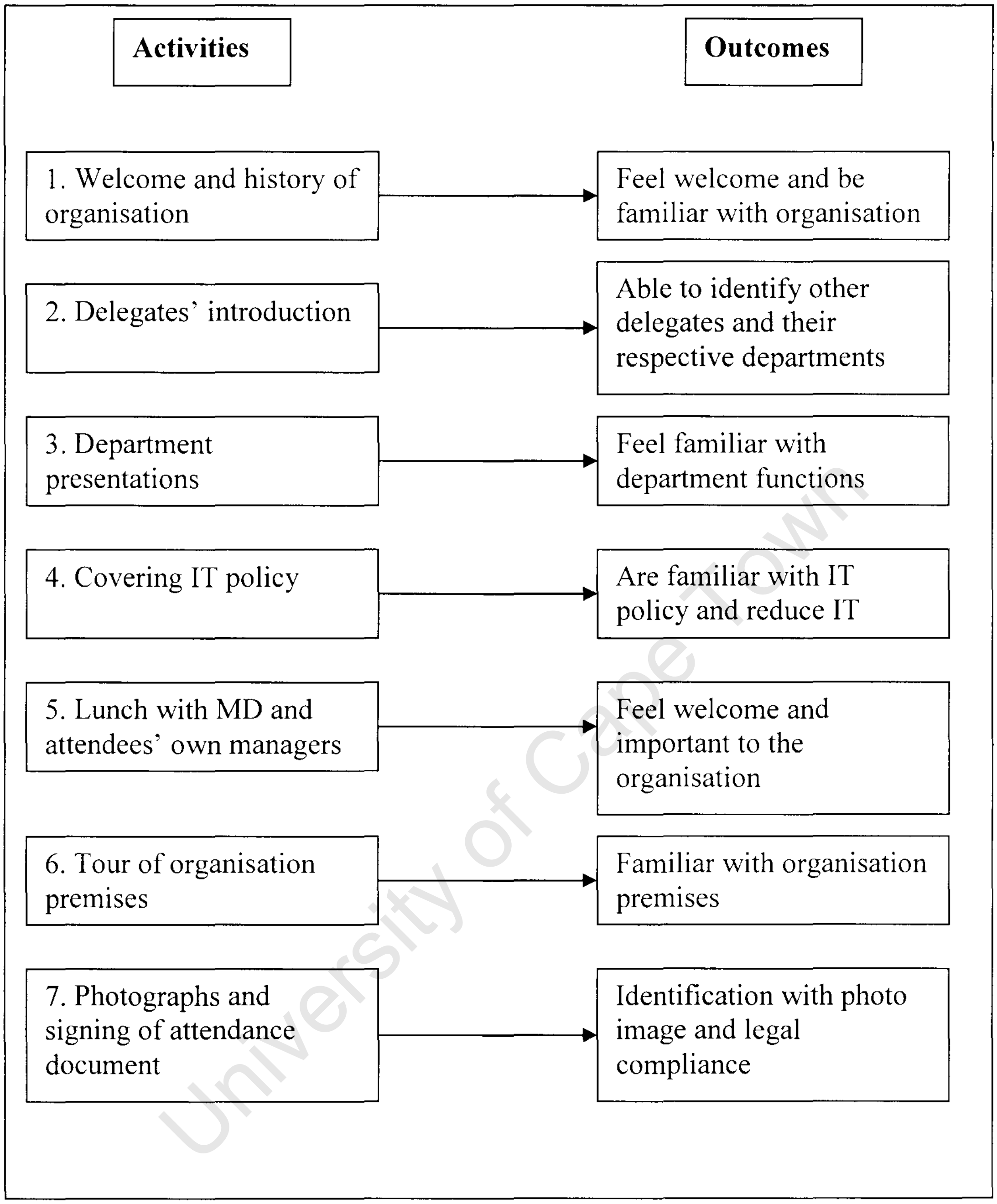

Figure.1. TLM action plan containing induction activities and their related outcomes.

Programme impact theory

According to Rossi et al. (2004) programme impact theory refers to the assumptions of how a programme goes about achieving its desired outcomes. Evaluators often represent this relationship between programme activities and the expected outcomes with a causal diagram referred to as a logical framework (Rossi et al.). Here follows a logical framework for the programme as originally intended (Figure 2).

