

**THEORY-DRIVEN EVALUATION OF A FINANCIAL SERVICES PROVIDER'S
(FSP) INDUCTION PROGRAMME**

**ZORODZAI CHIDEYA
(CHDZOR001)**

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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.

Signature:

Date:

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EXECUTIVE SUMMARY

Many contemporary organisations implement programmes to gain a competitive advantage over their rivals. Such organisations invest money and human capital into such programmes and this has given rise to the need for accountability of these programmes. The field of programme evaluation makes use of social science research methods to investigate the effectiveness of programmes and to offer guidance on how best to improve these programmes. Programme evaluation has different approaches and theory-driven evaluation is one such approach.

Theory-driven evaluation uses stakeholders and other informants to appraise the plausibility and appropriateness of the programme theory that is formulated for a programme (Rossi, Lipsey & Freeman, 2004). The programme theory, simply put, is a description of how the programme is supposed to work.

This dissertation makes use of the theory-driven evaluation approach to develop a programme theory for a Financial Services Provider (FSP)'s induction programme. The induction programme that is implemented by the FSP is targeted at new employees and aims to improve their knowledge and skill and in the long term to retain these new employees. The development of a programme theory for the FSP was done by first reviewing literature and studies on induction programmes and case studies of best practice organisations. In addition to developing a programme theory for the FSP, a monitoring framework for the induction programme was also developed to help the FSP track the progress of the programme.

The specific evaluation questions addressed are as follows:

1. Are the existing programme activities aligned with best practice in the literature on induction programmes?
2. If plausible programme activities have been identified, what would be the best method of delivering these activities?
3. Does the revised programme have sufficient monitoring processes to track its implementation and outcome?

The findings of the theory-driven evaluation highlighted that the FSP's induction programme was aligned with that of contemporary organisations. Additional findings showed that the monitoring processes in place were however not sufficient to track the progress of the programme. The theory-driven evaluation also highlighted important organisational aspects that have to be in place to ensure that transfer of training occurs. These aspects include having a conducive work environment and management and peer support.

This evaluation provides a good starting point should any other evaluator intend to do an implementation evaluation of an FSP's induction programme.

CHAPTER ONE

INTRODUCTION TO PROGRAMME EVALUATION

Programme evaluation is the use of social science research methods to investigate the effectiveness of social programmes (Rossi, Lipsey & Freeman, 2004). This definition stresses the use of social science research methods to improve the programme's merit thus leading to overall programme and organisational improvement. Chen 2005 (p.3) defines programme evaluation as, "...the application of evaluation approaches, techniques, and knowledge to systematically assess and improve the planning, implementation and effectiveness of programmes". In other words, evaluators investigate how well the programme is being implemented, if at all it is reaching its target audience and make suggestions on how to improve the effectiveness of the programme.

Rossi et al. (2004) summed up the different types of evaluation into an evaluation hierarchy, which is presented in Figure 1 below.

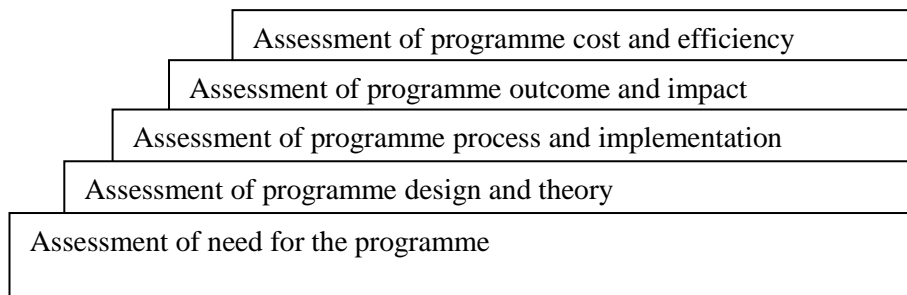


Figure 1. The evaluation hierarchy by Rossi et al. (2004)

These evaluation approaches investigate different aspects of a programme. It is the evaluator's decision whether to use a particular approach to suit the evaluation or to use multiple approaches in cases where more than one aspect needs to be investigated. However, for this particular evaluation only one approach will be used. Programme theory evaluations are level two of Rossi et al. (2004)'s evaluation hierarchy.

Programme Theory-driven Evaluation

Theory driven evaluation is based on the programme theory, that is, the conception of what the programme does to bring about individual and organisational benefits (Rossi et al., 2004). The programme theory should be based on social science research as this provides success

cases (Rossi et al.) that argue how similar programmes achieved their set objectives. The programme theory concept is important to both the successful design of programmes and their subsequent evaluation (Bickman, 1987). Williams and Morris (2009) argue that programme theory describes specifications of what the programme does to achieve the desired goals and what other important impacts could be anticipated.

Programme theory involves drawing up a plausible model of how a programme is supposed to work (Bickman, 1987). Donaldson (2007, p. 22) suggests that the first task in developing a systematic programme theory evaluation, "...is to develop a conceptual framework or program theory of how a program intends to solve the problem of interest." Bickman argues that a programme theory should be able to clarify the relationship between the programme and the problem. This can be articulated as a cause and effect statement (Williams & Morris, 2009), that shows the assumptions and the mechanisms that underlie how a programme works. A cause and effect sequence, also known as causative theory, is useful for programme improvement as it can confirm the weaknesses of the causal mechanism underlying the programme and provide strategies to improve the programme (Chen, 1990).

Donaldson (2007) proposes that the programme theory be based on how the programme's components; the programme activities, affect the purported outcomes and underline the conditions under which these components operate. Additionally, Carvalho and White (2004) suggest that theory evaluations examine whether the ideal conditions are in place to achieve the desired outcomes hence it is important to evaluate the programme records and documentation and gain insight into the actual physical environment in which the programme operates. A comprehensive approach to theory driven programme evaluation involves three general steps (Donaldson & Scriven, 2003):

- I. *Developing a programme theory*: the first step of theory driven evaluation is to gain an understanding of how the programme is supposed to work and lead to the intended benefits or outcomes (Donaldson & Scriven, 2003). To achieve this, multiple sources have to be examined and these include implicit theories that the Programme Manager (trainer) has about the programme and exploratory research into how the programme is supposed to work (Donaldson & Scriven).

- II. *Formulating and prioritising evaluation questions*: this step is the core task of theory led evaluations (Donaldson & Scriven, 2003). It is important to have stakeholders' participation in this step and a consultative decision has to be made on which questions have to be set for the evaluation.
- III. *Answering the evaluation questions*: this step involves determining what type of evidence is needed to answer the questions (Donaldson & Scriven, 2003).

Bickman (1987) suggested various functions of programme theory as listed below:

1. *Contributing to Social Science Knowledge*: Theory evaluation is an important source of data (Bickman). Various evaluations can be used as a point of reference providing first, a theoretical perspective and secondly, a practical way of conducting the evaluations.
2. *Assisting Policymakers*: Policymakers have the ability to generalise from a specific evaluation, that is, they need to know that some aspects of a programme can be used effectively in a different setting (Bickman).
3. *Discriminating between Programme failure and Theory failure*: Bickman quotes Suchman (1967) and Weiss (1972) who made a clear relationship between programme failure and theory failure. Bickman argues that the authors attributed failure of a programme to either use of a wrong theory or a programme not being implemented as planned. If the evaluation plan is successfully implemented, only then can the evaluation be a test of programme theory (Bickman).
4. *Identifying the problem and target group*. A programme theory should be able to identify the relationship between the programme and the problem (Bickman). It should also spell out the conditions under which the programme will lead to the intended outcomes and how the target group is affected by the programme (Bickman).
5. *Uncovering unintended effects*. Bickman argues that programme theory can go beyond the objectives set by the programme staff and uncover other outcomes that were not stated by the programme.

Overall, the use of theory-driven evaluations is beneficial to organisations as argued above. Unfortunately there are not many examples of such evaluations in South Africa. Accordingly, “any study that could demonstrate the usefulness of the theory-driven evaluation approach would be valuable, especially in the Human Resources (HR) domain where very little has

been done in this respect” (Duffy 2009, p.12). This report details a programme theory-driven evaluation conducted on an HR induction programme.

