

**EVALUATION OF THE UNIVERSITY OF LIMPOPO INDUCTION
PROGRAMME**

By

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DECLARATION

I declare that **Evaluation of the University of Limpopo induction programme** hereby submitted to the University of Limpopo for the degree of Masters of Business Administration has not been submitted by me at this or any other university; that it is my work in design and in execution and that all material contained herein has been duly acknowledged.

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DEDICATION

This study is dedicated to my late parents, **Selomi Martinus** and **Mokwape Esther**, who made me who I am today. The teachings of love, respect, selflessness and giving encouraged me to study further. **My special dedication goes to my father that always tried hard within limited means to study further and received his first Matric in his 40s and his first degree in his 50s posthumously.** This was very encouraging and an inspiration that everything is possible if there is a will.

I would like to dedicate this study to my son, Tukisho, for being what any father would like from his child.

ABSTRACT

Every employee at any institution has to be inducted upon employment. Induction is a very important aspect of any organization to prepare the new and existing employees for the new environment or workplace. It is therefore very important for any institution to design induction programme that caters for the needs of its employees. Teaching institutions might require a different approach to induction as compared to industrial institutions. It is therefore incumbent of the institutions depending on the type of business to design their programmes to address the needs thereof.

Every institution thus needs to come up with strategies to compete better both nationally and globally.

University of Limpopo has very good policies on recruitment, selection, and employment. It is one of the traditional universities in South Africa, and it is based in Mankweng in the Limpopo Province of South Africa. This university faces many challenges such as staff retention. The university loses many knowledgeable employees to its competitors. Many speculations are that some of the challenges include the wellbeing of the staff members, and this starts immediately after employment and goes throughout.

Induction is one of the challenges that the university is suspected of not performing adequately. This study was therefore designed to establish if the university is running a successful induction, to evaluate if this programme is effective and efficient, and assess if it meets the 21st century induction standards.

The study was designed to apply the descriptive approaches, using structured questionnaires and interviews. The study population included at least 50 employees which 25 were academics and 25 non-academics. Relevant supporting departments were also sampled to participate in the study. Stratified sampling techniques were used during sampling. Both primary and secondary data was collected and analysed. Ethical guidelines set by the university were observed during the study. Relevant statistical techniques were applied to analyse the data.

Findings the study suggest that very few employees were inducted. All levels of induction from the corporate, departmental, and local were not fully executed. Mentors and buddies were hardly used or only used on request by the new employees. Only a limited content of the induction was covered and this was not consistent with all employees inducted. The results of the study show that the duration of induction programme was also not consistent.

In addition, the perceptions of the employees was that the university was doing poorly to induct employees.

Conclusions drawn were that the university is doing poorly on induction. The programme was not consistent and effective. Very few employees were inducted on which just a brief orientation. It was however established that the CAE had a programme that was on average adequate to equip the academics for the working environment, but the same cannot be mentioned on the corporate induction.

EVALUATION OF THE UNIVERSITY OF LIMPOPO INDUCTION PROGRAMME

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CHAPTER 1

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Induction is a short informative training session just after recruitment, to guide or orientate the new employees with the organization's rules, procedures, and policies of operation. This is given to new employees to help them to get acquainted with the work environment and fellow colleagues (Kalra & Bhatia, 2008). Induction is a vital exercise and investment a company can do for new starters. It is aimed at ensuring that the new starters are retained, to make them settle in quickly in a new working environment and therefore assist them to be more productive in their new jobs (Chapman, 1995). Induction can also be termed orientation or socialization (Gobler, Warnich, Carrell, Elbert and Hatfield, 2006:206).

According to Chapman, induction is more than skills training, and it involves all the basics that seasoned employees take for granted like the shifts in the job; the location of the notice board, canteen and toilets, the routine for holidays, and the dress code. Induction has not been that emphasized previously, or it was more casual than formal. However, it has now become a legal requirement in most organizations (Chapman, 1995). A well organized, planned and presented induction gives a good and everlasting impression about the organization an employee is joining. This therefore reinforces the employee's decision to join the company (Chapman, 1995).

Induction training is performed for a number of reasons, including facilitation of entry, participation and socialization of new recruits into the new job and organization. The training primarily provides knowledge about the key aspects of employment contract, HR policies, health and safety issues, and the social organization of work (Banfield & Kay, 2008).

Induction is a follow-up action after hiring. Introductory information regarding the history of the company and its products, its organizational structure, personnel policies, rules and regulations of the company relating to leave, pay, and perks should be given informally or in group sessions in the HR department (Seshadri, 2008). Grobler *et al*

(2006: 209) describe induction of transforming new employees from complete outsiders into participating and effective members of the organization. Since starting a new job is a stressful experience, proper induction can eliminate the anxieties and uncertainties as well as the needs of the new employee (Grobler et al, 2006:209). According to Grobler *et al* (2006:209), research has shown that the influence of the first few days of work and the impressions thereof bear a huge significance on the performance and labour turnover in general. This is further believed to bear rewards in terms of goodwill, morale and work efficiency, which is of more worth than the investments and efforts used to make the new employee feel at home (Gobler *et al*, 2006:209).

Even though induction is neglected by a number of organizations, it is an instrumental process to facilitate acculturation of an individual. It should however be noted that induction cannot entirely counteract the negative effects of unwise recruitment or poor selection (Grobler *et al*, 2006:210).

There are different ways in which the different companies structure their policies and programmes. There are companies that have an employment policy which include in it the induction clause while others have a dedicated policy for induction. The distinction of the two highlights the level of understanding of both the importance of induction and an extent to which the benefits of the induction process are valued.

1.2 LITERATURE STUDY

Development of Induction programmes is a step in a direction aimed at ensuring that all staff members involved in any particular work in an organization are inducted in the relevant company policies, operational and program assessments documents in enabling the new employees to perform signified duties based on agreed framework and operation standards (Ugandan Ministry of Gender Labour and Social Development, 2008:5). The duration and nature of the induction programme are dependent on the complexity of the job specifications at hand, the background, and previous experience of the inductee (Ugandan Ministry of Gender Labour and Social Development, 2008: 5).

Looney (2010) alluded that there were many factors contributing problems from the high drop-out rates to low test scores in the Christian Schools in the United States. These

factors could not have been addressed adequately and professionally if they were addressed individually. Looney (2010) indicted the need for renewal of schools, teachers and the programmes that educate teachers, which needed to be addressed simultaneously. Looney's view was that education and training of teachers and principals needed to be tied closely. The critical factors of training and education should have included induction, mentoring and 'buddy' systems. He was also of the view that the philosophy of induction should be a supporting entry factor to learning community (Looney, 2010).

1.2.1 An induction program

a. Best practice of induction

It is important to plan the induction program well in advance such that it benefits the employee and the company. An outlined agenda detailing the activities of the induction should be set and circulated to the individuals that would be responsible for the program. The agenda should also be circulated to the inductee with specific details and individuals to be involved or to be contacted in the process (Looney, 2010). Elements of the induction programme should have clear objectives; use assessment to ensure objectives are met; be evaluated for effectiveness by staff and managers; take advantage of the pre-employment enthusiasm; be readily available to new staff members from day one and modular; cater for all areas within the organization; be consistent with every employee; and be regularly reviewed and updated (Ockwell, 2009).

b. Aims and objectives of an induction program

It is important for program to have clearly outlined aims and objectives such that the program itself can be focused towards achieving those set objectives. The design of the programme should be aligned to the objectives it needs to meet (The Shrewsbury and Telford Hospital NHS Trust, 2008:8). Objectives of the induction program are usually common and include integrating new staff members into the organization, provide new staff with access to the resources they require to perform their job efficiently and

effectively within a shorter timeframe (The Shrewsbury and Telford Hospital NHS Trust, 2008:8).

It further aims to provide support to the new members of staff to understand their roles within the organization; contribute effectively to the success of the organization; understand processes and procedures, structures and standards; develop a positive attitude to their work and the company; be aware of the legal responsibilities including those relating to fellow staff and students and to health and safety; and establish good practice with regard to their continual professional development (The Shrewsbury and Telford Hospital NHS Trust, 2008:9). A long term the objective of an induction program should be to enhance staff retention within the organization (The Shrewsbury and Telford Hospital NHS Trust, 2008:9).

c. Who should be given induction?

All the employees joining the organization, promoted or demoted, or after any change in the company policies or procedures to the company operations should be inducted. With acquisitions and mergers or any form business legalities change, induction should be provided to acquaint the employees with new ways of doing things (Bizhelp24.com, 2009).

d. Benefits of a successful program

Different organizations design their own forms of induction programmes, but the objectives are similar and most probably to make the new employee feel accepted and adapt in the new organization. With successfully run programmes, there are evident benefits. Some of the benefits include:-

- Increased commitment. If the initial impression of the employee about the company is that which makes she/he view the company as the one worth working for then the employee becomes more committed and shows greater willingness to work for that company (UofG, 2008).
- Clarifying the psychological contract. Acculturation, social beliefs and the way things are done in the new organization, and certain organizational

assumptions are clearly outlined or presented during the induction programme (UofG, 2008).

- Accelerates progress up the learning curve. A systematic approach to addressing the developmental needs will ensure that the new member of staff learns their new duties and expectations (UofG, 2008).
- Socialization: the quicker the new employee is able to socialize in a new organization then the quicker they can settle in (UofG, 2008).

e. Consequences of poor induction

Basic problems that can be encountered include poor performance, low job satisfaction, absenteeism, high staff turnover, resignations or dismissals, tribunal cases, and accidents leading to injuries and or prosecutions (UofG, 2008).

f. Different stages of induction

- Corporate induction

According to M Livingstone Induction programme (2010), the programme provides the staff members with information relating to the company, covers key procedures and processes that should be covered with all members of staff. This programme is normally provided by the Human Resources department. The corporate induction levels to the deliverance of the corporate principles that the company is based on and basic what defines the company itself (South Gloucestershire NHS: 2008:5).

- Statutory induction

This programme is more individual oriented, and it provides information and training required. It is merely based on the employees-managers discussions (South Gloucestershire NHS: 2008:5).

- Local induction

Local induction is more operational and involves the employee and line manager discussions and interactions to outline the departmental job roles (South Gloucestershire NHS: 2008:5).

1.2.2 21st century induction program

With the continuous changes and evolvement of the Human Resources policies and systems, every aspect of the HR needs continuous updating. Induction is also one of the systems that require serious attention to which if ignored, companies and employees suffer significantly. The lack of thorough and systemic programmes in the past were costing companies lots of time and money and contributing to factors such as employee turnover, accidents, and legal problems.

According to Looney (2010), the past inductions were not supportive of the teacher's needs in the US because they were intermittent in implementation and were not comprehensive enough to affect change or provide support. A deficit remediation-approach was then employed, and it focused on mentoring to address the weaknesses or needs for period of one year. Induction was re-described to adopt a specified framework that:-

- Induction should be a continuum for employee/teacher development;
- Induction should support entry into a learning community/ working environment;
- Mentoring is a useful component of induction, but only one element of a comprehensive induction system; and
- Effective induction is a good investment.

In a study conducted in the Illinois State of the United States of America, it is believed that half of the teachers abandon the profession within the first seven years, 22% leave within three years, and 9% never make it through the first year. Some of the factors that are believed to be contributing to this include lack of proper induction or mentoring programmes. Lack of these programmes deprives the new employees support and guidance to help them assimilate; as a result, the teachers are said to feel isolated and overwhelmed therefore leaving the profession. A programme initiated in that regard was termed "induction for the 21st Century Educator" which focused on improving teacher retention (Harris & Collay, 2000:3).

A 21st century induction programme should be a progressive and developmental program with the basic processes aimed at assisting the new employees to adapt quickly and perform their jobs better in the new organization. Mentoring, Buddy system,

Performance management, and relocation issues are not immune to the 21st (University of Canberra, 2008).

Being new to the area, state or country can be a difficult exercise, but if proper mechanisms are put in place to assist the new employee, then the load can be eased. The new employee can then adapt quickly and concentrate on the job at hand unlike the complicated processes of relocation. The relocation subsidies, conditions and benefits are therefore necessary in any company. Fetakgomo Municipality does pay the 100% relocation expenses for employees even though it is conditional based on termination of service (Fetakgomo Municipality, 2001:10).

1.3 PROBLEM STATEMENT

The University of Limpopo (UL) has gone through a merger process which required drastic policy changes. It seems like the merger process impacted negatively on the moral of certain staff members.

With this research project the current induction programme of UL will be evaluated to determine if it meets the criteria of a 21st century academic tertiary institution. It is of vital importance for UL to have a modern and effective induction programme.