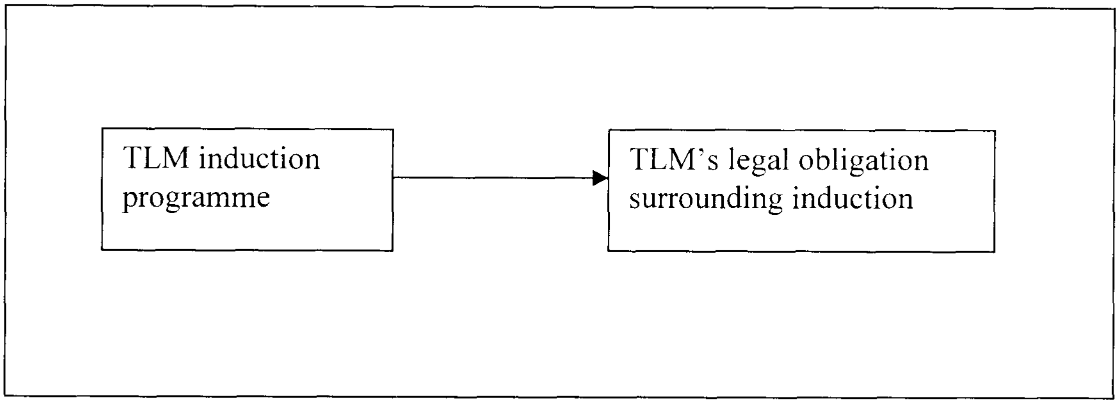

Figure.2. TLM induction programme.

At this point it is important to note that there is no legal obligation for TLM to provide induction for its employees. Nonetheless, this graphic representation makes it possible to evaluate whether the programme is achieving its originally outlined outcomes (Chen, 2005). The logic model can thus be viewed as a simplified version of programme theory with a primary concern being conducting evaluability assessments and monitoring programme performance towards outcomes.

For comparison, a logic model of an induction programme based on social science literature is presented in Figure 3.

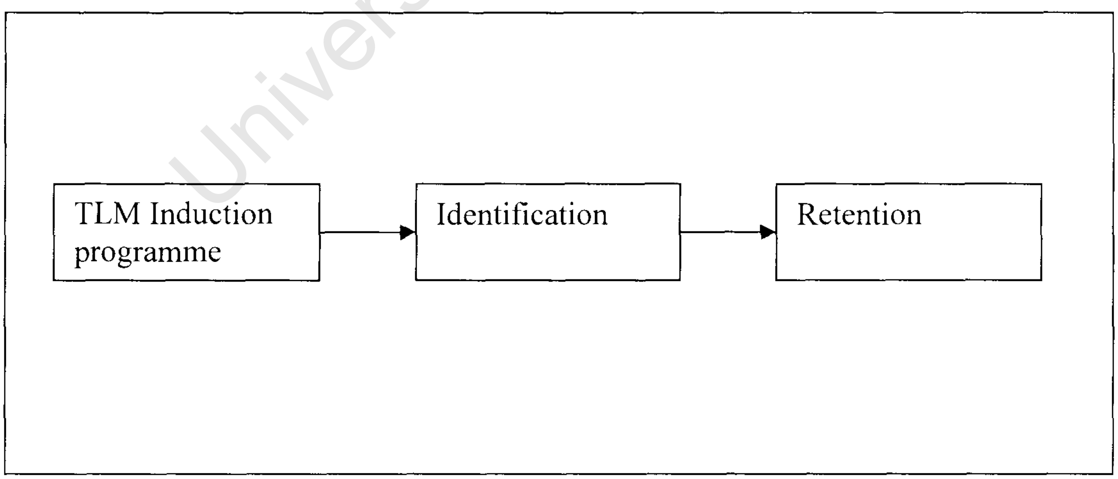

Figure.3. Induction programme based on social science literature.

According to the HRM and depicted in Figure 2, the programme theory of the TLM induction programme indicates that it will lead to the organisation fulfilling its legal obligation. This programme theory does not address a change in the state of recipients and it assumes erroneously that induction is a legal obligation. Programme theory as presented by programme stakeholders is often modest and sometimes implausible (Donaldson, 2007). In many instances it has to be elaborated by means of social science theory. In the literature review, it was indicated how recipients of an induction programme benefit from it and that the two most important outcomes of an induction programme are identification with the employer and staff retention. Based on this, the following evaluation questions will be explored in this dissertation:

Evaluation question 1: Does the HRM's programme theory work for the recipients? In other words, are they aware that the outcome of the induction programme should be fulfilling a legal obligation?