CHAPTER TWO

SETTING THE CONTEXT

The programme that will be evaluated is an induction programme that is implemented by a Financial Services Provider (FSP). The client requested that its organisation not be mentioned by name and will be referred to from here on as a Financial Services Provider (FSP). The FSP requested the evaluator to conduct an evaluation of new developments in the field of induction programmes. Therefore the aim of this evaluation is to provide the FSP with information about what programme activities are contained in modern induction programmes and how these activities are presented. This means that this evaluation is not evaluating an existing programme but providing suggestions on new developments that have been sourced from social science research.

Induction programmes are vital in today's business world. A good induction programme can improve wellbeing and productivity throughout an organisation (McConnell, 2007). Such programmes can save organisations revenue that might be spent in the future on training or replacements (Jarrett, n.d.). Emphasis has to be placed on how organisations develop such programmes and make them part of their overall organisational strategies.

Rapid turnover in employment has forced organisations to transform new employees into productive employees as quickly as possible (Chang, Ehrlich & Millen, n.d.). This process of transforming new employees into productive employees is what has come to be known as on-boarding, another name for induction.

What is an induction programme?

The term induction, which is also referred to as on-boarding, refers to the process of familiarising new employees with the culture, acceptable practices and performance standards of an organisation (Goyal, n.d.). Through the process of induction, a new employee becomes familiar with the organisation's key values and philosophy. Induction programmes are mainly set up to welcome new employees and help them settle into their roles quickly and without much distraction. An induction programme is a support and confidence building process that helps new employees with any misconceptions or prior problems they have with

the organisation (Goyal). D'Aurizio (2007, p.228) suggests that the operational definition of on-boarding is, "...a holistic approach combining people, process and technology to optimise the impact a new hire has on the organization with an emphasis on both effectiveness and efficiency". This definition stresses the organisational importance of engaging new employees when they start work.

The Community and Neighborhood Houses and Centres Association (CANH) defines induction as, "A process that familiarises new employees with other staff, the job, the equipment used, health and safety, the workplace and the employer" (CANH, 2005, p.1). Induction is to be viewed as an integral part of the organisation; all key personnel involved in the induction process should prioritise time for induction and show a personal interest in the new inductees (CAHN).

Frick (2007, p.637) whilst reviewing the work of Draper and O'Brien (2006) argues that, "Effective induction clarif[ies] the nature of a post, reduce[s] surprise and enable[s] the new incumbent to adjust and develop". The writers, Draper and O'Brien viewed induction as a socialisation process whereby experienced staff guide new employees, that is, create new relationships, into their new role in order to foster a level of commitment and retention of the new employees (Frick). Friedman (2006) argues that employee on-boarding is a strategic opportunity for organisations to improve retention and to facilitate employee engagement (Dai & De Meuse, 2007). Dai and De Meuse suggest that newcomers need to adjust to the new organisation in six key areas:

1. *Performance proficiency*: new employees have to master the knowledge, skills and abilities that are aligned to their jobs in order for them to perform their tasks well.
2. *People*: networking within the organisation will improve the overall function of the organisation hence it is important that new employees create these networks at an early stage.
3. *Politics*: new employees have to gain an understanding of the power hierarchy and know what is required to be successful in the organisation.
4. *Language*: communication is an important aspect in organisations and new employees have to understand the type of language that is used within the organisation to be able to perform their jobs well.
5. *Organisation vision and values*: new employees must have a collective identity with the organisation and understand its rules and principles.

6. *History*: an understanding of the history of the organisation and fellow employees can help new employees understand which behaviours are appropriate or inappropriate in specific interactions.

Organisations that successfully have employee on-boarding processes are competitive in attracting high calibre employees (Friedman). These on-boarding processes or induction programmes have a number of benefits.

Benefits of induction programmes

Lashley and Best (2002) conducted a research study on the effects of induction programmes in retail organisations. They found out that many organisations incur costs when they fail to retain their staff and as a result have to find new employees. The research further showed that many of these employees quit their jobs during the first few weeks. Therefore, the use of induction programmes is a central feature in retaining staff. Since induction programmes are ongoing employee development programmes, such programmes can also target employees who have been in the organisation for a long time for training. Pollitt (2007) suggested that management can undergo induction to familiarise themselves with what the inductees are being trained on and in this way management can undergo time management training to help them devote time to help the inductees on the actual job.

Pollitt (2007) argues that a good induction programme can help companies to reduce the costs that they incur when they lose staff. For instance, one such programme helped Scottish and Southern Energy save up to £60 000 per month in recruitment costs. The research done by Pollitt was in a call centre environment; after the new induction programme was implemented customer satisfaction ratings for new employees doubled to 80 percent, showing that customers who spoke to new employees went from being dissatisfied to being loyal (Pollitt).

Whilst doing research on teachers' induction programmes Wong (2002) proposed that in order to ensure an attitude of lifelong learning in teachers who are new to the profession, induction programmes should be implemented with a focus on teacher training, support and retention. Such programmes have to be implemented as a proactive approach rather than as a response to a problem in the development of teachers. The successful implementation of

teachers' induction programmes has seen a decrease in teacher attrition rates at Lafourche Parish from 51 percent in 1996 before an induction programme was introduced to a drop by 15 percent immediately after the programme was introduced. By 2002, the attrition rate was 7 percent (Wong). This shows the difference that an induction programme can make if implemented well in reducing attrition rates in organisations, thus saving the organisations revenue that could have been used in recruitment and selection costs.

Sussman (2005) suggests that a well-planned on-boarding programme can lead to new employees reaching full competency in a short period of time, enhanced employee satisfaction and an increase in the accountability of managers. Sussman's argument was based on the success that Randstad North America (RNA) experienced when they revamped their on-boarding programme. The old on-boarding programme that was implemented by RNA was in the form of instructor led classroom sessions that were time consuming and resource intensive. The new employees were given a five point Likert scale to rate the new on-boarding programme and their experience of it, with 5 being the highest mark. The results showed that the new employees gave the revamped on-boarding programme an overall score of 4.4 (Sussman). RNA also managed to track the return on investment of the programme and within the first six months of the programme, the organisation experienced a \$63 million increase in sales as compared to the previous year (Sussman). Sussman argues that \$4 million of that increase was linked directly to the on-boarding programme thus demonstrating the importance of the induction programme in increasing productivity of workers. With the cost of the on-boarding programme being \$931 000, this meant that the return on investment was over 300 percent.

Marcus (2008) states that organisations have begun to shift from the single focus on return on investment to a more comprehensive analysis that includes financial costs and intangible benefits of an investment, that is, Return On Value (ROV). Marcus argues that induction programmes that deliver ROV have the following results: new executives deliver key business results by focusing on key points of leverage; the executives are quickly aligned with the culture of the business; teams are motivated to take up and support the executive's initiatives and organisations can attract high calibre employees by leveraging their induction programme. Marcus suggests that the ROV of induction programmes improves retention, with 69% of employees who attended a well structured programme more likely to stay with

the organisation after three years than those who did not get such a programme (Dai & De Meuse, 2007), increase satisfaction and improve business results.

Induction programmes benefit management in that after the programme, new employees are acquainted with how the organisation operates thus making transference of training easier (McConnell, 2007). McConnell states that a good induction programme leaves new employees feeling empowered, consequently making settling in easier. An induction programme will reinforce the initial reasons for the new employees joining the organisation and this will ensure that new employees become integral parts of the organisation and productive team members (McConnell). CANH (2005) suggests that a good induction programme will also result in less anxiety and help with team formulation in the organisation.

Induction programmes also have organisational benefits (CANH, 2005). The organisation can benefit from a successful induction programme by helping new employees achieve proficiency in the shortest possible time and reducing staff turnover (CANH). Dai and De Meuse (2007) argue that the impact of Return On Investment (ROI) of successful on-boarding was that it shortened the productivity curve. In a study by Texas Instruments on the impact of ROI of successful on-boarding showed that employees who attended a well planned on-boarding programme reached full productivity two months earlier as compared to those whose programme was not well planned (Dai & De Meuse).