1.4 RESEARCH QUESTIONS

The study is aimed at answering the following questions:-

- Does the University offer induction to its employees?
- If the university does offer induction to its employees, is it beneficial to the employees, effective, efficient and timely?
- Does the programme, if offered, meet a 21st century objectives and standards?

1.5 AIMS AND OBJECTIVES OF THE STUDY

1.5.1 Aim:

To evaluate the induction programmes offered by the campus for newly appointed and existing staff. This study will further establish the views of the employees on these programmes.

1.5.2 Objectives:

- To provide guidelines on the requirements of an effective 21st century induction programme;
- To evaluate the current induction program of the UL, Turfloop Campus programme;
- To determine the benefits and shortfalls of the induction programme for the UL, Turfloop Campus;
- To evaluate the views and ideas of UL employees on their current induction programme;
- To establish the consistency of the practice amongst employees of the university;
- To make suggestions if necessary to the directorate of human resources of the UL on how to improve their current induction programme;
- To determine if the current induction programme meets the standards of a 21st century induction programme.

1.6 SIGNIFICANCE OF THE STUDY

The significance of the study entails evaluation of the currently offered induction programme and if evaluated to give recommendation to guide the HR department to formulate an ideal and technologically advanced 21st century programme.

1.7 RESEARCH DESIGN AND METHODOLOGY

1.7.1 Research design

The documents of the University will be studied and evaluated to establish their adequacy and efficiency to provide an effective induction programme to the university employees. Further personal interviews will be conducted and questionnaires distributed to the employees and other relevant development officials responsible during induction.

1.7.2 Population and sample

A quantifiable number of employees of the University of Limpopo at the Turfloop Campus, including administrative or academic staff, will be taken. A sample size of 50 employees in a proportion of the 25 academic and 25 non-academic employees will

form the sample of the population. Relevant support departments will also be sampled to participate in the study.

1.7.3 Sampling methods

Random sampling and convenience methods will be used. Time and logistical factors dictate the use of the methods indicated.

1.7.4 Methods and Techniques

Structured questionnaires will be used to produce objective results of the study. In addition to questionnaires, personal interviews will be used. These interviews will be instrumental to the interpretation of the program and policies of the university.

Both primary data from the participants and secondary data from the documentation of the university will be used.

Currently the university is running the induction programmes for new employees at pre-arranged sessions.

1.7.5 Ethical issues, right to privacy and legal consideration

The ethical existence of the information provided will be respected and protected. The participants are not expected to include their names on the questionnaires or quoted during interviews. This will allow participants to their full rights to privacy and confidentiality.

The availability of the information/data gathered shall be limited and used for the purpose of the study and shall remain as property of the University. The information gathered shall not be used for any other purpose besides that of the study unless otherwise permission is granted by the management of the University to use by authorized and relevant officials as prescribed by the University guidelines, policies, and procedures.

1.7.5 Statistical analyses

A descriptive analysis of the responses will be studied and analyzed. Based on the general feeling of the participants, inference theories can be assumed to describe the feeling of the general population.

1.8 OUTLINE OF THE CHAPTERS

The chapters will be presented according to this outline:-

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

2.2 Basic elements of an induction programme

2.3 Characteristics of a 21st Century induction programme

2.4 21st Century induction principles and trends specific to training institutions

2.5 Conclusion

CHAPTER 3: EVALUATION OF THE UL INDUCTION PROGRAMME

3.1 Introduction

3.2 Evaluation of the UL induction programme

3.3 Conclusions

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction

4.2 Study Design

4.3 Methods and Techniques

4.4 Ethical issues, right to privacy and legal considerations

4.5 Statistical analysis

4.6 Conclusion

CHAPTER 5: REPORTING OF RESULTS

5.1 Introduction

5.2 Characteristics of the sample

5.3 Corporate Induction

5.4 Departmental Induction

5.5 Academic Induction

5.6. Perceptions of the participants about the UL induction programme

5.7 Perceptions of participants about the study

5.8 Conclusion

CHAPTER 6: DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

6.1 Introduction

6.2 Response rate

6.3 Limitations of the study

6.4 Discussions

6.5 Conclusions

6.6 Recommendations

1.9 CONCLUSION

Induction can be used as a systematic device to better performance of new and existing employees by providing them with good resources and information to better perform effectively and efficiently in an organization. New employees, promoted, demoted, employees changing departments and the organizational policy changes, whether operational or administrative, indicate induction.

This study seeks evaluate an induction programme offered for all employees of the University of Limpopo that require induction. It will come-up with standards required for a 21st century induction and evaluate if the University is doing enough to achieve the standards. The study will guide and assist the university where shortfalls are evident. General comments/compliments will be given where necessary during the evaluation.

CHAPTER 2:

LITERATURE REVIEW

2.1 INTRODUCTION

The chapter will give description on the basic elements of any induction programme, the induction programme ideal for 21st century; and lastly, share light on the ideal induction model and the checklists.

2.2 BASIC ELEMENTS OF AN INDUCTION PROGRAM

This section will describe the elements constituted in an induction programme.

2.2.1 Preamble of the induction programme policy

The preamble of the induction policy introduces briefly the preclusion of factors that led to introduction of the policy; who the policy/programme is to be applicable to; and the views of the company and commitment to its employees. The process or mode of the induction programme is clearly outlined at this stage. This will also indicate any relevant accompanying documents attached to the policy.

In the preamble, the policy indicates that in order to maintain the effective and efficient service delivery; all employees are taken through comprehensive induction process. The organization indicates its commitment in assisting new employees to be integrated into its culture and be acquainted with the details and the requirements of the job as quickly as possible. The process of induction should be clearly described in the preamble of the induction policy. Checklist can be used to guide the process of an induction programme (Msugalikwa Municipality, Accessed 2/12/2010:2).

University of Stellenbosch (SU) (2007:1) has been having an induction program that had different phases until 2005. The phases include a half-day orientation program, which concentrated on human resource processes and remuneration functions. In addition to the orientation, there is a Professional Educational Development Programme for Academics (PREDAC) provided to academic staff (SU, 2007:1). A further informal orientation of new employees occurs in the various environments. There was evidence of poor knowledge of the basic resource available to staff to facilitate their working

conditions; hence, there were new proposals and goals set aside to provide an efficient and effective programme. The SU considered a well-defined and structured orientation programme is considered the best method and process of introducing the corporate goals, policy, procedures, and standards of an institution/organization to new employees. It is through this shared view that SU welcome new employees and make them feel at home (SU, 2007:1).

University of Kwa-Zulu Natal regards the induction process as the final stage of the recruitment and selection process and the beginning of the employee's career at UKZN. The university believes that the managers of different departments should provide specific information about their departments and serve as role models for the new employees (UKZN, 2008:5). The university also believes that the new employee's view of the university and the department is strongly influenced by the impressions formed during the first week on the job, in particular those in the first day. The well thought-out induction can help ensure that these impressions are positive and that the new employee is able to settle comfortably and quickly into his or her new job (UKZN, 2008:5).

2.2.2 Purpose of the induction programme policy

Most induction programme policies state the purpose of the induction programme for the specific company. The purpose of the programme for any company is almost similar besides that it has to serve the specific nature of the company.

The induction programme for Mandeni Municipality outlines its purpose as being to entrench a good relationship with employees so that an employee has a sense of belonging, which is achieved through associating the employee with the municipality's mission, vision, and goals of the municipality. The induction programme is also aimed at engendering a positive disposition and attitude towards his/her job. The induction policy is meant for all new employees as well as employees transferred or promoted to another department and/or section (Mandeni Municipality, Accessed 2/12/2010: 5).

As outlined in the induction policy for the Msukaligwa Municipality, the programme aims at integrating all employees into the organizational culture of the municipality. It is also

designed to familiarizing the employees with the Council activities and to guide, train, counsel, and evaluate all employees who have been newly appointed, promoted, transferred, or demoted so that a harmonious working environment can be created (Msukaligwa Municipality, Accessed 2/2/2010:3).

Impendle Municipality has designed an employment policy to which the induction clause is incorporated and a number of objectives or purposes outlined. The induction clause indicates its objectives as to introduce the new recruit to the organization; create a favourable impression and a realistic expectation to the recruit; reduce the anxiety and uncertainty of starting a new job; allow the recruit to make a productive contribution as soon as possible; reduce labour turnover by developing positive attitudes and a feeling of identification within the organization; and preventing grievances (Impendle Municipality, Accessed 2/12/2010: 8).

The induction policy of the Rhodes University is aimed at ensuring that all newly appointed staff receive appropriate induction, initial training and the necessary support to meet early job demands. The induction process is necessary to facilitate the transition of new employees into the working environment and enable them to respond effectively to new responsibilities. It includes a briefing, orientation, and socialization session (Rhodes University, Accessed 2/12/2010:1).

SU has an induction program serving the purposes of finding a balance between the expectations of new employees regarding their position in the hierarchy of the organization and environment concerned, and the culture, values and goals of the organization; establishing the organization as a preferred employer; encouraging socialization; making new employees feel at home and foster acceptance in a diverse environment; initiating a development process and encourage productive contributions by the individual in order to deliver effective outcomes; ensuring well-equipped and dedicated new employees; and introducing the employee to the electronic orientation checklist on the SU website, which must be completed by all employees in collaboration with their needs (SU, 2007:1).

University of Kwa-Zulu Natal induction policy outlines the benefits of induction to be two-folds; i.e., benefits to the university and benefits to the new employee. The university believes a well-thought induction can benefit the university because it will create a positive perception about the university while communicating the institutional culture, values and goals; increase staff retention as new employees are more likely to give longer terms of service if they become settled sooner; and also ensure a happy and motivated work force. According to the policy the employee can benefit similarly because the policy or programme will make a new employee feel welcome and comfortable, and begin the process of integrating the new employees into the workplace. It confirms the employee's decision to join the organization; help to build the self-esteem, morale and motivation of the new employee; and establish good communication between the supervisor and the employee from the beginning (UKZN, 2008:3).

As outlined by Grobler *et al*, effective induction programme is more likely to reduce the adjustment problems of new employees by creating a sense of belonging, security, and confidence. The benefits of a successful induction includes higher job satisfaction; lower labour turnover; greater commitment to values and goals; higher performance as a result of faster learning times; fewer costly and time-consuming mistakes; reduction in absenteeism; better customer service through heightened productivity; improved manager/subordinate relationship; and better understanding of company policies, goals and procedures (Gobler *et al*, 2006:209).

2.2.3 Objectives of the induction program

Msukaligwa Municipality induction policy sets out the objectives of the programme as to make a new employee more rapidly productive, to reduce fear and insecurity, to reduce labour turnover, to help create realistic employee expectations, and to create job satisfaction and a positive attitude towards the employer (Msukaligwa Municipality, Accessed 2/12/2010:2).

According to Gobler *et al*, induction can be more precisely defined as the process of introducing new employees to the goals of the organization, its policies and procedures, its values and the co-workers, as well as the activities of the tasks to be performed and

the equipment to be used (Gobler *et al*, 2006:210). Training and induction play a major role in human resource development. Only through trained and efficient employees can an organization achieve its objectives.

While it is clear that the main objectives of the induction program is to integrate the new employees in to the organization without delay to make them effective workers to as soon as possible, induction has other several important objectives. Kalra outlines induction programme to serve the following purposes, which include imparting the new entrants with the basic knowledge and skills they need for an intelligent performance of definite tasks; preparing employees for basics of the job and more responsible positions; bringing about change in attitude of employees in all directions; reducing supervision time; reducing wastage and produce quality products; reducing defects and minimizing accident rate; and it is also helpful for the growth and improvement of employees' skills and knowledge (Kalra, 2008)

According to Grobler *et al*, induction can assist both companies and new employees by acquainting new employees with the job procedures; establishing new relationships with co-workers, including subordinates and supervisors; creating a sense of belonging among employees by showing them how their job fits into the overall organization; acquainting new employees with the goals of the organization; indicating to the employees the preferred means by which these goals should be attained and also indicating the required behaviour patterns for effective job performance (Grobler, 2006: 209).

2.2.4 Scope of the induction program

Induction of any company should address the needs of the employees in that company. Further, the purpose of the induction should be clearly defined to assist in establishing the scope of the programme itself. Induction programme can be performed at two different levels. There is a general organizational induction, which will concern all employees in the organization and specific organizational induction which will be tailor-made to the specific department and job (Grobler *et al*, 2006:210).