Evaluation question 2: Would the original induction programme lead, by default, to identification with the employer and staff retention? This evaluation question was included, as it was assumed that the programme activities might have unintended consequences like identification and retention.

Evaluation question 3: If the original programme theory is changed (based on existing literature regarding induction programmes) would it lead to an improved design and in the end, to a more effective programme?

CHAPTER 2: METHOD

Participants

There have been a total of 113 documented attendees of the TLM induction programme. Programme participants consist of all new and longer serving employees of TLM who have attended the induction programme since its inception two years ago. (Longer serving employees who have not attended the new induction programme are required to do so, as it is assumed by the programme manager that this will fulfil TLM's "legal obligation")

Of the 113 documented attendees of the induction programme 49 were new and attended in the first month, 42 were new and attended after one month and 22 were longer serving but attended the new TLM induction programme. There are a total of 197 permanent and 14 fixed term employees at TLM.

Materials

A ten item questionnaire was used to gather information from programme participants. Firstly, three questions were included to whether participants of the programme were aware that by attending the programme they were fulfilling a legal obligation. Secondly, the next six questions explored, whether by default, the recipients of the programme experienced attitudes of identification and retention, because of the programme aimed at fulfilling legal obligations. The first four of these questions were adapted from the Doosje, Ellemers and Spears (1995) organisational integration scale. The original scale measures the identification of students with a particular group and label and is easily adapted for an organisational setting by substituting the name of the relevant organisation for this label. The next two items of the questionnaire are derived from Cohen's (1993) work commitment and intention to quit measure. Thirdly, the final question assesses the usefulness of the induction programme for the participants. Responses to the questionnaire are in a five-point Likert format.

The complete questionnaire is presented in Table 1:

Table 1

TLM induction programme questionnaire

After attending the TLM induction programme…	
1.	I am aware of the company's rules and policies
2.	I know what is required of me in my job
3.	I know what my performance standards are
4.	I see myself as a member of TLM
5.	I am pleased to be a member of TLM
6.	I feel strong ties with other members of TLM
7.	I identify with other members of TLM
8.	I am not looking for another job outside of TLM
9.	I think about remaining employed at TLM
10.	In general I found the induction programme useful

Procedure

All participants completed the questionnaire electronically during June/July 2008.

CHAPTER 3: RESULTS

The ten-item questionnaire was constructed using a number of existing questionnaire items, a number of existing questionnaire items which were adapted, and some new questionnaire items. Therefore, the reliability of the questionnaire was tested before any attempt was made to answer the evaluation questions.

Questionnaire reliability

Chronbach's Alpha was used in order to determine the internal reliability of the questionnaire used in this evaluation. A Chronbach Alpha of .837 suggests that the ten item questionnaire has a high internal reliability. In addition item total statistics were used to show the correlation of each item with the overall questionnaire. This is presented in Table 2.

Table 2

Item total statistics showing internal reliability of the questionnaire

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
1. I am aware of the company's rules and policies	37.00	39.571	.451	.400	.830
2. I know what is required of me in my job	36.91	37.760	.486	.471	.826
3. I know what my performance standards are	37.07	38.227	.418	.455	.832
4. I see myself as a member of TLM	37.12	35.138	.721	.610	.806
5. I am pleased to be a member of TLM	37.25	35.545	.625	.565	.813
6. I feel strong ties with other members of TLM	37.53	36.483	.498	.720	.825
7. I identify with other members of TLM	37.42	37.459	.467	.704	.828
8. I am not looking for another job outside of TLM	37.91	33.492	.518	.575	.828
9. I think about remaining employed at TLM	37.62	32.988	.626	.646	.812
10. In general I found the induction programme useful	37.48	35.466	.562	.421	.819

Exploratory Factor Analysis

An Exploratory Factor Analysis (EFA) was used to reduce the number of items in the questionnaire to those that best measure the constructs of Legal Obligation, Retention and Identification. In addition the EFA was used to detect the structure in relationships between these items (Pallant, 2007). All ten items of the questionnaire were included in the EFA.

The ten items in the questionnaire constructed for this evaluation were then subjected to Principal Components Analysis (PCA) with Direct Oblimin extraction (as it was expected that the independent variables were related to each other) using SPSS version 16. Prior to performing the PCA the suitability of the data set for conducting an EFA was assessed. An initial inspection of the correlation matrix revealed the presence of several coefficients of .3 and above. This served as an early indicator of data suitability for factor analysis (Pallant, 2007). The correlation matrix for the ten item questionnaire is presented in Table 3.