Overview of the FSP's induction programme

The FSP is a specialist financial services company that facilitates a direct connection to loans and insurance for clients. According to the Programme Manager, the FSP has the most technologically advanced call centre in the country that they use for contacting clients. The induction programme that is implemented by the FSP provides participants with information to help them settle into their new jobs and identify with the employer. This programme has been running for the past thirteen years and is an important aspect of the organisation.

The induction programme is intended for all new employees and lasts for a month. The Programme Manager assumes that the induction programme will address two problems. Firstly, the programme aims to foster a sense of identification for all its employees with the FSP by making sure that new employees are familiar with policies and procedures that

govern the organisation. Secondly, by addressing the first need the Programme Manager who is responsible for the implementation of the induction programme assumes that the programme will lead to improved staff retention. The rationale of the induction programme is that if the FSP's employees identify and are familiar with the protocols of the organisation, they will be able to provide excellent customer service to clients and this will lead to better retention of existing clients as well as acquiring new clients. The programme activities of the induction programme are presented in Figure 2.

Product Manual	•Employees know about loan specifications
National Credit Act (NCA)	•Employees can apply the aspects covered by the Act.
Dalas Manual	•Employees can use the Dalas computer system
Tele Excellence	•Employees are prepared to handle customer complaints professionally
Standard Operational Procedures	•Employees behave according to set procedures
Frequently Asked Questions	•Employees are able to enter any general enquiry
Avaya Telephony System	•Employees are able to use the telephone system

Figure 2. The FSP's induction programme activities and their related outcomes.

The FSP' programme activities

The seven programme activities described in Figure 2 will now be discussed in more detail.

Product Manual

This is considered the most important module in the induction programme (FSP Induction Program manual, 2009). It introduces the new employees to what the FSP is about and the range of products that they offer to clients. These include unsecured personal loans, short and long term insurance and secured loans. New employees are made aware of the type of

documentation and requirements that potential clients should have available for a particular loan application. The Product Manual also informs the new employees of the different departments within the FSP and gives a brief description of the role and function of each department. This module is presented by a facilitator in the form of a workshop.

National Credit Act (NCA)

The NCA module is presented in the form of a presentation that provides new employees with the rules for all credit activities. It highlights issues inter alia around whom the Act applies to, consumer rights, and how to apply for credit under the NCA (FSP Induction Program Manual, 2009).

Dalas Module

The Dalas module is an instructional module that shows new employees how to enter data into the Dalas system. The Dalas system is a computerised programme where employees enter clients' information pertaining to their loan applications. Such information includes clients' bank details, contact details and loan application outcomes (FSP Induction Program Manual, 2009).

Standard Operational Procedures

This module is presented as a classroom based workshop. It focuses on content around potential problems that arise from applications, for example, incomplete applications or changes to customers' banking details (FSP Induction Program Manual, 2009). This module is presented in six hours.

Frequently asked questions

This module is based on objection handling and ensuring that new employees are able to enter general enquiries successfully (FSP Induction Program Manual, 2009). It is a classroom-based workshop and has a duration of three hours.

Tele Excellence and Avaya telephony system

These two modules are presented in what the programme calls the nursery period. This is in the last two weeks of the induction programme where new employees are assigned a mentor who guides them through the use of the call centre phone systems.

The FSP's Induction Programme Schedule

Week one

The programme begins with a welcome and icebreaker facilitated by the Programme Manager. The Programme Manager then introduces new employees to the training manual. A presentation on Human Resource policies and procedures follows and thereafter, a presentation on training policies and administration. Subsequent to this, a visit by Human Resources administration staff follows and inductees are expected to complete a biometric finger scanning exercise.

After the initial welcoming stage, the new employees are presented with the first three modules. These are: 1) The Product Manual, 2) National Credit Act Manual and 3) the Dallas Manual. The first two modules are presented in the form of a workshop where financial terms and budgeting concepts are covered. The Programme Manager gives a series of presentations on the two modules. The last module, that is the Dalas module, is an activity-based module whereby a role-play is used to show how to navigate the Dalas system. Two assessments follow at the end of the week on the Dalas and Product manual modules. The Human Resources Department presents a Health and Safety workshop.

Week two

In week two, the last four modules are presented. The first module that is presented is the Standard Operational Procedures module and inductees are given an opportunity to ask questions (referred to as the Frequently Asked Questions Module). A series of activities are performed that include, call monitoring in the call centre and workshops on customer care and team leadership. During the course of the week, formative assessments are done, for example, inductees write a test on standard operational procedures. The last day of the week

is dedicated to a Wellness day in the first half of the day and a summative test on all modules in the afternoon.

Weeks three and four

After all the modules are presented, the new employees are divided into groups that reflect their functional departments. This means that they are introduced to their functional specific team leader and for the next two weeks are given the opportunity to learn their new roles with the help of the team leader, who is also known as a coach. The Head of Department and the team leader can come in at any time during the training to monitor and help the coach if need be.

The FSP's Programme Impact theory

According to Rossi, Lipsey and Freeman (2004), programme theory depicts how the programme leads to the intended benefits. A major aspect of evaluation is determining how well the programme theory is formulated and whether it presents, "...a plausible and feasible plan for improving the target social conditions" (Rossi et al., 2004, p.134) and presenting a sensible model of how a programme is supposed to work (Bickman, 1987). Figure 3 presents the FSP's programme impact theory, that is, "...assumptions about how the change process actuated by the program and the improved conditions are expected to result" (Rossi et al., p.139). This theory can be best described as a cause and effect sequence (Rossi et al.), depicting how programme activities lead to social benefits (Chen, 1990) that can either be proximal or distal (Donaldson, 2007).

The FSP has an existing induction programme with the following programme impact theory. The programme impact theory was derived from consultations with the relevant stakeholders:

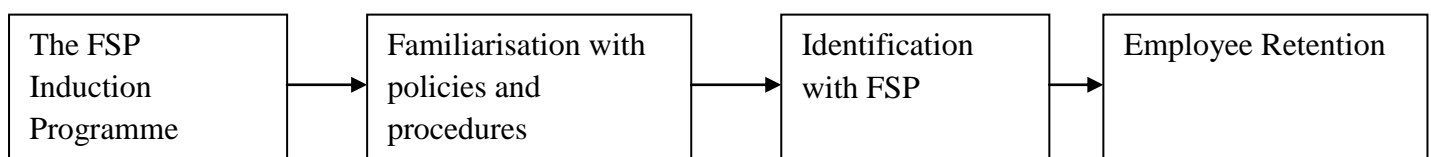


Figure 3. The FSP's Programme Impact Theory.

As this programme impact theory is modest, the programme activities that are presented in the induction programme will be explored in detail in order to formulate a more plausible and detailed programme theory.

The FSP's Induction Programme Evaluation Questions

The FSP requested that the evaluator assess whether its induction programme was in line with present literature on what an ideal induction programme should contain and how the induction programme should be presented. Therefore, a decision was made to conduct a theory evaluation. The theory evaluation that will be implemented falls in the domain that Chen (1990) calls the normative domain theory, that is, "...specifies the goals or outcomes (that) should be pursued or examined, and how the treatment should be designed and implemented" (p. 43). This type of evaluation assists programme planners in designing programmes and providing a rationale and justification for the programme structure and activities (Chen).

The goal of the current evaluation is to develop a plausible programme theory that will highlight the main factors that link the induction programme to its intended benefits or outcomes. The evaluation of the induction programme will focus on whether the theory imbedded in it is relevant to what might be termed best practice. The main stakeholder, the FSP through its training department will use the evaluation to make changes and act on the recommendations given about its programme. The following evaluation questions will be addressed:

1. Are the existing programme activities aligned with best practice in the literature on induction programmes?
2. If plausible programme activities have been identified, what would be the best method of delivering these activities?
3. Does the revised programme have sufficient monitoring processes to track its implementation and outcome?