Organizations can prepare employee handbooks for use by the employees. This book can include all the relevant and important information the employees will need during their stay in the company. However, it is advisable that the information should be kept brief to make the book user friendly (Grobler *et al*, 2006:211).

It is important to highlight the scope of the programme in the policy to establish exactly who the programme is meant for and the extent to which the employees will be inducted. The scope of Msukaligwa Municipality policy has a scope of the induction policy outlines that the induction training shall be conducted for all the employees of the Municipality in a two-step process; i.e. where the general organizational induction affecting all employees within the organization including new employees and also departmental induction which will be tailored to the new employee's specific department and job (Msukaligwa Municipality, Accessed 2/12/2010:3).

2.2.5 Persons responsible during an induction program

During an induction programme, a number of persons are responsible for the successful implementation of the programme. This will however be dependent on the size of the organization. Smaller organization needs only a manager or supervisor to successfully implement the programme because they are responsible for most of the tasks the job entails and are more hands-on on the administrative functions of the organization. This will be different from a situation in a larger organization where a number of persons are responsible for smaller portions of the tasks in the organizations. In a larger cooperation there is a need for HR managers, operations managers, financial managers and so on. In smaller organizations all these are done by an individual, or they are coupled amongst few managers. This will determine the number of individuals to participate in the induction program (Banfield, 2008).

In a fully fleshed organization the following should participate in the induction program and contribute to the program according to their roles in the organization.

a. HR Professionals/ HR department

The responsibilities of the HR professionals range from providing legal aspects of the employment, company procedures and rules, and organizational culture including

values and expectations to the new employee (Banfield, 2008). This should cover the aspects such as compensation, loan facilities, medical schemes, pension plans, development and monitoring of the success of the induction programmes (Grobler, 2006:208). The HR department provides to the new employee the corporate induction (South Gloucestershire, NHS: 2008:5). Senior managers

Senior managers are responsible for providing information on the organizational culture that should include the organizations values and expectations. This is done by both the HR department and the senior managers. The scopes of operation can be determined by both the HR department and the senior managers on who is responsible for what (Banfield, 2008). The statutory induction is required by all members of staff and is provided by senior managers. It covers the relevant training and development required by any individual before joining the company (South Gloucestershire NHS: 2008:4).

b. Line/departmental manager

The line managers are responsible for making sure that new employees realize the working environment and job performance, an also the social and informal environment. It is the responsibility of the head of department to meet all new employees and briefly explain to them the roles and responsibilities of the particular department within the organization (Banfield, 2008). The line manager can share these responsibilities with the fellow co-workers (Banfield, 2008). This level of induction is called the local induction and it is totally the responsibilities of the line manager (South Gloucestershire NHS: 2008:5).

c. Immediate supervisors

It is the responsibility of every supervisor to make sure that new employees receive as much information possible to enable them to function effectively and efficiently in the organization. It is at this stage that the new employee will be introduced to co-workers and will also know their responsibilities and duties about their jobs (Gobler *et al*, 2006:210). The induction by the immediate supervisors is part of the local induction (South Gloucestershire NHS: 2008:5).

2.2.6 Beneficiaries of the induction programme

Msukaligwa induction policy beneficiaries include new employees, transferred or promoted employees and all current employees. It is according to the policy vital for all new employees to receive proper induction training. The policy requires existing employees who have been transferred or promoted within the organization to receive the training especially if the transfer or promotion involves a significant change of environment. Within the organization all current employees are required by the policy to undergo induction training from time to time to disseminate information relating to new policies that have been amended (Msukaligwa Municipality, Accessed 2/12/2010:4).

2.2.7 Duration of the induction programme

The duration of the induction programme is dependent on the understanding and definition of the induction programme, beneficiaries, and the frequency of the induction. Institutions do specify the durations for induction of new entrants and existing employees.

Msukaligwa Municipality designed a programme for new entrants that run for a maximum of 4 days where the first 2 days the HR department is responsible and the other 2 days the specific department is responsible. In other instances, the programme can be extended over longer periods when the need arises to ensure induction. Existing employees are inducted each time there is a change in policy or programme (Msukaligwa Municipality, Accessed 2/12/2010:5).

The UKZN has an extensive programme running for an extended time. The programme is run over the first year of employment of the new entrants. There are objectives set to be met on the first day, first week, first month, first six month and first year. The aim is to inform the employee with what they need to know, and when they need to know it. The university believes that it is important not to overload the new employee with information particularly on the first day (UKZN, 2008:7).

2.3 CHARACTERISTICS OF A 21ST CENTURY INDUCTION PROGRAM

The induction programmes/policies today define the success of an employee in that organization. New employees in every organization get acclimatized better and faster

into the organizations because of the qualities of the induction processes. The induction programme has to set the goals to be achieved, how to achieve them, what would have happened if this process is successful or unsuccessful, and also but not limited to the evaluation and monitoring processes (Grobler, 2006:207).

2.3.1 Authorization

Different companies are governed by legislation from statutory bodies and government depending on the sector. Government departments are likely to set the goals of the induction and the employment policies depending on the re-dressing principles, basic conditions of employment and Employment Equity Acts as dictated by the legislation or the Constitution of the Republic of South Africa or any other regulated country. This might be different to the programmes in private companies, depending on their belief and adherence to the legislations and the constitution.

Managers should ensure that the statutory legislative requirements are met. In construction and production companies the Occupational and Health Safety, training is a must and should be made a major component of the induction programme (McFarlane, 2010). According to the South African Health Department policy (2010) on appointment of foreign health professionals, professionals are required by law to register with the Health Professionals Council of the country they practice in. As a result, the employment policy and the induction programme/policy should be in line with the induction practice of the institution of interest.

Impendle Municipality employment policy adheres to the Labour Relations Act (Impendle Municipality, Accessed 2/12/2010). Mandeni Municipality policy adheres to the Labour relations Act, Act 66 of 1995, Employment Equity Act of 1998 and the Constitution of South Africa, 1996 (Mandeni Municipality, Accessed on 2/12/2010).

2.3.2 Performance management

It is the duty of the manager or supervisor to manage the performance of employees. It is essential to clearly define main responsibilities of the employee. According to the mission of every organization, employers should explain and outline how the employee is expected to contribute to the organization (Standard Bank, 2009:3). The Standard

Bank induction policy describes that aspects such as behavioral expectations are critical and should be demonstrated by the employee in the first performance cycle to archive key results. Also important is the personal development plan applicable to the first performance cycle subsequent to the employee's appointment (Standard Bank, 2009:3). This is, according to Standard Bank, aimed at timeously rectifying any identified shortcomings in the employee's make up matched against the applicable job competency template (Standard Bank, 2009:3).

2.3.3 Persons responsible for the induction program

While it is given that HR officials, senior managers, and line managers should carry out the induction responsibilities, these responsibilities can be officially distributed across the members of the institutional team.

a. 'Induction Buddy'

A colleague in the team can be delegated to carry out this task. An induction colleague also called the 'Induction buddy' is a member of the team to which the new employee will be performing the same duties in the institution (McFarlane, 2010). Induction buddy is a more relevant and important member of the organization that can better impart knowledge to the new employee about the specificities of the workplace. They are more hands-on and know the systems and way-around better than anyone (McFarlane, 2010).

b. Mentors

Mentors are responsible for assisting the new employees in their quest to establish themselves in their new jobs. Employees can be shown how to operate basic equipment, and some of the electronics (Grobler *et al*, 2006:210). People learn better by doing. It is of importance that the induction programme be conducted in a process form unlike clumsy educational sessions. There are formal sessions that need the lectures of informative sessions, but allocating mentors to guide the new staff members is always a more systematic and progressive approach (Richard, 2010).

c. Shop stewards/staff representatives

The shop stewards are responsible for explaining such issues as grievance and disciplinary procedures. Shop stewards can explain to the new employees the advantages of unions in the workplace and their operations (Grobler *et al*, 2006:210). The representatives from sports and social clubs can give details about the benefits of their clubs and the membership details (Richard, 2010).

d. New employees

While this programme is all about making the new employee acceptable to the new organization, the new employee also has responsibilities. New employees are responsible for completion of induction evaluation forms and to provide feedback (i.e., formal and informal) to the HR department and the supervisors if requested (Grobler *et al*, 2006:210).

2.3.4 Induction checklists

Today the induction checklists form the important aspect of the induction process. The employees and the company can establish an extent to which they assisted the new employee to adapt in the new environment and the positives and negatives that came out of that. Checklists are good for record keeping that enhances development and improvements in the program (Cardonald College of Glasgow, Accessed 12/10/2009:3). Regardless of whether the company runs formal or informal induction sessions, checklists are still valuable. It assists in establishing if the employee has received the information in the area they need. A typical example might be when a new employee has an encounter of safety risks in the workplace. In the event that the legal process is instituted, the checklists might assist to denote if the employee was indeed inducted on occupational safety issues or not (Richard, 2010).

2.3.5 Pre-requisites for a successful orientation program

If a program is quantified, and successful guidelines established, the success of the programme can be weighed according to the set guidelines. The induction programme needs to be goal-oriented and specific; it will then be qualified through the set goals to establish if their met.

2.3.6 Information overload

The financial express online reports that information overload is a common mistake that organizations make. The new employees are overloaded with information at once thus causing the whole programme to be dysfunctional and dull. The belief is that the programme should be structured in stages. There should be information the employee 'must' know about the corporate structure of the organization; that which the employee 'should' know at the Statutory level of the induction; and lastly, that which would be nice to know at the local level. The staged programme like that would reduce information overload on the employee. The process should start with those that must be known to those that would be nice to know (The Financial Express, 2005).

2.3.7 Clearly defined monitoring and evaluation process

Induction is regarded a process and should therefore be monitored and evaluated all the way. New employee should be given targets to reach with time and monitoring should follow the process all the time. This will assist and guide if the new employee is actually doing what is expected of them or if they are lacking in certain areas. It is useful to guide a process and give remedy with each wrong step unlike to complete a programme which is faulty and try to highlight that at the end the programme. In certain instances, new employees might be failing to achieve certain targets simply because of inadequate resources or lack of knowledge to which if proper monitoring and evaluation is done the process can be made smoother. The proper resources and adequate resources can be provided and appropriate guidance can be imparted (Cardonald College of Glasgow, Accessed 12/10/2009:4).

2.3.8 Conditions of probations

Probation of the employee is essential and important, but it tends to run concurrently with the duration of the induction depending on the defined period of induction. In instances where the probation and induction periods are running concurrently, an evaluation can be made to study if the outstanding processes of the induction period are of hindrance to the employee's abilities to perform duties. If they do, the probation period can be extended to end at a later stage especially if the performance of the

employee at that stage is not satisfactory. If the performance is promising, confirmation of employment can be done (University of SouthHampton, 2008:2).

It is important that the employee's induction is completed and that issues are accordingly address according to the probationary procedure. Important issues that arise within this programme should be documented and disclosed with the Human Resources for the employee's personal file at the earliest point (Eastleigh College, 2008:4). Probation is regarded a subset of the induction process by City University (City University, 2001:6).

2.3.9 Persons with special requirements

Many companies are still inconsiderate of the necessity to satisfy the needs of individuals that need special attention. Teaching institutions or universities today are still not catering for the needs of the disabled employees or students, which is contravening many laws or rules of the countries to which those institutions belong. The needs of the disabled can never be the same as those of fully-abled bodies; and as a result, they should be treated and given attention they require (University of SouthHampton, 2008:2).

2.3.10 Induction evaluation

Evaluations of the existing programmes should be done each time an individual is inducted. The inductee should complete an evaluation sheet to assist the inductor with the information that highlights the successes and shortfalls of the programme. The inductor will now grow confidence in the areas done professionally and improve on the weaker areas (University of SouthHampton, 2008:2).

2.3.11 Training and development programmes

Most companies, especially the universities and manufacturing companies, have the training and development units responsible for specific skills that are required in the organization. Universities tend to hire the new graduates who are fresh from the classroom with no knowledge whatsoever of presenting lectures, assessments, and evaluations of students. The skill, irrespective of which courses the graduates were studying, can better be acquired from the specified training programmes that would be

tailor-made towards the cultural assumptions of the University regarded. The culture of presenting lectures in one institution will differ from that in another institution even though the goal is the same: to impart knowledge. As a result, this culture has to be passed on to the new employee (University of SouthHampton, 2008:2).

2.3.12 Equality and diversity

The equality and diversity commitment forms the basis of most organizations today and therefore are legislated. Certain employees might violate this core value of the organization if they were not aware of it, or it was not stressed during the orientation of that employee. Today one gets organizations that legislate equality as a basic principle offence to which if violated the consequences are clear. This can be regarded a dismissible offence in the organization (Richard, 2010). The question as to how this is stressed to the new employee remains important and critical.