Table 3
Correlation matrix of items in the questionnaire

	Component		
	1	2	3
4. I see myself as a member of TLM	.804	-.104	-.202
5. I am pleased to be a member of TLM	.728	-.373	.054
9. I think about remaining employed at TLM	.708	-.494	-.203
10. In general I found the induction programme useful	.672	-.121	.295
8. I am not looking for another job outside of TLM	.620	-.569	-.122
6. I feel strong ties with other members of TLM	.617	.497	-.517
2. I know what is required of me in my job	.587	.352	.417
1. I am aware of the company's rules and policies	.566	.190	.334
3. I know what my performance standards are	.542	.328	.539
7. I identify with other members of TLM	.581	.586	-.451

Note. Extraction Method: Principal Component Analysis.

The Kaiser-Meyer-Oklin value was 0.74, exceeding the recommended value of 0.6 (Pallant, 2007) and Bartlett's Test of Sphericity reached statistical significance ($p=0.00$), supporting the factorability of this specific correlation matrix. This confirmed the suitability of the questionnaire items for conducting an EFA.

PCA revealed the presence of three factors with eigenvalues exceeding 1, explaining 41.9%, 15.9% and 12.3% of the 70.1% total variance respectively. An inspection of the pattern matrix revealed that the items had loaded on three different factors. In addition it was apparent that two items were loading on more than one factor (I see myself as a member of TLM; In general I found the induction programme useful). In order to clean the data so that all the items in the questionnaire only load onto one factor each, the difference between the cross-loading items was examined. According to Pallant (2007) cross-loading items with a difference of less than .25 between them should be removed from an EFA. The pattern matrix showing factor loadings of the questionnaire's items is presented in Table 4.

Table 4
Pattern matrix showing items and factor loadings

	Component		
	1	2	3
9. I think about remaining employed at TLM	.896	.078	-.099
8. I am not looking for another job outside of TLM	.889	-.064	-.091
5. I am pleased to be a member of TLM	.739	-.037	.200
4. I see myself as a member of TLM	.614	.363	.104
6. I feel strong ties with other members of TLM	.060	.936	-.019
7. I identify with other members of TLM	-.055	.930	.065
3. I know what my performance standards are	-.097	-.026	.868
2. I know what is required of me in my job	-.061	.100	.783
1. I am aware of the company's rules and policies	.087	.053	.629
10. In general I found the induction programme useful	**.430**	-.082	**.507**

Note. Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalisation. Cross loading items are bolded.

The *In general I found the induction programme useful* item had a difference of .077. This informed the decision to remove the *In general I found the induction programme useful* item and retain the remaining nine items for further analysis.

After removing *In general I found the induction programme useful* three factors with no cross-loading items emerged as a result of the PCA. The pattern matrix that informed this decision is presented in Table 5.

Table 5

Pattern matrix after removing "Feel Programme was useful" item

	Component		
	1	2	3
9. I think about remaining employed at TLM	**.904**	.037	-.074
8. I am not looking for another job outside of TLM	**.898**	-.097	-.075
5. I am pleased to be a member of TLM	**.754**	-.045	.181
4. I see myself as a member of TLM	.629	**.327**	.125
6. I feel strong ties with other members of TLM	.039	**.952**	-.042
7. I identify with other members of TLM	-.064	**.937**	.055
3. I know what my performance standards are	-.044	-.100	**.925**
2. I know what is required of me in my job	-.022	.042	**.821**
1. I am aware of the company's rules and policies	.102	.098	**.554**

Note. Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization. Major loadings for each item are bolded.

Factor one consisted of three items (*I think about remaining employed at TLM, I am not looking for another job outside of TLM* and *I am pleased to be a member of TLM*) and was therefore named Retention. A total of 42.3% of the variance was explained by this factor. The second factor was named Identification and it consisted of three items (*I see myself as a member of TLM, I feel strong ties with other members of TLM* and *I identify with other members of TLM*). Factor two explained a total of 17.5% of the variance in the questionnaire. The final factor consisted of three items (*I know what my performance standards are, I know what is required of me in my job* and *I am aware of the company's rules and policies*) and was named Legal Obligation. Factor three explained 13.1% of the variance. The total variance explained by these three factors had increased to 73.0%.