CHAPTER THREE

METHOD

This section of the report describes how data was collected and analysed. Three data collection methods were used namely, informal key informant interviews, social science literature and programme records and documentation. From these collection methods, the evaluator gathered qualitative data. The section also explains how the theory driven evaluation process was implemented.

Data Sources

To address the evaluation questions the following data sources were used:

1. Social science literature on induction programmes

The evaluator conducted a literature search to find information on similar programmes, to learn lessons from them and also assess the FSP's induction programme in relation to other programmes that are deemed to be best practice organisations.

2. Programme records and documentation

For example, any project data – such as assessment reports, programme manuals and any reports on follow-up sessions with participants were obtained. This data was used to guide the development of primary data collection tools and also as part of the evaluation report.

3. Interviews with programme staff

Primary data was collected by means of interviews with programme staff. These interviews were conducted to assess issues of programme design as well as rationale and programme outcomes.

Data Providers and Materials

Evaluation Question 1: Are the existing programme activities aligned with best practise in the literature on induction programmes?

In order to answer this evaluation question, a search of all available induction programmes was conducted. The search parameters for the literature included the following terms: “induction”, “on boarding” and “socialisation”. The programme activities of FSP’ induction programme were compared with that of other programmes and literature on induction programmes.

Evaluation Question 1 is important in the evaluation because it helps one achieve the first stage of theory driven evaluation, which is to develop the programme theory. The literature gained from the research highlighted the important factors that need to be taken into consideration in coming up with a plausible programme theory. This step is also helpful in that it can be used to make informed decisions about what other evaluation questions to use (Donaldson & Scriven, 2003).

Evaluation Question 2: If plausible programme activities have been identified, what would be the best method of delivering these activities?

Preliminary interviews with programme staff and information gathered from programme records were able to identify other activities that can be included in the induction programme and what methods would be needed to deliver these activities effectively. However, the main data source for this evaluation was the literature review. The same search parameters as in Evaluation Question 1 were used.

The programme records were compared to other similar programmes in terms of what programme activities were implemented to articulate the programme theory. Leeuw (2003) argues that in order to articulate a programme’s theory using the policy-scientific approach, behavioural mechanisms that are expected to solve the problem have to be identified. This can be done by examining formal and informal documents that indicate why it is important to solve the problem and what are the goals of the programme under review (Leeuw). To achieve this step the FSP’s induction programme manual was used to gain an understanding of the importance of the programme, establish the goals of the programme and identify the current activities of the programme.

Evaluation question 3: Does the revised programme have sufficient monitoring processes to track its implementation and outcome?

Once the ideal programme activities and the methods of delivery were identified, the evaluator adapted a template which would enable the client to monitor the outcomes of the ideal programme. The programme staff prioritised and agreed on the outcomes, the outcome indicators developed by the evaluator and any further outcomes suggested by them were added to the template.

The FSP staff members that were interviewed were:

1. The Training Manager
2. The Programme Manager

Procedure

Theory-driven Evaluation Process

According to Donaldson and Scriven (2003), a comprehensive approach to theory driven programme evaluation involves three general steps. These steps were used as a guide for the evaluation.

Step 1: Developing a programme theory

The first step of theory driven evaluation is to gain an understanding of how the programme is supposed to work and lead to the intended benefits or outcomes (Donaldson & Scriven, 2003). To achieve this, multiple sources had to be examined and these included implicit theories that the Programme Manager had about the programme and exploratory research into how the programme is supposed to work (Donaldson & Scriven). In order to ascertain the activities of the current induction programme, the evaluator had preliminary interviews with programme staff at the FSP's offices in Diepriver, Cape Town. The interviews lasted between 20 – 45 minutes. All interviews were recorded and transcribed, and the transcriptions were analysed to extract the most important information about the programme. The schedules of the interviews have been attached separately (see Appendix A). The programme staff also provided the evaluator with the delegates' manual of the programme and the orientation schedule document (Appendix B).

Step 2: Formulating and prioritising evaluation questions

This step is the core task of theory led evaluations (Donaldson & Scriven). It is important to have stakeholders' participation in this step and a consultative decision has to be made to decide which questions have to be set for the evaluation. During the interviews with programme staff, a number of questions were constructed, after deliberation only three questions remained, and these are the questions that this evaluation will focus on. The questions were presented in Chapter 2.

Step 3: Answering the evaluation questions

The last step involves determining what type of evidence is needed to answer the questions (Donaldson & Scriven). To achieve this, the researcher conducted a literature review on induction programmes to familiarise the evaluator with what makes up an ideal induction programme. The information gained from the literature review was used to answer the evaluation questions and ultimately present the revised programme theory diagram of the FSP's induction programme.

CHAPTER FOUR

RESULTS AND DISCUSSION

The results of this theory-led evaluation will be presented in terms of the evaluation questions.

Evaluation Question 1: Are the existing programme activities aligned with best practice in the literature on induction programmes?

The literature review of studies conducted on induction programmes provided the information for this evaluation question. The information gathered from the literature review was then used to compare it with the actual programme activities that are implemented by the FSP. The key informant interviews with the Programme Manager were also useful in answering this question.

According to Sangale and Webster (2007), the objectives of induction programmes relate to three main aspects: 1) those of the organisation as a whole; 2) the job to be performed and 3) the new employee. Organisational-related objectives refer to familiarising the newcomer with the organisation structure, policies and procedures and organisational goals (Sangale & Webster, 2007). Job and newcomer-related objectives refer to the new employee having the opportunity to meet their fellow colleagues, obtain an understanding of their job description as well as receiving a sincere welcome from management and their department thus putting them at ease (Sangale & Webster, 2007). These objectives can be summarised under three headings that will show how an ideal induction programme should be presented. These headings are content/activities, process and support (D'Aurizio, 2007).

Content

The content covered in induction programmes may vary from organisation to organisation depending largely on what they deem important for their workforce to know. Zhao (2005) refers to induction training as entrance orientation and stipulates that such a programme should include an introduction to the organisation's development and goals, an explanation of the mission and credo, a clarification of the organisation's rules and regulations as well as an overall orientation of the organisation's physical environment. It is important to ensure that

any content covered in the programme is aligned with the organisation's values and overall strategy.

Quotes from the Programme Manager shed light on the importance of including the organisation's values and overall strategy in the induction programme:

In the orientation manual, we do...at [organisation name removed] we have our core values that we live and we also have our objectives as a company. We also have our policies and procedures, which is also more of an HR perspective where we actually preserve expectations as a company between the company and the employee, so a lot depends on the vision at [organisation name removed]. In our orientation manual we also share that vision with our employees on day one when they come in so that we also set that expectation as to this is the type of company you are coming into and what to expect.

The importance of the organisation's values and overall strategy is evident in the modules that the induction programme provides for the new employees. The Product Manual introduces the organisation and introduces the business concepts that the new employees will be dealing with, thus informing the new employees of the business direction that the FSP has and informing them about core business activities. The FSP's induction programme also has a module on policies and procedures. These aspects of the FSP's programme demonstrate the the induction programme is aligned with what social science literature proposes that the content of an induction programme should include.

In addition to teaching new employees about the mission and core values of the organisation, Chapman (2005) includes site tours and hands-on experiences on the shop-floor as relevant and effective activities. Such activities are essential because they make it easier for new employees to understand the training material thus facilitating transfer of training. Chapman (2005) and Zhao (2005) suggest lunch with executives or members of senior management as an effective learning mechanism for new employees. They have the opportunity not only to meet top executives within the organisation, but also gain first-hand knowledge about organisation structure and business philosophy (Ragsdale & Mueller, 2005). The FSP's induction manual and schedule is not clear on whether new employees are taken on a site tour or have lunch with senior management. The only aspect that is clear is the fact that some Heads of Departments attend the induction programme as a sign of support for the new

employees and to emphasise the importance of the programme. It is recommended that new employees meet senior employees who will be in charge of them during the induction process (D'Aurizio, 2007). This aspect of management support will be dealt with in greater detail in a section to follow.