2.421ST CENTURY INDUCTION PRINCIPLES AND TRENDS SPECIFIC TO TRAINING INSTITUTIONS

The role of the HR department in training and development is primarily the facilitation of organizational competitiveness. Each HR department in any organization today is faced with the challenges of that are very dynamic where in the approaches and methodologies are required to change with the dynamics of the industry to weigh the best training and development outcomes (HRM, 2008). According to Heathfield, there are critical trends in training and development. Induction should not be ignored and should be considered as part of the training aspect.

2.4.1 Adopt a performance consulting strategy

The topic is not new to the industry. The importance and necessity of induction are supposed to be designed and implemented with the aim in mind of improving the employees or organizational performance (HRM, 2008). A better performing employee can constitute the better performing department and organization. There should be a set of performance objectives in each department the organization; and the HR department together with the specific departments is better placed to design the said objectives. These objectives in the first place initiate the need for employment of new staff, promotions, and terminations of employment.

According to Monash University, induction programme should start with the employees and managers challenged and channeled towards influential thinking rather than controlling results. The programme includes the aspects of behavioral expectations and the need for congruent modeling. It is believed that performance management is a two-way process involving giving and receiving feedback in between the employees, managers and the HR department. The aspects of good performance are based on good motivation of the employee and therefore encourage courageous conversations unlike demoralizing conversations. The Monash University (2009) programme further covers the need for developing skills and capabilities in the employees and that the managers should act as coaches. Better learned and coached coaches constitute better coaching activities. Performance plans should be according to the said programme and should be based on giving the employees learning and development opportunities (Monash University, 2009:2).

2.4.2 Measure results to see impact

With the performance objectives clearly set, the measurement of the success of the programme can be done against the projected objectives. It is unwise to do the evaluation of the program after completion. The principle is believed to be superficial, ineffective and activity related, and this approach is not necessarily designed to weigh results. The best approach according to HRM (2008) is that of a defined metrics that is approved before the programme is put in place. There should be, according to HRM (2008), some liberation of the employees from shelf and catalogs induction as they are ineffective but rather to performance based training (HRM, 2008). The approaches are said to be text book, academic or university approaches to HR Training and Development.

The current performances and desired performances (i.e., when new employees are added or where promotions for existing employees to the next job level is effected) should be the barometer of advancement of training programmes. The difference/gap between these two is the actual discrepancy that necessitates the training and development program (HRM, 2008).

2.4.3 Training delivery is changing

The media used for the induction and other training activities are changing dynamically with the change in technology. The fast growing usage of internet, intranet and multimedia devices is changing the delivery mode of training. Successful HR departments today are those that are able to harness these new systems to their HRM activities (HRM, 2008).

2.4.4 Training delivery systems are in transformation

The introduction of train-a-trainer is a good example of how the transformation of HR activities has advanced. There is an emphasis of using experts in the desired fields to train the new entrants to that particular field. This is the custom of mentoring and 'buddy' systems of training. The main objective in the transformation process should be that of training the trainers to enhance their skills of training and developing others but not necessarily training them in their field of expertise. An example can be drawn from a situation where a hospital has the best clinician in the industry, but the clinician does not necessarily have skills to train others. A specialist trainer can then be brought from external sources to impart knowledge to the best clinician on how to best train others (HRM, 2008).

There is no huge difference in the buddy or mentoring systems besides that buddies may be at the same job level or junior and senior and may be learning the aspects of the job perfection together. Two or more professors in the university may research the area that is not of their expertise or which is new to both of them and in the process learning from each other. However, in the mentoring process there would be an expert and a novice.

2.4.5 The customer is the individual employee

HRM (2008) believes in individualization of the induction programme to address the needs of the employee in order to improve his/her own contribution to the company. There are employees that have recent work experience and those are confident, outgoing and might require a programme that is different from a less experienced employee. School or college leavers and new graduates are more vulnerable to anxiety and nervousness and may be exposed to potential risks issues of stress and being

exposed when coming to the level of on-job performance and experience. They will need assurance and extra motivation to be secured in their new positions. Precautions should be taken into account on their inexperience, lack of awareness of existing or potential risks (Acas, Accessed 3/12/2010).

There are scenarios of people needing specialized assistance which the category involves people with disabilities. Specialized devices or changes in the building structures to accommodate wheelchairs, free flow passages for blind employees may be required. The employees with a minority status might need to be assured of their equity to all other employees to eliminate elements of inferiority (Acas, Accessed 3/12/2010).

2.4.6 Training is delivered Just-In-Time as needed

The Just-In-Time principle (JIT) is becoming common and more trainers are adopting it. This is a principle adopted from the production industries that focuses on producing goods only when required and in this way wastage on time, labour, and storage space is eliminated. It is not always necessary to train when there are performance problems because in that case the underlying factors can be addressed to better performance. In the cases where the performance problem is poor motivation, training might not be relevant but rather motivation programs might be necessary (HRM, 2008).

Training and most importantly induction should be conducted just-in-time when it's needed (HRM, 2008). Changes in the policies of the organization, installation of the new units or production systems, mergers and acquisitions of organizations, new employments or deployments, changes in leadership of the organization and developmental trends in the industry may be the typical examples of the JIT activities that necessitate induction or training (HRM, 2008).

2.521ST CENTURY INDUCTION MODEL

In the 21st century, there is a trend where most organizations employ on inductions. The approach of inductions takes a holistic approach where every organization offers induction, every member of the organization takes part in induction either as an inductee or inductor; and lastly, the induction is measurable.

2.5.1 As ideal induction model applicable to almost all organizations irrespective of the form of business was designed (See Appendix A).

2.5.2 Induction checklist

Induction checklist is a very good instrumental tool in the programme evaluation for the purposes of recording, consistency and for legal purposes. An ideal checklist was designed (see Appendix B).

These designs in 2.4.1 and 2.4.2 were highly influenced by the induction approaches of the following institutions:-

- a. University of Stellenbosch
- b. University of Cape Town
- c. University of Sheffield
- d. HRM
- e. South Gloucestershire NHS Primary Care Trust

2.6 CONCLUSION

Many institutions have induction documents and programmes that are designed to serve one purpose which is to make the new employee feel welcome in their new environment. The practice has been carried out at random previously and certain institutions were ignoring it. In this era, however, it is regarded one of the major principles of human resources management.

With times changing the induction programmes should also change to meet the needs of the individuals and institutions.

Chapter 3

EVALUATION OF THE UL INDUCTION PROGRAMME

3.1 INTRODUCTION

University of Limpopo (UL) in its development to be one of the leading universities offers induction programme. This chapter aims at studying the induction programme offered by the UL. The contents of the policies and manuals and the applications of the induction programme were studied.

3.2 EVALUATION OF THE UL CURRENT INDUCTION PROGRAMME

UL has a number of guideline policies and manuals that mandate induction for every newly appointed employee. Version 12 of the adopted and approved policies and procedures was negotiated by the University management and the University's Joint Bargaining Forum Working Group on the 08th of October 2008 (UL, 2009).

3.2.1 The UL Human Resources Policy and Procedures Manual

The adopted policy section A 1 no 5.25 – 2.58 mandates the necessity for induction for every employee (UL, 2009:8). Section C.1 of Version 12 has an introduction that links the program to the quality commitment and the instrument that would turn the UL environment into a realm for the new employee. The objective of the programme is to set expectations and assist new employees to perform their roles effectively and efficiently at the university (UL, 2009:28).

The beneficiaries of the programme include permanent, contract and temporary employees that would be employees for at least duration of a year. According to the policy, the Training and Development Division of the HR Department is tasked in arranging, coordinating and presenting the informal and formal induction programmes. The scope of the programme should enable the new employee to be familiar with the organizational policies, procedures, and regulations (UL, 2009:28).

The policy of the university clearly states that induction process is not the accountability of only the HR Training and Development Department but it is also that of the heads of departments. The job specific induction or the local induction is the responsibility of the

line managers or the heads of departments. Issues of performance objectives and the performance management is the responsibility of the department heads according to this policy (UL, 2009:28).

The new employees have their specific accountability which is that of availing themselves and participating in the induction programme. The new employee should in-line with probation conditions ensure full participation and completion of the programme (UL, 2009:28).

According to the procedures and the guidelines of the UL induction programme, there are two distinguishable processes of this programme. These are the general induction and the departmental or school and job specific induction. General induction addresses the corporate issues of the university while the departmental induction should settle the employee in his/her place of work (UL, 2009:29).

The heads of different sections/departments in the university are, according to the policy, expected to keep up to date with the university regulations that affect their departments. This is aimed at enabling them to provide relevant and up to date information to the new and the existing employees. The programme is provided to the new employees to reduce fear of failure and feelings of insecurity that may be experienced (UL, 2009:29).

3.2.2 Probation of newly appointed employees policy and procedure

The policy on probation conditions is on Section A.2 of Version 12. Accountability of this probation conditions is entrusted on the heads of departments and the Human Resource Department. The new employees are normally subjected to a probation period of at least 3 months, which can be increased to a period not exceeding 12 months. Regular assessments are mandatory and the employees on fixed term contracts are required to sign a performance contract. The policy requires that employees be given feedback about the extent to which the incumbent fulfills the expectations set out by both the incumbent and the line managers (UL, 2009:11).

Line managers are expected to indicate specific deficiencies in performance by the employee, and this must be discussed and provided in writing. If deficiencies in

performance are established, the line manager must provide the employee with performance improvement interventions pertaining to the identified deficiencies. An opportunity should be provided to the employee to remedy the identified deficiencies with appropriate coaching and counseling by the line manager or any one relevant official. Annulment can be instituted in case an employee still fails to meet expectations irrespective of the line manager's remedial efforts (UL, 2009:11-12).

3.2.3 Induction manual and procedures for the University of Limpopo Turfloop Campus
The university has prepared a manual to guide the employee during the induction progress. The manual clearly described to the new employee what the university's identity is. There is a welcoming address by the Vice Chancellor (VC) of the university. The VC's introductory statement describes in brief what the university feels about the employee and introduces the university as a company to work for. It further describes the environment as welcoming and collegial to the employee. There is a congratulatory message of appointment to the employee and also the appreciation of the university to the employee for joining the university (UL, Accessed 2008: 3).

a. Corporate induction

The manual introduces the process of induction to the employee. The definitions, reasons behind induction, the necessity are indicated. The corporate identity of the University to the employee, which includes the motto, vision and mission and core values, is outlined. Of most importance, the contact details of the university with the relevant information of the support departments and the executive management are included (UL, Accessed 2008: 4).

The manual indicates the hierarchy and subsections of the HR Department with the contact details and names of responsible persons. The employment terms and conditions, policies and procedures, leave remuneration and benefits, medical aids, performance management are all the duties of the HR Department. Specific staff responsible for the orientation of the new employees or the issues of HR is indicated on the manual (UL, Accessed 2008: 8-12).

The training and development section of the HR department is responsible for organizing and running the induction programme. The duties performed at this department include the logistical arrangements and organization of involvements of relevant departments to assist with the programme (UL, Accessed 2008: 10).

The finance department has a number of sections that include student revenue, creditors, payroll/salaries, general expenditure, data processing, and the financial aid office. All the sections will directly affect the new employee except for the former and the latter mentioned sections. The new employee will be required to communicate with these sections throughout their stay at the university, which is why they need to be inducted on the roles of those sections at the university (UL, Accessed 2008: 12-13).

Marketing and communication is another aspect which is covered by the manual, and this section shapes the image of the university as seen by the external community. The corporate use of university logos, communication issues within departments, communication with the external partners or customers is the fundamental role of this department (UL, Accessed 2008: 13).

Safety and security in the university controls all traffic, functions of the security companies that provide service to the university, access to the university, security on the campus and safety related issues like occupational health and safety. The department operates for 24 hours a day and seven days a week. It benefits and might be the first line of interactions between the new employee and the university. It is therefore recognized in the induction programme of the university (UL, Accessed 2008: 14).

The university has a department that deals with the facilities allocation and management of which the logistics and postal services are part of. Other sections of this department include technical services, transport services, maintenance etc. The functions of this section will directly involve the wellbeing and efficiency of the new employee at the university, and therefore it is necessary during the induction programme (UL, Accessed 2008: 13).

The Information and communication technology unit and the library are also included in the UL induction manual. They are regarded the heart of the institution as important information in the university is found within these units, which are instrumental in the individuals development. They also form the most important aspects of communication within the university; e.g., email system (UL, Accessed 2008: 15).