One way between groups analysis of variance

In order to answer evaluation question one (*Does the HRM's programme theory work for the recipients?*), two (*Would the original induction programme lead, by default, to identification with the employer and staff retention?*) and three (*If the original programme theory is changed (based on existing literature regarding induction programmes) would it lead to an improved design and in the end, to a more effective programme?*), a one-way between groups analysis of variance (ANOVA) was conducted. This ANOVA explored the impact of length of tenure and timing of induction attendance on the levels of retention, identification and legal obligation. Programme participants were divided into three groups according to their length of tenure and timing of induction programme attendance (Group 1: New employees with first month induction attendance; Group 2: New employees with after one month induction attendance; Group 3: Long-serving employees with later induction attendance). The descriptive statistics for Legal Obligation, Retention and Identification for these three groups are presented in Table 6.

Table 6

Descriptive statistics of Identification, Legal Obligation and Retention for three groups of employees

	Identification			Legal obligation			Retention		
Employee tenure and induction attendance	**N**	χ	**SD**	**N**	χ	**SD**	**N**	χ	**SD**
New employee (After one month induction attendance)	49	17.14	2.85	49	13.63	1.70	49	7.75	2.42
Long Serving employee (After one month induction attendance)	42	16.52	2.27	42	13.30	1.81	42	6.92	2.52
New employee (1st month induction attendance)	15	17.0	3.21	15	13.57	1.39	15	8.42	1.81

No statistically significant difference was found at the $p<.05$ level in the questionnaire's Legal Obligation ($F = .289$, $p = .833$), Retention ($F = 1.234$, $p = .301$) and Identification ($F = 2.261$, $p = .085$) mean scores for the three groups.

It should be noted that when assessing the group means for Identification, Levene's test for homogeneity of variances showed that the assumption of the homogeneity of variance was violated ($p = .002$). According to Pallant (2007) if this assumption is violated one would need to conduct Robust Tests of Equality of Means. For Identification the Welch statistic value = 1.175 ($p = .342$). In addition the Brown-Forsythe statistic = 1.646 ($p = .199$). This p value is greater than .005 and therefore it is apparent that the means are not different and that variances found within the sample are equal (Myers & Well, 2003).

CHAPTER 4: DISCUSSION

From the results it is clear that recipients of the induction programme did not experience it as a fulfilment of a legal obligation, nor a programme which led to identification with the company or staff retention. Therefore, the answer to evaluation question 1, *Does the HRM's programme theory work for the recipients?*, is no and this implies that should employees be asked within a legal context (for example in a hearing of the Commission for Conciliation, Mediation and Arbitration) whether TLM has fulfilled its "legal" obligation, they would most probably answer in the negative. It was expected that the induction programme would not lead to company identification or retention, but questionnaire items were included to test that this did not happen simply because new employees spent time together on an induction programme. Therefore, the negative answer to question 2 is not surprising.

Evaluation question 3, *If the original programme theory is changed (based on existing literature regarding induction programmes) would it lead to an improved design and in the end, to a more effective programme?*, will be explored further in this discussion. It should be noted that only the part of the evaluation question relating to improved programme design will be addressed, as such an improved programme would have to be implemented first before questions regarding its effectiveness can be answered.

Improved induction programme based on social science theory

It is suggested that TLM redesign its induction programme and base it on sound social science theory conclusions. The following outline for such a programme is suggested in Figure 4:

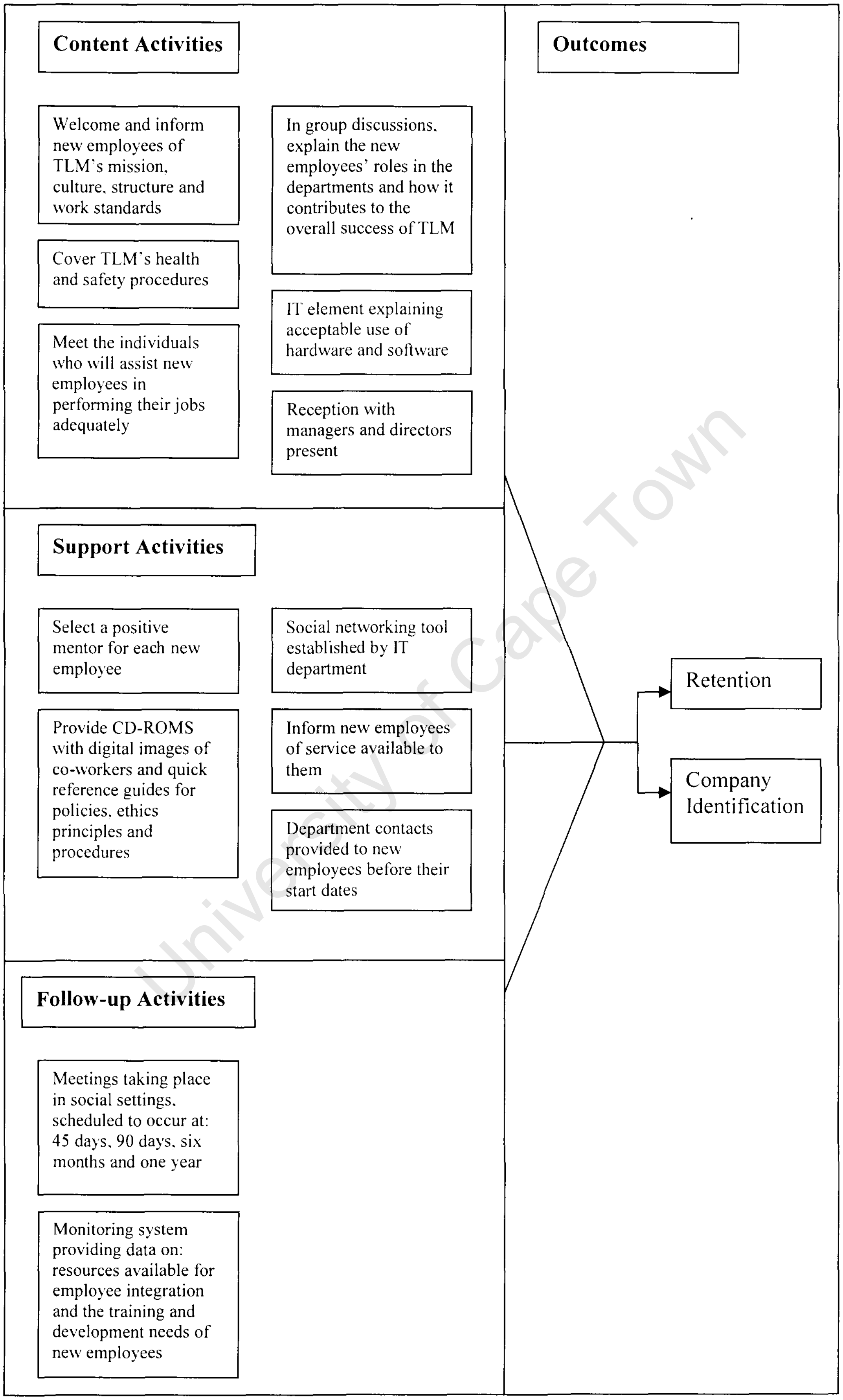

Figure.4. Outline for revised induction programme based on sound social science theory conclusions.

The suggestions for an improved induction programme based on social science theory will be presented according to the four universal components that make up a well organised programme, namely content, support, follow-up and process (D'Aurizio, 2007).

Content

It is suggested that both general information about employees' work routines and a review of the organisation's history and mission along with how the new employees would be expected to contribute to the achievement of the latter is included in induction (Mestre et al., 1997). New employees need to be made aware of the organisational expectations of them along with being introduced to the organisational structure, culture and work standards (Ragsdale & Mueller, 2005). This can be achieved through new employees meeting all the individuals who will assist them in performing their job adequately once employment has commenced (D'Aurizio, 2007). In addition it is recommended that new employees have their role within the department and how it contributes to the overall success of the department and TLM explained in both group discussions in the classroom and manager facilitated induction training outside thereof (Hamilton, 2007; Sussman, 2005). It is suggested that these activities are facilitated by an individual who has attended a "train the trainer" type workshop in order to maximise their effectiveness (Ragsdale & Mueller).

The next suggestion is for the TLM induction programme to cover the health and safety procedures that are unique to the organisation (Wanous & Reichers, 2000; Snell, 2006). This will ensure an adherence to the guidelines set out in the South African Occupational Health and Safety Act of 1994 and therefore achieve the outcome of legal compliance. In addition is recommended that an element related to information technology in the organisation is included. This can involve the allotment of computer hardware and software (Snell) along with basic outlines for acceptable use (Hacker, 2004).