Process

Process refers to the actual induction activities such as workshops and role plays and how best to present these activities to facilitate transfer of training on to the job. Pollitt (2007) whilst looking at Scottish and Southern Energy argues that many employees complained about the long and tedious hours that were associated with the induction programme. In response to this concern, shortening the induction became important in trying to achieve the goals set out by the induction programme. Induction programmes are long because trainers often focus on irrelevant issues or want to give as much information as possible thus giving rise to the concerns raised previously. The material presented in the programme should also be pitched at the right level of difficulty to accommodate all the employees, since people understand concepts at different levels.

The Programme Manager made the following comments when asked whether she felt the four-week period allocated for the induction programme was sufficient to afford new employees the chance to grasp the knowledge and skills required for their new roles:

It depends on the specific department that I am training, it is enough time to do the theory and the practical as the amount of work that they do is less than another department. It also depends on the type of learner that we bring in, it could be that depending on the calibre of learner it might take a bit longer for the theory part in training in the classroom which is always accounted for when we work on the training schedules...we will extend the period for classroom training.

The FSP's induction programme does seem to accommodate for slower learners and the Programme Manager stressed that the duration of the programme is dependent on the type of department and the material that needs to be covered. Based on the information it would seem as if the programme as a whole is not too lengthy but is flexible in the sense that it is tailored to suit specific departments and also the different types of learners.

When contemplating the type of activities to include in an induction programme, an important aspect to take into account is that of knowledge transfer, that is, whether the activities or training methods support and encourage the transfer of knowledge (Acton & Golden, 2003). “Exposure to relevant induction programmes and satisfying work experience is important in ensuring development and transfer of learning” (Horwitz, 1999, p.187). Knowledge transfer is evident in activities where discussions or branch tours take place; the trainer or facilitator is able to share their knowledge of the organisation with the new employees in a direct manner. Role-plays and computer-based training are examples of activities that should be included in the programme. Burke and Collins (2005) noted that training is ineffective if it does not stress how the skills learnt in the training can be applied to the job. The FSP’s induction programme does make use of different training methods to ensure that knowledge transfer is effective.

The following comment from the Programme Manager states some of the activities undertaken by the FSP:

We do PowerPoint presentations for certain modules of the training, we also do a lot of workshops...we give them practical examples as to what it is they are trying to bring across in their training.

The above comment highlights the FSP’s methods of training, which are an effective way of ensuring transfer of knowledge. However, a review of the training manual revealed that many of the exercises administered during the induction programme are mainly written exercises. The seemingly lack of variety in the training methods means that the written exercises will only be able to test knowledge and not skills and competencies as skill requires more practical exercises like role plays and simulations. This lack of variety will be explained in further detail in Evaluation Question 2.

Lashley and Best (2002) suggested that in order for induction to be termed best practice, such programmes should be an on-going employee development programme that begins before employees join the organisation and extend for months after they join. The induction should be the first stage of an employee development programme (Lashley & Best). However, such development can be inhibited by a failure to provide a period of adjustment for the employer

and new employees to learn to work together. Friedman (2006) states that the failure to integrate a new employee into the office culture is one of the main contributors to low employee retention rates. The FSP's induction programme manual and the interviews with key informants did not reveal to what extent the induction programme is part of an ongoing employee development plan at the FSP. Conducting exit interviews is a strategy that can be adopted as part of an employee development initiative to improve retention rates in organisations (Kransdorff, 1995).

Support

Management support is another vital aspect of induction programmes. By involving management staff in the actual implementation of the induction programme and getting them to facilitate presentations or seminars, conveys the message that senior level employees are taking an interest in the new employees and that support will always be available to them (Mathieson, 2006). Management support is a critical characteristic that facilitates the application of trained skills and behaviour (Noe, 2005). The existence of this support also facilitates increased knowledge retention amongst new employees (Acton & Golden, 2003). Pollitt (2007) also supports the fact that it is crucial to have management support during the induction process and then goes on to suggest that when new employees come into the organisation they have to be met by their respective team leaders on their first day.

Hay (2002) surveyed over 330 organisations in 50 different countries and came to the conclusion that most employees left their jobs as a result of poor management support. Managers and team leaders form the support base that is needed for the induction to be a success. New employees have to be able to go to the managers for help and also rely on the managers to help them settle into the organisation. The managers should appoint mentors who are positive and accepting of new employees (D'Aurizio, 2007). These mentors are vital in the on-going development process of new employees (Friedman, 2006). Such mentors should be identified from within and outside the Human Resources Department and should be given a mandate to ensure that the new employees are well versed in what will make them successful in the organisation.

The Programme Manager made the following comments with regards to management support of the induction programme:

Depending on which area we recruiting for, for instance if we do our New Loan Application Department. We will get the Head of Department to come and do what we call a meet and greet they would give their history of being at [name of organisation removed], how they have progressed in their role and also they would give them a little bit of their expectations, that this is what they expect from the agents coming in. Maybe just to also reiterate their vision for the department and goals. We also have different Heads of Departments coming in from different areas which also impact them specifically. So we will have HR Payroll coming in to explain to them how their pay package works. We have our Wellness Team which is also part of our Peoples Team, that will explain to them about the clinic on site and the gym etc.

Based on the Programme Manager's comments it can be assumed that FSP does provide management support during the induction programme. The Programme Manager was asked to be more specific about the type of support that is offered to new employees and the Programme Manager stated that after the theory section of the induction programme new employees are appointed to a coach or mentor who will be responsible for helping them with the practical section of the programme. The mentor's role is to guide the new employees into how to use their newly acquired knowledge and skills in the work environment. This is a departure from the workshop-based learning that is conducted for the theory modules. Freedman (2009) stresses that effective mentoring is essential for facilitating learning in the workplace and to develop knowledge and skills required for high performance. Freedman assumes that a mentor has to take up two roles, that is, be a career mentor and a psychological mentor. The career mentor is responsible for encouraging and maintaining behaviours that encourage the mentees' career growth (Freedman), for example, the mentor would acknowledge mentees' who successfully deal with a client's complaint about a loan application at the FSP. The role of psychological mentor is not perceptible at the FSP.

The presence of a mentor support system leads to business benefits like reduced staff turnover and increased employee retention (Freedman, 2009). These benefits are congruent with the outcomes of the induction programme at FSP. It can be assumed also

that by assigning a mentor to new employees, the acquiring of knowledge and skills for them is swiftly done and this achieves the short-term outcome of increased knowledge and increased skill for new employees.

Table 1 simplifies how the FSP's induction programme measures up to what social science literature proposes a good induction programme should have.

Table 1

A comparison of practices implemented by the FSP and those proposed in social science literature as best practice.

Induction Practices	What social science literature proposes	FSP
1. Clear and concise programme goals and objectives	Yes	Very little
2. Induction started on first day	Yes	Yes
3. Standards set to measure success of programme	Yes	No
4. Senior management support	Yes	Yes
5. Assign a mentor	Yes	Yes
6. Provide the new employees with clear goals and expectations	Yes	Very little
7. Be prepared for new employees	Yes	Yes
8. Is induction part of on-going employee development	Yes	Not clear
9. Use formal training to deliver a consistent programme	Yes	Yes

Evaluation Question 2: If plausible programme activities have been identified, what would be the best method of delivering these activities?

The programmes reviewed suggest a few activities that are not expressly addressed in the FSP's induction programme. These new activities formed the basis of this evaluation question. Methods of delivery were also discussed to ensure that these new activities and the existing ones can be delivered in a way that guarantees transfer of learning thus leading to the achievement of the set outcomes.

Exit interviews

Kransdorff (1995) argues that in organisations where high staff mobility and staff disruption is unavoidable the skilful use of exit interviews, as part of the induction process and broader training, can be the answer to low morbidity and retention. Exit interviews are generally interviews held between the employer and an employee who is about to leave the organisation. Such interviews result in the recording of memories and experiences that the employee had about the work environment and Kransdorff argues that people are better speakers than writers; hence the capturing of the spoken word is an efficient way of capturing abstract views that the exiting employee has (Kransdorff). Information can then be used to tailor the induction programme to improve areas that the exiting employee would have highlighted and to further strengthen areas where the induction is being effective. The script from the interview can be provided to new employees who can use it as a point of reference should they encounter situations similar to those experienced by the exiting employee and to learn from how they dealt with the situation. The FSP can adopt such a strategy to improve the induction programme. Key information about areas that need to be improved can be highlighted in such interviews and the FSP can also tailor the induction programme to correct areas that are contributing to staff turnover. For example, an exiting employee can state that he/she is leaving because of poor management support; this will result in the FSP ensuring that they assign mentors and managers who are accepting of new employees and who can better facilitate their learning on the job.