As an employment equity entity, the university encourages the employment of disabled persons, which ranges from those with mobility, vision, hearing, and disfigurements problems. The university has a unit that deals with the issues of disabilities of students which employees are welcome to use. Some of the primary roles include providing services to the staff or students with disability to cope better within the university and the employees of the university as a whole to help them to associate with colleagues or students with disabilities (UL, Accessed 2008: 16).

b. Local induction

The university believes in line management or heads of department taking major roles in employee/staff management. In fact, most of the time the heads of departments are mandated to do so. Issues of conditions of the probation, job specifications, and employee training and development are all the responsibilities of line management. Performance management guided by the job descriptions is done at the departmental or local level.

Section C.5 in the Version 12 of the UL HR policies and Procedures Manual indicates that the mentoring and 'buddy' system can be the initiatives of the line management based on request by the employee. It is however the responsibility of the line managers to provide training of the new employee, mentors, and buddies. The mentors and buddies are involved not only for the local/departmental induction but also the job-specific induction or training (UL, 2009:30).

3.2.4 Centre for Academic Excellence(CAE)

The UL Centre for Academic Excellence has roles that are distinguished and aimed at achieving excellence in academia through training and development of new and existing academic staff. Induction of academic staff is included in the services this section

provides to the university. This unit was established soon after the merger process of the University of Limpopo from the previously 2 existing institutions which are the then University of the North (UNIN) and the Medical University of Southern Africa (Medunsa) (UL, 2010:3).

Medunsa had the CAE structure which carried out the functions of induction, training, and development of staff. It was intentionally established then for this purpose but the provision of services were limited to the academic staff at Medunsa. With the merger process, this was inferred into the newly established university (UL, 2010:7).

UNIN had the HR Training and Development section that dealt with induction, training and development issues for the entire staff composition including the academic and administrative staff. The unit dealt with the issues of training and development in conjunction with other units within the university in an integrated approach (UL, retrieved 2008:10).

The new University of Limpopo now conducts the induction for all employees and an additional academic staff induction programme. This additional programme has officially started running in 2010. There are topics of the CAE program that prove overlapping to that of the HR Training and Development unit even though the objective is the same: to acquaint the new employee with the university and their roles and expected contributions.

3.2.5 Education, Training and Development

UL has a subsection of its policy that deals with the training and development of employees. But this is not that specific to the new employee like it is to the existing employees. The Education and Training Development office together with the line managers are responsible for remedying the deficiencies in the staff competency. The Training and Development and Organizational Development section ensures provision of all internal and external interventions whenever possible and feasible. The policy also encourages employees to take ownership of their own development and to develop their individual plans in consultations with their line managers (UL, 2009:21-22).

The line managers have specific roles in training and development of all employees which are not limited to the productivity and outputs of employees in their respective span of control and to identify the competency gaps in the employee outputs (UL, 2009:21-22).

The specific inputs of the Training and Development Department are more logistical and mainly financial.

3.2.6 Mentoring policy and procedures

The mentoring policy and procedures are included in Version 12 of the UL policies. The policy does benefit all the permanent and fixed-term contracts employees. It is introduced as a two-step process as mentoring and 'buddy system'. The policy is not mandatory but an available provision. With views of fast-tracking the achievement of employment equity targets, processes of career mentoring, succession planning and induction are employed by the university to assist employees reach their full potential and competencies (UL, 2009:30).

It is expected of the employees with greater expertise in their fields to provide support and guidance to the lesser experienced employees. The university recognizes the value of mentoring and the line managers and heads of sections are encouraged to initiate the mentoring projects in their departments. Provision for training for the mentors is available and adequate support is necessary, according to the policy. Individual contributions are valued for the mentoring processes and roles (UL, 2009:31).

The employee who needs the mentoring services may request assistance from trained mentors. For new employees, mentors may be anyone internal to the specific department but not the head of department. For senior employees of the university that are new to the position or the university, mentors from outside the university may be used. Existing employees with new roles may also be afforded a mentor (UL, 2009:31).

3.2.7 Health and safety policy and procedures

There is an undertaking by the UL policy, Version 12 Section D.3 to promote occupational health and safety for all employees by ensuring that all reasonable practicable steps are practiced to ensure prevention of occurrence of dangerous

working conditions. The beneficiaries of this policy include all the employees of the university. The university procedures and guidelines indicate the university's responsibility as being to identify the risks and make provision for a safe and healthy environment. Providing information, instruction and training regarding health and safety issues are additional responsibilities according to the policy (UL, 2009:35).

3.3 CONCLUSION

The University of Limpopo has the potential policies, documents and programmes that enable corporate and local/departmental induction activities. It is however very necessary for the university to grow with the change in trends of the industry. The important factor is that principles and applications should evolve with time to realize that those that were effective in the past five years might need a review to acclimatize.

Given the fact the UL is an academic organization, and is exposed to a number challenges like having to compete and meet the standards of its competitors. The UL has to accommodate international students and staff that were exposed to the same environment and this further poses a challenge to do better in its training activities to meet international standards. The dynamic environment of a developing country does not make it easy also as the transformation and evolvment is moving a fast pace. The changes in the then ruling apartheid regime are different from the current democratic regime, which is not yet that stable, resulting in a lot of uncertainty in the governmental and non-governmental structures. There is further a difference in operations in the public and private sectors where the private is doing better than the public in many aspects such as governance including HR activities.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

In an article by Walonick (1993) quantitative and qualitative studies were differentiated and acknowledged as the main forms of research. They were quoted as saying Quantitative research is more closely aligned with what is viewed as the classical scientific paradigm. Quantitative research involves gathering data that is absolute, such as numerical data, so that it can be examined in as unbiased a manner as possible. There are many principles that go along with quantitative research, which help promote its supposed neutrality. They further were quoted saying that the main idea behind quantitative research is to be able to separate things easily so that they can be counted and modeled statistically, to remove factors that may distract from the intent of the research. A researcher generally has a very clear idea what is being measured before they start measuring it, and their study is set up with controls and a very clear blueprint.

Walonick (1993) continued by describing the quantitative research as much more a subjective form of research, in which the researchers allow themselves to introduce their own bias to help form a more complete picture. Qualitative research may be necessary in situations where it is unclear what exactly is being looked for in a study, so that the researcher needs to be able to determine what data is important. While quantitative research generally knows exactly what it is looking for before the research begins, in qualitative research focus of the study may become more apparent as time progresses (Walonick, 1993).

Descriptive research is described by Leedy & Ormrod (2005:179) as the most commonly used and the basic reason for carrying out descriptive research is to identify the cause of something that is happening. For instance, this research could be used in order to find out what age group is buying a particular brand of cola, whether a company's market share differs between geographical regions or to discover how many competitors a company has in their marketplace. However, if the research is to return useful results, whoever is conducting the research must comply with strict research

requirements in order to obtain the most accurate figures/results possible (Leedy & Ormrod, 2005:179).

The study in question is a quantitative and descriptive research study. Descriptive and quantitative methods will be used to broadly establish the facts about the Induction programme offered by the University. In this chapter, the details of the research methodology including the population, sample size, sampling methods and techniques, analysis methods and ethical considerations will be discussed.

4.2 STUDY DESIGN

According to Leedy & Ormrod (2005:199), research design provides the glue that holds the research together. It is believed to be a tool that structure research to show how all of the major parts of the research project. The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible (Leedy & Ormrod, 2005:199). Alberts (2007) believes that research design will be determined by the objective of an investigation, the available funds and time, the type of measuring instruments used for data collection and the extent and nature of the sample.

The design is believed to be used to structure the research, to show how all of the major parts of the research project the samples or groups, measures, treatments or programs, and methods of assignment work together to try to address the central research questions (Leedy & Ormrod, 2005:199). In the study the research or study design includes the following:-

- Defining the research problem
- aims and objectives
- significance of the study
- research question
- research methods and techniques
- population and sample
- sampling methods
- ethical issues, right to privacy and legal consideration

- statistical analysis

4.3 METHODS AND TECHNIQUES

Methods and techniques of the study in question will be described in this section including the population and sampling, sampling methods, sample size, area of study and data collection methods.

4.3.1 Population description and sampling

Bull (2005: 62) provided a widely accepted description of population and sampling. Bull (2005:62) quoted Huysamen as saying that the population is defined as “the total collection of all members, cases or elements about which the researcher wishes to draw conclusions”. According to Bull (2005:63), sampling is regarded by Sekaran as the “the process of selecting a sufficient number of elements from the population, so that a study of the sample and an understanding of its properties or characteristics would make it possible for us to generalize such properties or characteristics to the population elements”. Sampling is understood to be the process of selecting units from a population of interest so to allow inference of the results to the studied sample (Leedy & Ormrod, 2005:201).

The population in this study will refer to the University of Limpopo staff members. This will include the permanent, temporary, contract, full-time and part-time staff members. Staff members from the Turfloop Campus and the satellite campus Turfloop Graduate School of Leadership will be included. All members of staff, academic and non-academic, will form part of the population.

Supporting departments of the university were also included for comparisons with the population. The supporting departments are departments that only offer business support to the overall running of the core business of the university which is training and education without providing this service itself. Examples of these departments include the Academic Administration, Logistics, facilities and maintenance, Research Administration office, Information Technology Center (ITC), Library, Finance, and Disability Unit Center, etc.

In the university, two (2) departments (i.e., the Human Resources department Training and Development office and the Center for Academic Excellence) do provide induction. They are therefore included as the subjects of the study for comparison reasons.

Trochim (2006) quoted that sampling is that part of statistical practice concerned with the selection of a subset of individual observations within a population of individuals intended to yield some knowledge about the population of concern, especially for the purposes of making predictions based on statistical inference. Sampling is an important aspect of data collection. The three main advantages of sampling are that the cost is lower, data collection is faster, and since the data set is smaller it is possible to ensure homogeneity and to improve the accuracy and quality of the data.

An acceptable number of the members of the population and the sub-sets as described above will be sampled to allow broader inferences of the results.

4.3.2 Sampling methods

According to Leedy and Ormrod (2005:199), there are two main categories of sampling which include probability and non-probability sampling. Leedy & Ormrod (2005:199) described probability sampling as any method of sampling that utilizes some form of random selection. In order to have a random selection method, one must set up some process or procedures that assures that the different units in your population have equal probabilities of being chosen (Leedy & Ormrod, 2005:201). Trochim (2006) reported the following Simple Random Sampling, Systematic Sampling, Stratified Sampling, Probability Proportional to Size Sampling, and Cluster or Multistage Sampling are examples of probability sampling.

Trochim (2006) believes that the difference between non-probability and probability sampling is that non-probability sampling does not involve random selection and probability sampling does. He further alluded that in applied social research there may be circumstances where it is not feasible, practical or theoretically sensible to do random sampling. In that case a wide range of non-probabilistic alternatives can be considered. Many believe that the non-probability sampling is not well representative of

the population, which Trochim indicates that it is not necessarily true. Alternatives of the non-probability sampling include the following:-

- Convenience sampling
- Snowball sampling
- Purposive sampling
- Quota sampling etc.

Random and Convenient sampling methods will be used in the study.

A convenience sample results when the more convenient elementary units are chosen from a population for observation (Trochim, 2006). Leedy & Ormrod (2005:177) defined convenience sampling as a type of non-probability sampling which involves the sample being drawn from that part of the population which is close to hand. That is, a sample population selected because it is readily available and convenient.

Israel (1992) was quoted as saying that in random sampling, each item or element of the population has an equal chance of being chosen at each draw. A sample is random if the method for obtaining the sample meets the criterion of randomness (each element having an equal chance at each draw). The actual composition of the sample itself does not determine whether or not it was a random sample.

4.3.3 Sample size

It was indicated on StarTrek website (2010) that there are factors that influence sample size and they include:-

- Cost considerations (e.g., maximum budget, desire to minimize cost).
- Administrative concerns (e.g., complexity of the design, research deadlines).
- Minimum acceptable level of precision.
- Confidence level.
- Variability within the population or subpopulation (e.g., stratum, cluster) of interest.

- Sampling method.
- Willingness to participate from individuals or departments

The university has an average of 900 employees at the desired study areas and the targeted campuses as described in the area of study. Based on these factors, the sample size was estimated at using at least 50 participants which would be employees. This outcome will be yielded at 95% confidence at the interval of 9.7.

Further, at least 3 of the relevant support departments in the university which included the Library, Research office and Safety and Security were included in the sample.