It is recommended that a reception is hosted for new employees with direct managers and executive leadership present (Hamilton, 2007).

Support

As part of the induction process, it is suggested that a competent and positive mentor be selected to support the new employee (D'Aurizio, 2007). It would be this individual's duty to assist the new employee in gaining job-related information from co-workers, clients and their manager (Johnson, 2006).

Another suggestion for programme improvement concerns the provision of contact details for the new employee's direct manager and department, as well as informing co-workers of the date of the new employee's arrival in order for them to create a positive and welcoming environment on this day (D'Aurizio, 2007).

It is suggested that key information be provided to all new employees through the use of CD-ROMs containing important website links to digital images of co-workers and online quick-reference guides containing polices, procedures and company ethics principles (Hartley, 2004).

In order to enable the TLM induction programme to foster employee integration it is suggested that a social network talent management tool is established by the IT department. New employees are then able to meet and interact with other employees from similar backgrounds, leading them to feel more connected to the organisation (Derven, 2008). This is achieved through new employees creating their own personal profile which communicates information regarding their professional and personal lives to other co-workers and the employer as means of engaging with them (HRfocus, 2007).

Software could split new employee profiles into four sections consisting of: projects (information regarding current work), applause (for praise from other co-workers), favourites (for personal preferences in books, websites and classes) and get together (for arranging social events with colleagues). By adding social networking to this induction programme TLM can increase job satisfaction, reduce turnover, encourage cross-departmental co-operation and speed up employee integration (HRfocus, 2007). When new employees discover that they share common interests with existing employees they find it easier to collaborate on professional work-related tasks (Johnson, 2005).

Follow-up

It is suggested that meetings be held with the new employees at key milestones early in their organisational careers in order to follow up and assess employee progress (D'Aurizio, 2007; Hamilton, 2007). It is recommended that these post employment feedback sessions occur at forty-five days, ninety days, six months and one year. According to D'Aurizio it is advised that they also take place informally at a social setting, as this encourages networking and constructive feedback in a non-threatening environment.

For programme improvement it is suggested that the follow-up component be structured in order to determine: whether there are enough resources available to allow for full employee integration, whether mentor support is adequate, whether there are any obstacles to professional socialisation and most importantly what the new employee's training and development needs are (Friedman, 2006).

Process

It is suggested that the TLM induction programme has a phased implementation (Derven, 2008) instead of the current once off programme implementation (Friedman, 2006). It is recommended that induction activities be spread to two to three hours each morning, after the first day of work and during the first week of employment (Penzer, 1973). This allows the new employees to receive critical information in smaller and more manageable sessions, thus making it easier to internalise and act upon.

In order to decrease the anxiety felt by new employees on their first day of work the TLM induction programme should begin before their actual start date (Hamilton, 2007). It is suggested that the new employee is introduced to his or her co-workers during this time. In addition access is granted to a secure site containing key information pertaining to new employees' jobs along with any other relevant paperwork for completion (Butler, 2008).

As employees are able to learn twice as fast through self-guided e-learning (Sussman, 2005) it is suggested that the induction programme consist of a blended learning curriculum that minimises the amount of time spent in a classroom and increases the use of electronic personal education plans that outline learning activities and important organisational information (Schneider, 2008). For example, Health and Safety procedures, company structure, equipment operating procedures, learning activities and short term goals could be housed on the web for convenient all day access. It is recommended that this blended learning curriculum be supported by frequent discussions between the new employee and their direct manager regarding progress towards goals and any obstacles hindering this (Johnson, 2006).

In addition it is suggested that during these discussions new employees' managers educate them in the approaches used to utilise company channels necessary to achieve results, thereby strengthening this relationship and developing understanding between manager and subordinate (Derven, 2008).

From this theory evaluation it is apparent that there are several problems an organisation may experience as a result of an induction programme based on a non-plausible theory such as legal compliance, as is the case at TLM. A poorly conceptualised theory such as this can lead to poor programme design and in the end to an ineffective programme that does not address the needs of the employees that it is supposed to serve. It is thus important to make use of proven social science theory to aid in the design of an induction programme to ensure that TLM is able to reap the benefits of retention and company identification, which are associated with a well designed induction programme.

From the literature it is apparent that theory evaluation is seldom done in the field of HR. As a result of this, HR behaviour change assumptions that underlie programmes are not tested and this dissertation is presented as an attempt at doing so.

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