Support

D'Aurizio (2007) suggests that managers take an active role in creating a conducive environment in the different departments that new employees will be hired to work in. D'Aurizio proposes that managers use an HR checklist to track induction practices and make sure that necessary details are incorporated. Peers are responsible for creating positive attitudes before and after the training and this leads to better transference and better job performance. Better transference and job performance is achieved through participants coaching each other on the job (Jackson & Bushe, 2007; Noe, 2005). Organisations are encouraged to set up peer support groups to improve transfer of training to the workplace. These groups are essential in that apart from reviewing previous learnt skills the discussions can lead to new knowledge being shared and developed to improve job performance. Jackson and Bushe (2007) provide a meaningful proposition of increasing high fidelity in that when it comes to dealing with moderating variables that affect training like fear of breaking cultural norms; having the immediate supervisors of the training receive the same training was the best remedy. The FSP's induction programme does not provide for clear roles for management and peers during the programme. It is not sufficient for management to simply address new employees and share their experiences with them. The FSP managers should prepare their departments for new employees and ensure that they support the induction fully by participating in some of the activities such as facilitation of some modules or activities.

Turnover is not always bad; however, a high turnover rate in an organisation can be because of underlying problems in the organisation (Tang, 2005). It is important for managers to understand the process involved in making turnover decisions if they are to be able to retain their employees in the future (Turnipseed, 2005). Such processes are covered in induction programmes where trainers attempt to make new employees aware of what the organisation is about and this leads to identification of new employers with the organisation.

Training design

Training design refers to "...factors build into the training program to increase the chances that transfer of training will occur" (Noe, 2005, p.148). In the case of the FSP, in order to increase the chances for transfer of training the Theory of Identical Elements should be applied. The Theory of Identical Elements proposes that transfer of training will only take

place if the training is similar to the work environment (Noe). This suggests that tasks, materials and other characteristics of the learning environment should mimic the real work environment to maximise transfer of learning. Application to the job is a major mediating variable because it supports the training. Anderson (1982) cited in Burke and Collins (2005) argued that in order for learning to be optimally transferred to different situations the training has to replicate reality, hence the emphasis on having activities that are aligned to the outcomes of the induction programme. Many theorists like to refer to this as a situation of high fidelity (Burke & Collins, 2005), meaning that there is a close match between the tasks in the learning domain and those needed in the real situation. This could be achieved by using computer simulations, role-plays, project work and presentations on current topics (Cacioppe, 1998, Pollitt, 2007). The FSP's induction programme is compliant to a lesser extent in this regard as most of the modules have written exercises testing the employees' knowledge of the learnt material, rather than placing greater emphasis on practical simulations which would be desirable as the work condition requires use of skill to operate the computer and telephone systems. A balance has to be struck between testing for knowledge and also assessing skill during and after training.

The design of the programme should also be altered to include a data management system to store training material in an easy and accessible format for both employees and trainers. D'Aurizio (2007) argues that use of web based portals to store information and documents helps makes induction easier during the programme and afterwards when employees engaging in actual work duties. This is beneficial in the FSP's context because most of its work is computer based and such portals would make it easier and convenient for new employees to access information and use it. Either such portals can be set up in-house or through a vendor who provides on-boarding products (D'Aurizio). Induction programmes should set up communication systems to allow inductees to provide feedback to the trainers (Friedman, 2006), and this can be achieved by having an efficient data management system in place.

However, there are obstacles in the work environment that can inhibit transfer of learning.

Examples of obstacles in the work environment that inhibit transfer

1. **Work conditions:** The conditions under which the new employees work can inhibit transfer of learning. If new employees have inadequate equipment or few

opportunities to use the learned skills then transfer will not take place. It is imperative that FSP ensures that mentors create opportunities for new employees to use their skills in the work environment.

2. **Lack of Peer Support:** Mentors have to ensure that new employees are encouraged to use their learned skills on the job. Peers at FSP have to create a positive climate for transfer and this can be achieved by, for example, sending out reminders on new updates to the Dalas computer system to peers.
3. **Lack of Management Support:** as argued before in Evaluation Question 1, it is important that senior management prioritise training, especially during the induction phase. This will help new employees to settle in quickly and become more productive. It is the management's responsibility to provide feedback and reinforcement to employees to use their learned skills and knowledge (Noe).

Developing objectives for the modules

A review of the training manual used by the FSP revealed that most of the modules in the induction programme did not have set objectives. A training objective is “a concise statement that describes what the trainees should be able to do when they complete the training” (Beebe, Mottet & Roach, 2004, p. 70). The authors, Beebe et al., argue that objectives should be observable, measurable, attainable and specific. Kettner, Moroney and Martin (1999) state that the development of objectives for training programmes provides a framework for action by “...establishing the expectation that program planners describe in clear terms what they are attempting to achieve and how it is to be achieved” (p.89). Blanchard and Thacker (2004) state that the majority of HRD specialists agree that training objectives are important from a number of stakeholder perspectives such as the:

- Trainee
- Designer of training
- Trainer
- Evaluator of training

Objectives that are observable specify some type of behaviour that can be verified whether the behaviour occurred or not (Beebe et al). Here is an example of an objective that is observable at FSP:

At the end of the training session, the new employee should be able to accurately paraphrase a complaint made by a client.

Objectives that are measurable assess how effectively the behaviour was performed (Beebe et al.). Here is an example of an objective that is measurable for the Dalas module:

At the end of the training session, the new employee should be able to enter data on the Dalas system that complies with data ethic rules.

Objectives should be achievable taking into account the new employees' background and ability (Beebe et al.). Lastly, objectives should be specific and this requires choosing a verb that is clear and also building in criteria for successful mastering of the behaviour that the objective specifies (Beebe et al).

Specific modules that do not seem to have set objectives are the Product Manual Module, The National Credit Act Module, Dalas Module Standard Operational Procedures Module and the Avaya Telephony System Module (FSP Induction Training Manual, 2009).

Evaluation Question 3: Does the revised programme have sufficient monitoring processes to track its implementation and outcomes?

Key informant interviews with programme staff were used to establish what kind of monitoring processes were in place to track the induction programme's implementation and outcomes. After establishing the monitoring processes, information gathered from social science research was then used to establish a monitoring framework for the FSP's induction programme and a scale to test the programme's long-term outcome of identification with the FSP.

Key informant interviews

The interviews conducted with programme staff were essential in highlighting the level of monitoring that FSP has with regards to the induction programme. Monitoring is the "...continuing function that uses collection of data on specified indicators to provide management and the main stakeholders of an on-going development intervention with

indications of the extent of progress and achievement of objectives and progress in the use of allocated funds” (Kusek & Rist, 2004, p.227). In other words, monitoring is the tracking of the progress made by the programme. The Programme Manager revealed to the evaluator that apart from the three months follow up session with the HR Manager and Chief Executive Officer of the FSP and the filling in of reactionaries by new employees after the induction, not much tracking was done after the induction programme.

Monitoring framework

It is evident that the FSP needs to have a monitoring framework in place to ensure that the induction programme is implemented as intended and to be able to identify sections of the programme that will need attention. A monitoring framework will also help the FSP to know how many employees it has trained and which activities were implemented and by which trainer. The evaluator has thus designed a monitoring framework that is tailored for the FSP which is in line with its training schedule and the activities that have to be undertaken. The framework presented below in Table 2 is adapted mainly from the Northwestern University School of Law checklist.