4.3.4 Area of study

The University of Limpopo has two (2) main campuses and other different satellite campuses running under the main campuses. The study was conducted in the Turfloop Campus situated at Turfloop, Mankweng and its satellite campuses which include the Turfloop Graduate School of Leadership and Health Promotion Campus situated at Polokwane Edupark and Polokwane Dalmada respectively.

4.3.5 Data collection methods

It is reported by Leedy & Ormrod (2005:166) that data collection is a term used to describe a process of preparing and collecting data. The purpose of data collection is to obtain information to keep on record, to make decisions about important issues, to pass information on to others. Primarily, data is collected to provide information regarding a specific topic. Data collection is referred to as the systematic recording of information (Trochim, 2006).

Primary data will be collected and used for this particular study. In primary data collection, one collects the data yourself using methods such as interviews and questionnaires (Voce, 2005:194). The key point here is that the data one collects is unique to you and your research and, until one publishes, no one else has access to it. According to Voce (2005:204), there are many methods of collecting primary data and the main methods include:-

- questionnaires

- interviews
- focus group interviews
- observation
- case-studies
- diaries
- critical incidents and portfolios.

Questionnaires were used for data collection in this study. Additional information from the University Statutory documents was included during data collection.

4.4 ETHICAL ISSUES, RIGHT TO PRIVACY AND LEGAL CONSIDERATIONS

Trochim (2006) indicates a number of ethical aspects being important during research. Trochim was quoted as saying that the principle of voluntary participation requires that people not be coerced into participating in research. This is especially relevant where researchers had previously relied on 'captive audiences' for their subjects; e.g., prisons and universities. Closely related to the notion of voluntary participation is the requirement of informed consent. Essentially, this means that prospective research participants must be fully informed about the procedures and risks involved in research and must give their consent to participate. Ethical standards also require that researchers not put participants in a situation where they might be at risk of harm as a result of their participation. Harm can be defined as both physical and psychological. There are two standards that are applied in order to help protect the privacy of research participants. Almost all research guarantees the participants' confidentiality. They were assured that identifying information would not be made available to anyone who is not directly involved in the study. The stricter standard is the principle of anonymity which essentially means that the participant remained anonymous throughout the study even to the researchers themselves.

4.4.1 Permission for conducting the study

Application for approval to conduct the data was done, and approval granted by the university management.

4.4.2 Confidentiality and consent

The ethical existence of the data gathered was respected and protected. The participants are not expected to include their names on the names on the questionnaires or quoted during interviews. Full rights to privacy and confidentiality of the participants were guaranteed.

4.4.3 Availability and usage of information

The availability of the information gathered was limited and used for the purpose of the study and remains the property of the University. The information gathered was not be used for any other purpose besides that of the study unless otherwise permission is granted by the management of the University to use for any other purpose. The research processes that involve usage of the University Statutory documents were governed by the guidelines, policy and procedures of the University.

4.5 STATISTICAL ANALYSIS

Data analysis is regarded as the practice in which raw data is ordered and organized so that useful information can be extracted from it (Trochim, 2006). The SPSS software was be used to capture and analyze the quantitative aspects of the data. Data analysis will be executed using relevant descriptive techniques. Both quantitative and descriptive methods were used when reporting. Different forms of reporting including graphs, pie charts, tables and figures were used. Frequencies and descriptives of the SPSS aided the reporting and analysis.

4.6 CONCLUSION

The study of this nature is very critical and requires willingness of the subjects concerned to fully participate so that it is a success. Many incidents where certain departments and individuals were observed required a change in the initial design in order to have meaningful results. The overall approach was used to infer the data to be collected to apply to the entire university community.

CHAPTER 5

REPORTING OF RESULTS

5.1 INTRODUCTION

The chapter is aimed at presenting the results in order to answer the research questions. Descriptive statistics calculations were used to calculate the results. Data pertaining to the variables under study was grouped and normal frequencies, descriptives and cross tabulation calculations were performed. The different forms of charts relevant were used to present the results.

5.2 CHARACTERISTICS OF THE SAMPLE

The total number of respondents was 50, representing 7% of the staff composition of the University of Limpopo at the Turfloop Campus. The respondents were sampled from 18 departments of the University which included both academic and support departments in variable percentages as indicated in Figure 1.

As indicated in the Figure 1, 8 (16%) of the respondents did not indicate the department they belonged to; 9 (18%) were from the Optometry Department; 4 (8%) respondents were from Law clinic and IT; 3 (6%) were from Physiology Department, TGSL and Health Promotion. These were followed by DSU, Agriculture, Finance and Health Sciences Departments at 2 (4%) of the respondents per department. Lastly, Educational Studies, Human Nutrition, Students Counselling, Academic Administration, Certification and Records, Telecommunications, Examination Section, Management and Law and Mathematics and Statistics Departments were at 1 (2%) per department.

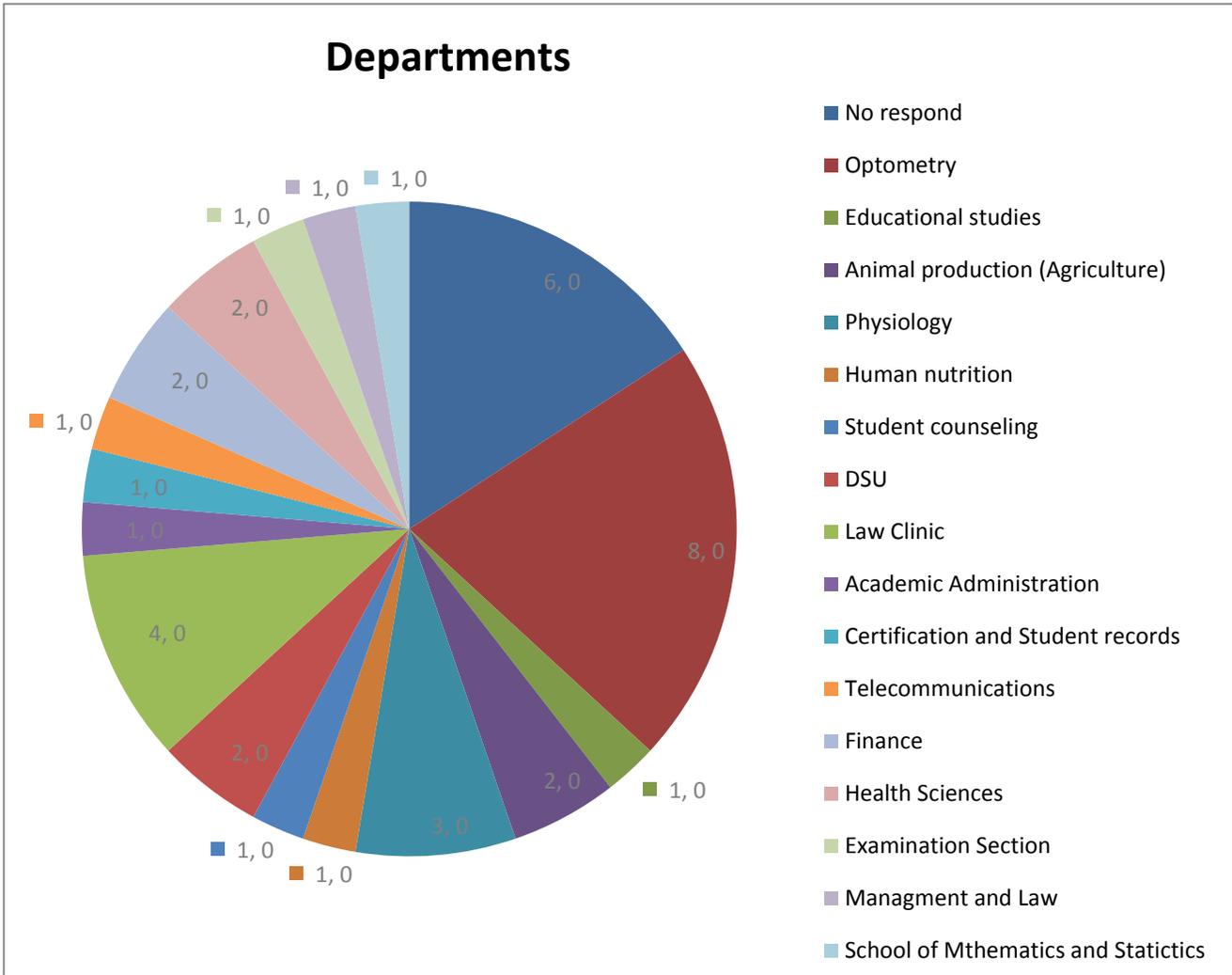


Figure 1: The departments from which the respondents were sampled from

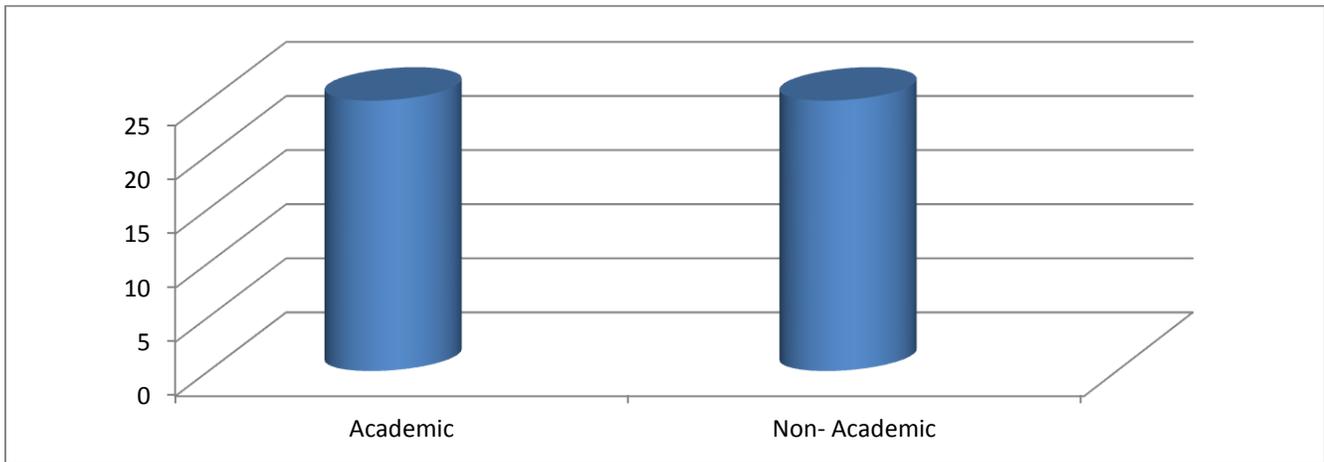


Figure 2: Type of duties of the respondents

With reference to Figure 2, the sample constituted 25 (50%) academic and 25 (50%) non- academic staff members.

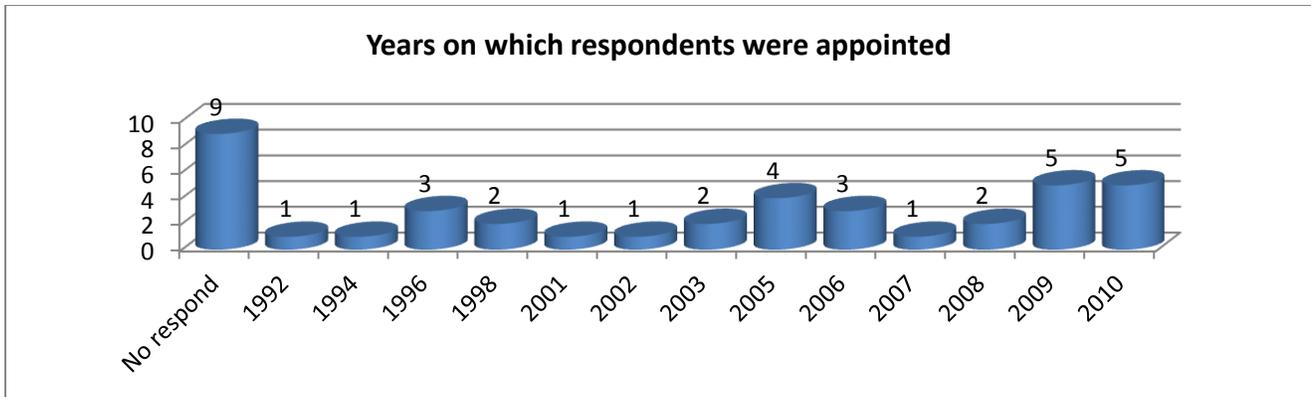


Figure 3 Chart showing the years of which the respondents joined the University

The respondents indicated to have joined the University at least from 1992 until 2010. The distribution per year is indicated in Figure 3 above. According to the distribution, 9 (18%) did not indicate the year in which they started working for the University; 11 (22%) of the respondents started in 2010; 5 (10%) in 2005 and 2009; 3 (6%) in 1996, 1998 and 2006; 2 (4%) in 2003, same number in 2008; and 1 (2%) respondent in 1992 1994, 1997, 2001, 2002 and 2007.

5.3 CORPORATE INDUCTION

Shown below in Figure 4, only less than half of the respondents were aware of the induction programme offered by the university. The responses captured indicated that only 21 (42%) of respondents were aware of the induction programme and about 29 (58%) were not aware that there is induction programme offered by the University.

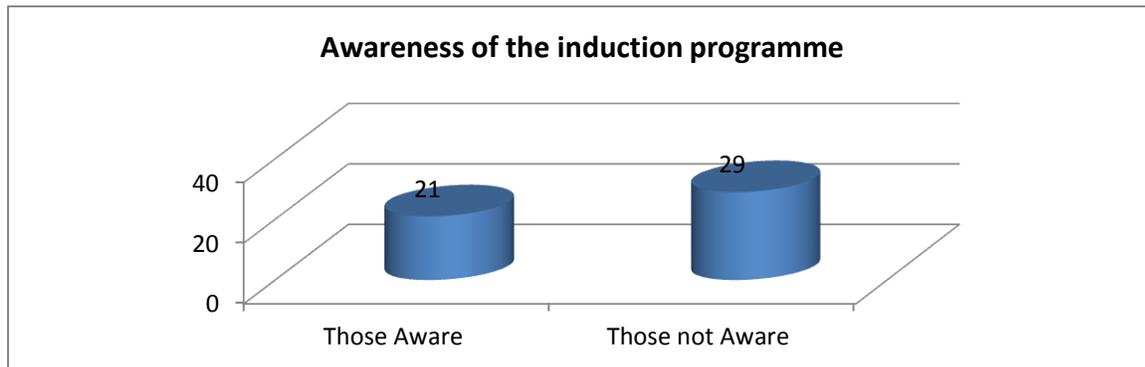


Figure 4 Awareness of the Induction programme amongst the respondents

The results showed that only 7 (14%) of the respondents attended the corporate induction of the university whereas 43 (86%) respondents did not attend any

induction. Out of the 7 respondents that attended the induction programme at least 2 were inducted at the Centre for Academic Excellence of the University (CAE), and only 4 were inducted at the Human Resources Department and 1 did not indicate. All these respondents were performing academic duties at the university.

The respondents reported their views on the importance of an induction programme and the results are indicated in the table below. The majority of the sampled population believed that the induction is highly important in any organization. There were 25 (50%) respondents who believed that induction is highly important; 15 (30%) believed it is only important; 5 (10%) believed it is necessary; 2 (4%) indicated it is not necessary; and 3 (6%) did not indicate their feelings on the importance of induction.

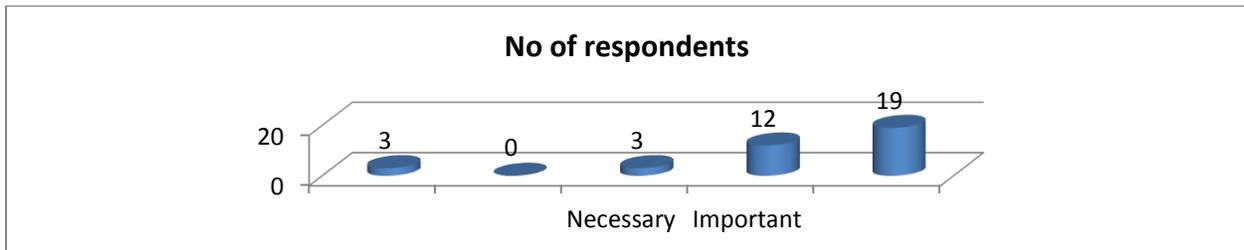


Figure 5 Chart showing the feelings of the employees on the importance of induction programmes

The results show that from the interview date, it takes a minimum of a day to about 210 days with the mean of 32 days and a standard deviation of 43.7 to get the results of the interview and a minimum of a day to 300 days with the mean of 36 days and a standard deviation of 54.5 to get their employment contract.

According to the respondents that attended the induction in the University, it was reported that it took the university at least 4 to 60 days to start with the induction programme of the staff members after employment. Further they reported that the process of their induction took a minimum of a day to 7 days to complete the programme.

Only 7 of the respondents reported that during the guided tours, they were adequately informed of the programme of the day well in advance and the departments visited were also informed of their visit. However, 2 of the other respondents reported the negative.

Respondents who were inducted indicated that a number of the policies or aspects of induction are introduced during the induction programme of the University. The table below indicates the topics covered and the number of respondents that were inducted on that aspect:-

Table 1 A table showing the focus of the induction of the University

Topic	No of respondents
Conditions of service	3
Policy on outside work	2
Promotions and demotions	2
Remunerations	1
Grievance and disciplinary procedures	2
Sexual harassment	7
Job evaluations and performance management	2
Labour relations	2
Relocations and temporary accommodation	2
Absence and leave	2
Job descriptions	5
Employment equity and diversity	4
Retirement fund	3
Employee benefits	2
Personnel training and development	4

The results show that the guided tours were done during the induction programme and shows the departments visited. Only 1 respondent reported to have been taken on a guided tour and has visited the supporting departments as in the table.

Table 2 Table showing the Departments visited during the Guided Tours of the Induction programme

Topic	No of respondents
Safety and Security	2
IT	1
Library	3
Academic Administration and Support	1
HR department	2
Office services	2
Finance	1
Centre for Academic Excellence	6
DSU	2
Research office	12
Facilities department	2

The results show that the format of the programme is in individual information sessions, and this is only done when required. The respondents did have the promotional materials that are normally used for induction programmes elsewhere. Only one respondent of the 3 who attended was satisfied with the programme.

5.4 DEPARTMENTAL/JOB SPECIFIC INDUCTION

The results show that less than a quarter of the respondents were inducted at the departmental level. This is shown in Figure 6.

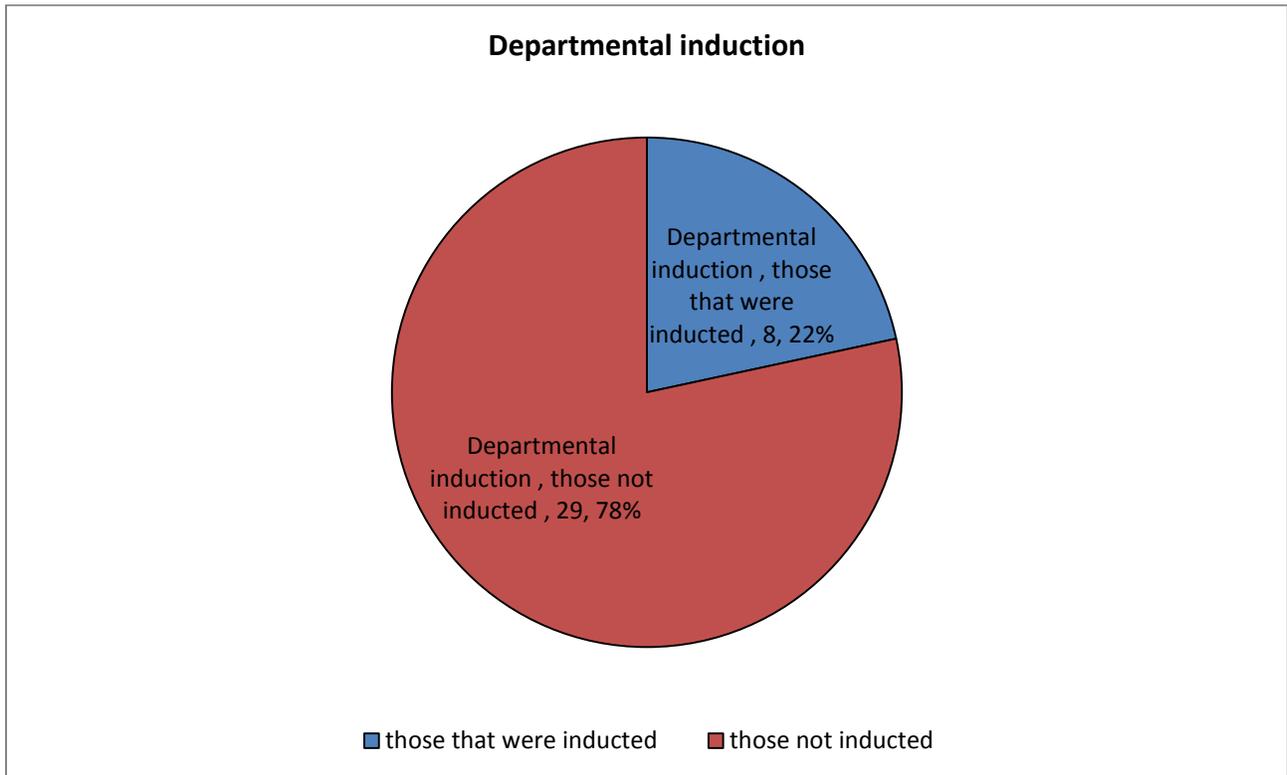


Figure 6 A chart showing the respondents that attended departmental induction

5.4.1 Focus of the induction

The focus of the departmental induction programmed was based on the following aspects:-

- Introduction to colleagues
- Guided tours
- Mentor/Buddy systems

- Office and facilities allocation
- Departmental operations
- Departmental hierarchy

Only 1 respondent reported to have been introduced to the focus topics above.

5.4.2 Mentoring/ Buddy systems

Only 2 respondents indicated that they were offered a mentor/buddy.

5.4.3 Duties and roles

Only 3 respondents reported that the duties and roles that were of them were thoroughly discussed with the line managers. Of the 3 respondents, 1 reported to have been inducted on the performance evaluation and management with the line manager.

5.4.4 Programme mode and delivery

No respondents reported to have been provided with the promotional materials for this induction process. Only 2 respondents who attended the departmental induction programme were satisfied with the programme; 4 were not satisfied; and 2 did not respond to the question.

Only 10 respondents rated the overall University Induction programme. The results show that 2 respondents indicated that the programme is very poor at the rating of 0 to 20% and 4 reported the programme is not effective at the rating of 21 to 40%; 2 respondents reported the programme to be acceptable at rating 61 to 80% and another 2 said its effective at rating 81 to 100%. Only 1 respondent reported to have been inducted after transferring to a different department.

5.4.5 Specified on the job training

At least 10 respondents reported that they attended additional training after either employment and/or induction. The contents of the training sessions included the following:-

- Train a trainer
- Brain profile
- Development of learning guide

- Assessment and moderation
- Customer care
- Library programmes
- Curriculum design
- Assessment methods
- Staff development

5.4.6 Programme Evaluation

Only 1 respondent reported to have benefited from the induction programme of the university. Only 1 respondent reported that probation conditions and induction programme were clearly described and differentiated to him/her. All the respondents who attended induction programme reported that no follow-up was done to see how they were settling in at their jobs or the terms of their probation.

5.5 ACADEMIC INDUCTION

In 2010, 2 sessions for academic induction were scheduled to take place. However, only 1 session was successful and the other was postponed due to low numbers of participants. The CAE ran a 5-day induction programme from the 01st -05th of March 2010. At least 19 academic staff members attended. The content of the programme included the following:-

- Policy frameworks
- UL structure, governance and policies
- Outcome Based Education
- Curriculum Planning
- Student centred learning
- Facilitation of learning
- Principles of Effective communication and learning methods
- Effective PowerPoint presentation
- Introduction to Blackboard
- Assessment
- Quality Assuring Teaching and Learning
- Developing Professional Portfolios

- Evaluating Teaching and courses
- Managing diversity in teaching and learning
- Research into teaching and learning
- Training Education and Activities

5.6 PERCEPTION OF PARTICIPANTS ABOUT THE UL INDUCTION PROGRAMME

Eleven (11) respondents reported that they felt the university had not done much on inducting its employees. They felt it was not intense and that the university could do much better to improve this aspect. The respondents reported that they could have adapted and performed better at their jobs if they were inducted as they somehow learnt the hard way in their respective aspects of their jobs. They also reported that HR induction programme was merely an orientation session as it did not cover the desired content.