Table 2

A proposed induction programme monitoring framework for the FSP

PRE ARRIVAL		
	Task	Who initiates
	Confirm offer letter has been sent to new employees	HR Department
	Create induction schedule for new employee	Hiring Manager
	Assign mentors for new employees	Hiring Manager
ARRIVAL		
1st Day		
	Go to HR office to sign in	Employee
	Welcome and Ice breaker	Trainer
	Company Orientation Manual	Trainer
	HR policies and procedures	HR Department
	Biometric finger scan administration	HR Department
	Administer Allen and Meyer questionnaire	Trainer
1st week		
	Product module	Trainer
	NCA module	Trainer
	Dalas module	Trainer
	Health and Safety Workshop	Trainer
2nd week		
	Standard Operation Procedures module	Trainer
	Avaya Module	Trainer
	Wellness day	HR Department
	Final written examination	Trainer
Final 2 weeks		
	Practical assessment with mentor	Mentor and Employee
3 months and 6 months		
	Review session with HR Manager, new employee and CEO	HR Department
	Administer Allen and Meyer questionnaire	Trainer

Monitoring and evaluating the long term outcomes

The Programme Manager assumes that the programme leads to increased staff retention and low staff turnover. The plausibility of this assumption has been assessed using current literature and it can be assumed that should the induction programme be implemented as revised by the evaluator these outcomes could be achieved. To further strengthen this

argument and to aid the Programme Manager to assess whether or not the programme has lead to staff retention, identification with the FSP and low staff turnover, the Programme Manager can make use of the Allen and Meyer Organisational Commitment Scale (OCS). OCS measures commitment, but it can be assumed to identify whether employees identify themselves with the employer and hence feel committed to stay with the organisation and not move to another organisation. The OCS measures three kinds of commitment, affective, normative and calculative (Van Zyl, 2003). Affective commitment refers to employee's emotional attachment and identification with the organisation, calculative refers to costs that are associated with leaving the organisation and lastly normative refers to employees feeling obliged to remain in the organisation (Van Zyl). The OCS can be applied to South African contexts and this can be validated by Hoole (1997) who administered the scale but indicated that although the OCS could be applied to South African contexts; unique factors were obtained (Van Zyl), hence the use of the adapted version of the scale which has been used in numerous studies thus indicating that it has a high construct validity. A copy of the adapted version of the OCS is attached as Appendix C.

The Programme Manager would have to administer the adapted OCS on the first day that the new employees come into the organisation to create a baseline measure of the level of commitment that the employee(s) has. The same questionnaire should then be administered after three months when new employees are likely to leave the organisation. D'Aurizio (2007) argues that monitoring progress of the induction programmes at key milestones in new employees' career demonstrates management support for new employees. The results from the baseline measure (pre-test) and that of the new measure after three months (post-test) should then be compared to see whether or not the induction (among other factors) has led to a strong sense of commitment within the new employees thus resulting in identification with the FSP, which in turn is beneficial to increasing staff retention and low staff turnover. Another questionnaire can be administered after six months and one year and should be an informal process to alleviate nervousness in employees that there are being assessed (D'Aurizio).

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSION

Revision of FSP's Programme Theory

Rossi et al. (2004) suggests that a review of the logic and plausibility of programme theory is sometimes an unstructured and open-ended process. They proposed, however, that the following issues have to be addressed to ensure the plausibility of the programme theory:

1. **Are the programme goals and objectives well defined?** The discussion of the FSP's induction programme revealed that most of the modules covered in the training programme have no clear objectives or objectives that are measurable. This inhibits the accountability of the stated outcomes that the programme is trying to achieve. The evaluator thus recommends that the Programme Manager reviews each module that is covered by the programme and set clear goals and objectives that are both clear and measurable. For example, for the Dallas Module, a measurable and clear objective would read as follows; the module is aimed at increasing new employees' knowledge and skills in how the system is used.
2. **Is the change process presumed in the programme theory plausible?** Rossi et al. argue that for the programme to achieve its intended benefits some cause and effect sequence has to occur. Each part of this sequence has to be plausible. In the case of the FSP the new programme theory's change sequence is fully supported by literature as argued in the discussion section of this dissertation.
3. **Are the procedures for identifying members of the target population, delivering service to them and sustaining that service through completion well defined and sufficient?** As can be seen in the revised programme theory below, the FSP's programme theory has been altered to include these aspects. For instance, a monitoring system has been developed to ensure that the programme's outcomes are achieved.
4. **Are the constituent components, activities, and functions of the programme well defined and sufficient?** Based on the literature review conducted on induction programmes, the FSP's induction programme theory was tailored to ensure that the programme's components

and activities are sufficient and can be monitored using the monitoring framework adopted in Evaluation Question 3.

After thoroughly analysing the literature review, programme records, key informant interviews, the monitoring processes and the outcomes of FSP's induction programme, the programme theory presented in Figure 1 (p.13) was revised considering the findings. It is aimed at creating a more plausible and theoretically sound programme theory. The revised programme theory is depicted below (see Figure 4).

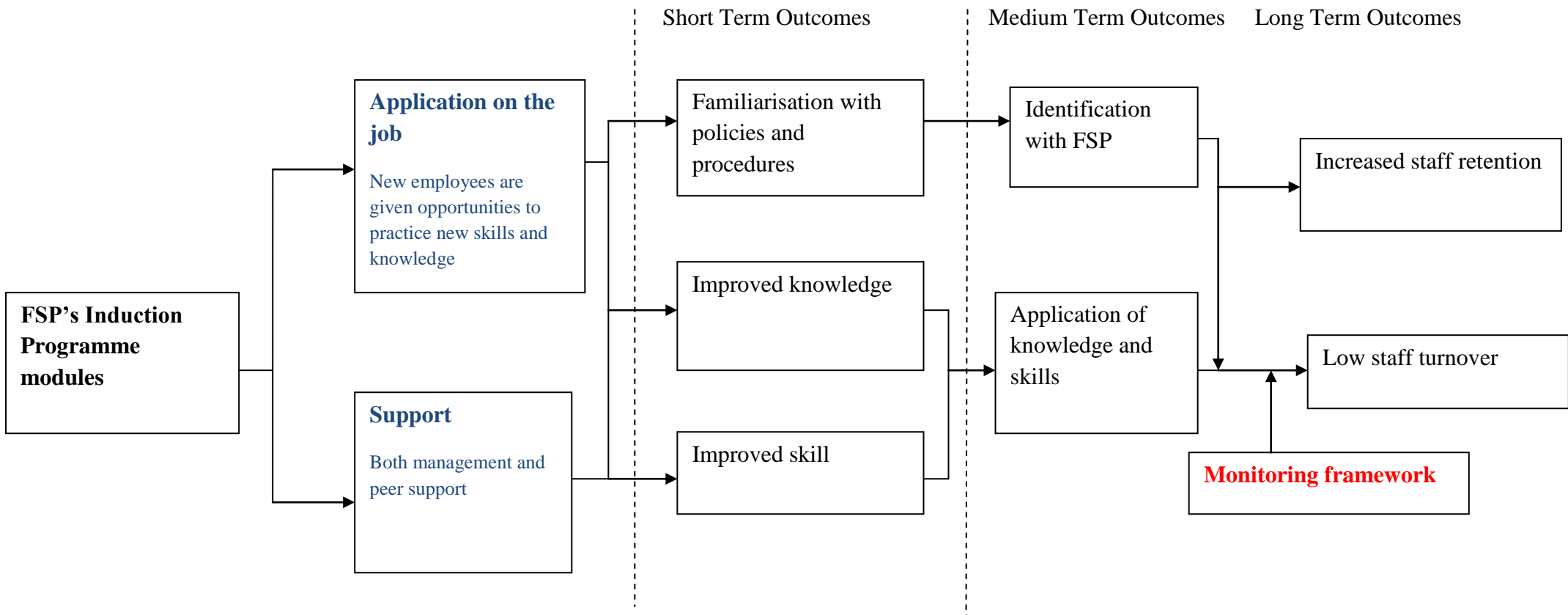


Figure 4. Revised programme theory

The revised programme theory depicted in Figure 4 is comprised of the induction programme activities. The programme theory takes into account best practices of achieving the outcomes of induction programmes such as application to the job and management and peer support. These two mediating variables; support and application to the job are the two main additions to the revised programme theory. Rossi et al. (2004) describe a mediating variable as a variable that provides the causal link between activities and their outcomes. A new variable that has also been added to the programme theory is the monitoring framework variable as this is important should the long term outcomes of the programme be realised.

In Figure 4, application on the job has been added as a mediating variable that strengthens the relationship between the induction programme's activities and the short-term outcomes of increase in knowledge, improved skill and familiarisation with policies and procedures. The research by Acton and Golden (2003) and Horwitz (1999) suggests that organisations that ensure the work environment is conducive for transfer of training reap the benefits of a training programme. The FSP's work environment has to be conducive for new employees to practise what they have learnt on the programme and this will help the new employees to settle in quickly into the organisation. Management and peer support are also vital aspects that have to be present in an organisation to facilitate training transfer. Noe (2005) argued that the presence of peer and mentor support results in new employees learning their new roles effortlessly and quicker as well as enabling new employees to settle into the organisation.

Recommendations for improvement to the FSP's Induction Programme

The main recommendations stemming from the three evaluation questions address perceived support in intention to quit and facilitating transfer of training, the design of the modules and monitoring processes.

The importance of support

The results of the evaluation emphasised the importance of support within the organisation to counter the threats of intention to quit. A growing body of research has demonstrated that senior management support within the organisation for new employees has important implications for many aspects of organisational behaviour (Yoon & Thye, 2000), such as

high retention and low turnover. The evaluator recommends that the FSP identifies and trains potential mentors in leadership competencies, as these would be responsible for guiding the new employees in their new role. The trainers who are at the FSP can administer leadership-training programmes.

The design of the modules

As mentioned previously, the design of the training modules for the induction programme should be revised. Most of the modules do not have objectives to guide the employees and the trainers on what is expected of them. The evaluator recommends that the trainers set objectives for the modules that do not have them and ensure that the objectives are aligned with the outcomes of the induction programme.

Monitoring framework

FSP has a monitoring framework in place that tracks new employees within their first three months of employment. This follow up system is in line with other contemporary organisations. To supplement this system, the evaluator proposes that the FSP makes use of the Organisational Commitment Scale (OCS) to monitor the commitment of its employees. This will allow for FSP to plan for turnover and by also making use of exit interviews, FSP will also be able to plan for retention by taking into account what exiting employees would have raised as reasons for leaving.

Limitations

Rossi et al. (2004) emphasise the importance of a strong relationship between the evaluator and the programme's stakeholders. Initially there was a strong relationship between the evaluator and the Programme Manager. However, as the evaluation progressed the Programme Manager became increasingly unavailable and was not responding to the evaluator's electronic mails. The evaluator was then notified that the Programme Manager was on maternity leave and this resulted in the Programme Manager not being able to add any further input into the revised programme theory which is an important stage according to Donaldson and Scriven (2003)'s stages on how to conduct a theory-led evaluation. The lesson learnt from this limitation was that as an evaluator it is important to know other trainers in the organisation who can assist when the main trainer is unavailable.

Conclusion

Induction programmes are important to organisations like the FSP which specialise in technical services that need employees to be well informed. Many organisations face the difficulty of constantly spending a lot of revenue on recruitment and induction training stems such expenditure hence why the FSP's induction programme has been implemented for over a decade now. However, for such a programme to be efficient there is constant need of management support, proficient trainers and a good monitoring framework to track the progress of the programme. The findings of this theory-driven evaluation suggest that FSP's induction programme is well designed and with the incorporation of the monitoring framework that has been recommended the induction programme will continue to meet its outcomes.

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APPENDICES

Appendix A: Interview schedules

Interview schedule for Programme Manager

1. What are the strengths of the induction programme?
2. What areas would you like to improve on?
3. Is there enough budget to roll out the programme as intended? (you do not have to provide financial statistics)
4. Is there sufficient staff to implement the programme?
5. How do you structure the programme activities?
6. How do you advertise the programme?
7. Who are the intended beneficiaries?
8. What are the programme activities?
9. What support structures are in place for beneficiaries after the programme has been implemented?

Interview schedule for Training Manager

1. What are the strengths of the induction programme?
2. What areas would you like to improve on?
3. Is there enough budget to roll out the programme as intended?
4. Is there sufficient staff to implement the programme?
5. How do you structure the programme activities?
6. How do you advertise the programme?
7. Who are the intended beneficiaries?
8. What are the programme activities?
9. What support structures are in place for beneficiaries after the programme has been implemented?

Appendix B: Orientation schedule document



ORIENTATION TRAINING PROGRAM OVER VIEW

LAD – New skill

DAY	TRAINING CONTENT
Week 1 09h00 –16h00/30	
Day 1	Welcome & Ice Breaker 1hr Company Orientation Manual 2hrs HR Policies and Procedures 1hrs Training Policies and Administration Visit from HR Admin Biometric finger scan administration
Day 2	Introduction to Product , KYC, PPP, NCA docs 5hrs Workshop -Financial Terms/ Budgeting 2hrs Activity: NCA presentation
Day 3	Assessment : Product Introduction to Dalas Navigating on Dalas 6hrs Role play with Scripting incl. Compliance 1hr Activity: Product Presentation 1hrs
Day 4	Continue with Dalas 4hrs Scripting and Role Play Time for Rewrites Assessment: Dalas 1hr

Day 5	Health & Safety Workshop	4hrs
	Time for Rewrites	
	Cont. with Dalas	
	Observe in call centre	2hrs
WEEK 2 09H00-16H00/30		
Day 6	Standard Operational Procedures	3hrs
	QA Workshop	2hrs
	Continue with Dalas	
Day 7	Assessment: SOP written test	1hr
	Objection Handling	3hrs
	Customer Care Workshop	3hrs
	Team leader workshop/Expectation meeting	1 hr
Day 8	Assessment: Objection handling	1hr
	Call Monitoring in call centre	2hrs
	Time for Rewrites	
Day 9	Assessment: Objection handling	1hr
	Call Monitoring in call centre	2hrs
	Time for Rewrites	
	Avaya	
	HR Focus	
Day 10	Wellness Day	half day

	Assessment: Final Written – All modules covered 1.5hrs
Week 3	
Day 11	Nursery in LIVE Environment with coach 2 weeks

The team leader and HOD will also come in during the training at anytime.

Appendix C: The Allen and Meyer Scale

Adapted version of the Allen and Meyer Scale

1	2	3	4	5	6	7
I disagree completely	I moderately disagree	I slightly disagree	I do not agree nor disagree	I slightly agree	I moderately agree	I agree completely

	Item	1	2	3	4	5	6	7
1	I would be very happy to spend the rest of my career with this organisation.							
2	I enjoy discussing my organisation with people outside of it.							
3	I really feel as if this organisation's problems are my own.							
4	I do not feel like "part of the family" at my organisation.							
5	I do not feel "emotionally attached" to this organisation.							
6	This organisation has a great deal of personal meaning to me.							
7	I do not feel a strong sense of belonging to my organisation.							
8	I am not afraid of what might happen if I quit my job without having another one lined up.							
9	It would be very hard for me to leave my organisation right now, even if I wanted to.							
10	Too much in my life would be disrupted if I decided I wanted to leave my organisation right now.							
11	Right now, staying with my organisation is a matter of necessity as much as desire.							
12	I feel I have too few options to consider leaving this organisation.							
13	One of the few serious consequences of leaving this organisation would be the scarcity of available alternatives.							
14	One of the major reasons I continue to work for this organisation is that leaving would require considerable personal sacrifice-another organisation may not match the overall benefits I have here.							
15	I think that people these days move from company to company too often.							
16	One of the major reasons I continue to work for this organisation is that I believe that loyalty is							

	important and therefore feel a sense of moral obligation to remain.							
17	If I got another offer for as better job elsewhere I would not feel it was right to leave my organisation							
18	I was taught to believe in the value of remaining loyal to one organisation.							
19	Things were better in the days when people stayed with one organisation for most of their careers.							
20	I do not think that wanting to be a “company man” or “company woman” is sensible anymore.							