5.7 PERCEPTIONS OF PARTICIPANTS ABOUT THE STUDY.

About 13 participants felt the study was very interesting and good. They reported that they would appreciate if the recommendations of the study could be used to assist in improving the induction processes at the university. They liked the fact that the study has raised and showed the need for induction, and they learnt more on the induction aspect. There were recommendations that the HR should play a major role in this study in order to learn from it.

Two participants suggested that the study was not relevant to them since they were never inducted in the university. They indicated that the study should have been restricted to only the newest employees that were inducted.

5.8 CONCLUSION

The reported results clearly indicate that most aspects of induction are not covered and that the majority of the staff component was not inducted. This makes it difficult to conclude on the effectiveness and depth of the programme. The data shows conclusively that induction is done at the university.

CHAPTER 6

DISCUSSIONS, CONCLUSIONS & RECOMMENDATIONS

6.1 INTRODUCTION

This chapter aims to interpret and discuss the findings of the study. Conclusions will be drawn relating to the interpretation of the findings and recommendations provided.

The findings of the study do not allow good judgement on the standards of the induction programme provided by the university under study. Most of the respondents indicated not to have attended induction either at the corporate level, statutory and/or departmental level. It is therefore not fully possible to evaluate the programme given the low number of those who attended.

6.2 RESPONSE RATE

There was very poor response rate of the staff members to this study. At least 90 questionnaires were distributed and only over half of those were returned. A number of reasons were considered for this low response rate:-

- The timing of the study: The study was conducted in November/December which is the time when the overall university examination processes were running. This may suggest that most staff members were concentrating on marking of scripts, invigilation, and other examination administrative duties. Most administration and management staff members were involved in the same examination processes; 2011 first entering students' applications and also rapping-up the outstanding duties for the 2010 year.
- Willingness to participate in the study: Besides the busy schedules and daily responsibilities of the staff, some staff members were just not willing to participate in the studies of this nature.
- Motivation and exposure: Most non-academic staff members usually felt left out in the overall academic issues and seemed to be surprised, lacked confidence and did not wish to participate when exposed to the issues of research.

6.3 LIMITATION OF THE STUDY

The findings of the study do not allow good judgement on the standards of the induction programme provided by the university. Most of the respondents indicated not to have attended induction either at the corporate level, statutory and/ or departmental level. It is therefore not fully possible to evaluate the programme given the minimal number of respondents that were inducted.

6.4 DISCUSSIONS

6.4.1 Description of the sample

The sample size was good enough for the inference of the results to the entire population. The participants were adequately spread amongst the departments in the university. Both academic and non-academic staff members participated in almost equal ratios in this study.

It was evident that most employees were not aware of many programmes or activities taking place within the university. Induction is one process of which a number of employees reported not to be aware of. This was believed to be a communication and marketing problem of the university to its employees, students and the outside community. Because of this fact, the perception of the country and the world and the community about the university is not a good one. This has less to do with the operations and structures or activities but the way people see the university.

6.4.2 Importance of induction

A general consensus in the university is that induction is a highly important aspect of training and job performance. Employees felt strongly compromised by the fact that they were not either inducted and or not adequately inducted. Some employees indicated that they had to learn the hard way to acclimatize at the university while some reported that they did not have the sense of belonging at the university. When this happens then there is less commitment from the employee in any organization. According to the Van Schalwyk (2005), inducted staff members are highly motivated staff, become more effective quickly, and are more likely to form part of any organization, pass probation, and be retained in the system.

6.4.3 Scope and application of the induction programme

According to the Induction Model (Appendix A), there are shortfalls in the induction programme offered at the University. Further, the University of Stellenbosch induction programme suggests that there were many topics eliminated in the UL induction process (SU, 2007:3). According to available information on Corporate Inductions, the UL corporate induction covered at least less than a 1/10th of the basic induction scope applicable in most academic institutions. Regarding the Statutory Induction in the University, it can be assumed that it is offered by the CAE and it is only covering the academic issues on inductions. The scope of the programme, if weighted against other programmes, covers over half the scope in many programmes (South Gloucester NHS, 2008:6). There is omission of topics/aspects that would have made better sense to the programme. Moreover, induction programmes of organizations that have better practices in this area are mandatory and very instrumental to job performance.

CAE only deals with the academic issues, and the programme is applicable to only academic staff members. The statutory business functions for non-academic staff members are neglected. This proves that the non-academic staff members are vulnerable and not subjected to any assistive training to better their job performance at the university.

An assumption from the findings is that very few departments at the university offer departmental induction. Moreover, of the few departments that offer induction to employees, none of them had formal and structured programmes. These facts thus suggest that there is no induction at the departmental level at the University of Limpopo Turfloop Campus. In an interview with some of the staff at the Optometry Department, it was confirmed that refresher courses were offered informally and haphazardly.

Induction is not only a process of perfecting performance but it is also a legal process that has legal implications. Many institutions have not experienced this in the past. As a result, the legalities around inductions especially Occupational Health and Safety are not realised (South Gloucester NHS, 2008: 5).

6.4.4 Consistency of the program

Inconsistency is not a point of discussion since the overall programme has major shortfalls. Consistency of the programme brings about reliability and that can be discussed if there is a reliable programme. Few employees attended the induction programme. It took some of the employees over 7 months to get results of their interview and almost a year to get an employment contract. The few employees that were inducted had to wait for at most 2 months before they were inducted.

The unreliability of the University induction system can be assumed to be based on these factors:

- Type of contract (temporary or contract employees were inducted the same day they were employed but the permanent employees took longer).
- Country of origin (most foreign employees took longer to get any service because of the university's slow system and the legislation of the country).
- Prior engagements before employment (employees who studied in the UL got better service). These employees were not inducted because it was assumed they knew the UL system better and this approach is wrong.
- Type of duties (high ranking officials in the university were given better attention unlike basic employees)

6.4.5 Buddy systems and mentorship

Mentorship is the important and practical approach to induction. People learn better by doing which is the ideal behind mentorship (Gobler et al, 2006:207). The University has a policy on mentorships, but it is not mandatory (UL, 2009:12). The findings prove that while the policy is available, it is not implemented fully or adequately. Specific departments that apply the principle of mentor rely on their own interpretations of the aspect and convenience of the application.

6.4.6 Programme evaluation

Considering the induction model attached (see Appendix A), the induction programme of the university is poor. It is further not effective and efficient. Perceptions of employees

were that they did not have confidence in the programme. They did not feel the sense of belonging to the institution. They felt that immediately after appointment, they were neglected and did not have a good support system to execute their duties at the highest level and ability possible.

6.5 CONCLUSIONS

The conclusions that follow below were drawn out of the study.

- On evaluation of the UL induction programme, the programme proved to be deficient in many aspects. The scope of the programme was limited; the programme is not effective and efficient and therefore does not thoroughly prepare employees to perform their duties better. Only a few aspects of Human Resources Management are covered while major ones that include occupational health and safety, job specific training, labour relations, equality and disabilities are left out. The university has to deal with people with disabilities, different cultures, races and nationalities, and the political nature of its background.
- Secondly, the programme was not consistent and reliable. It was offered to certain individuals but not to others; the scope was not consistent with each session; the duration of the programme was very short to certain individuals but very long to others; and other employees were immediately inducted upon employment while others had to wait for unacceptable times. Only a few individuals were inducted which most of them are non-academic staff. This leaves a big challenge to the employees joining the university. The university has a tendency to absorb its new staff from fresh graduates. It therefore leaves very much to be desired if the fresh graduates are thoroughly prepared for the new challenge. There are hardly support mechanisms to assist the success of these new employees. Induction is the entry point for any support system of the new employee.
- Thirdly, the employees of the university strongly felt the programme is not useful to them and/or should have been better than what it is. There is no single employee who believes that the induction programme offered is fruitful. Those

who comment positively only do so in only one or two aspects, but complain about many other aspects. Many employees are not even aware of some of the benefits the university offers because of poor education and flow of information. There are a number of cases of indecency of staff (lecturers) involved sexually with students. A number of these cases can be blamed on poor education and training of which induction is the basic one.

- Lastly, with the provided model (see Appendix A), this programme does not meet the 21st century induction programmes. It is ancient limited and it lacks newer inventions and substance. Most programmes today are done on the internet especially for international employees before they join the university. Or they are either sent booklets, CDs or DVDs to quickly inform them of things that are important in their new environment. Performance management, probation, mentorship and buddy systems form the crux of the induction programmes. There are policies that enable this to be a success. Unfortunately, induction is not mandatory at the University of Limpopo. This is completely different from other institutions because new employees are not allowed in the workplace before they are inducted.

6.6 RECOMMENDATIONS

It is of most importance to practice and implement programmes that benefit organizations and their employees in order to have the best output. The aspect of induction in the university was not given the outmost desired attention. This should be realised as a legal process of the university rather than a basic optional process that is done haphazardly.

6.6.1 Induction programme must be mandated to all new staff members upon employment

Induction, probation, and performance evaluation are today the business models applicable to every institution, but it all starts firstly with the culture the organization creates. Skills training and knowledge management which induction is part should be mandatory legal policies of the universities. Staff members should be restricted from

any activity of the university if they are not inducted. This will protect the university and the employees from any unforeseen circumstances especially with health and safety aspects. The existing clause on induction in the university induction policy only suggests induction, but it does not enforce it (UL, 2009:12).

6.6.2 Induction of existing staff members

With the merger process of the university, many policies were redrafted and adopted. According to induction principles, any policy changes in any organization suggest induction (Kalra, 2008). There is a need to induct the entire staff component of the whole university in all its campuses. Besides that, consensus can be reached that the university never had a good induction programme. Thus this is paramount.

6.6.3 Induction programme revamp

A conclusion was reached that the existing programme does not meet the 21st century standards according to the model provided (Appendix 1); as a result, the programme needs to be changed completely.

The Corporate Induction of the university has to be formulated from scratch. Printed material only is not enough. Technology has to build the foundation of convenience of the programme. The programme needs to be measurable and measured consistently. A proper structured programme with good communication and marketing initiatives need to be put in place in order to fully inform and change the perception of the employees about their university. HR needs to have inventions and initiatives that make the employees to see the university as a suitable and exiting environment to be in; and also the university to the employer of choice. The haphazard and drop-in training sessions that are common in the university processes are a good place to start from. They can be combined and made periodical in order to improve the weight of the programme.

There is no synergy between the CAE program and the HR programme. The scope of the CAE programme clearly moves to be a supplementary programme which indicates a loophole that the responsibilities of the HR department are not fully covered. There is a need for statutory induction for non-academic employees. These should involve aspects that would address how best the non-academic staff can serve their customers and

further within which policies, guidelines and practices. Issues like communicating better in the university, dealing with disabled persons, intranet and internal online communication and others are needed in any organization. Employees need to know the importance.

Departmental induction is necessary and should be fully implemented. The university needs to formulate a standard model with proper and relevant checklists for local induction. This will be with respect to the job each employee performs. Induction raises and excites the need and feeling of command by both the line managers and the employees. Mentors and buddy also need to be trained to be better coaches. This training should be incorporated in the overall induction guideline for the departments. Performance evaluation, probation, and induction are parallel processes; and if the said guidelines are set, this has to be taken into consideration.

Supporting departments like the ICT should play a major role in designing induction programme for online purposes. Quality Assurance is a statutory requirement of any organization and issues in that line must be considered when conducting statutory induction. It is upon the Quality Assurance office in the university to emphasize this point, which says the department itself should play a major role on induction activities.

Induction programme flow is needed. The corporate induction of staff should prepare a staff member with knowledge on policies; the statutory induction needs to interpret the policies, and lastly the departmental induction needs to prepare the employee on their actual performance of jobs. It should be a comprehensive and systematic approach.

6.6.4 Usage of promotional materials or technology

The HR and CAE departments with the assistance of the ICT department need to develop the online systems of induction that are convenient to access by any new employee anywhere. Other media like CDs or DVDs are also useful to the programme in cases where certain persons responsible to provide training are not accessible. The programme can at least structure in stages to what information the employees can read, listen to or watch beforehand and those that can only be done onsite. In a changing

environment and the new global village this is inevitable. The days of pen and paper are getting limited and other media are used.

6.6.5 Programme structure

The university was mostly applying the principle of orientation or individual information sessions for the corporate induction. This approach is not effective. Other forms of communication like lecturers, seminars, workshops and guided tours have to be used. CAE has initially used seminars and this can only be improved.

6.6.6 Follow-up

There is a need for follow-up on inducted employees to establish the success of the programme. Regular programme reviews are necessary and should be timely to keep the life-cycle of the programme longer.

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APPENDIX A: INDUCTION MODEL

STAGE 1: LEVEL OF INDUCTION

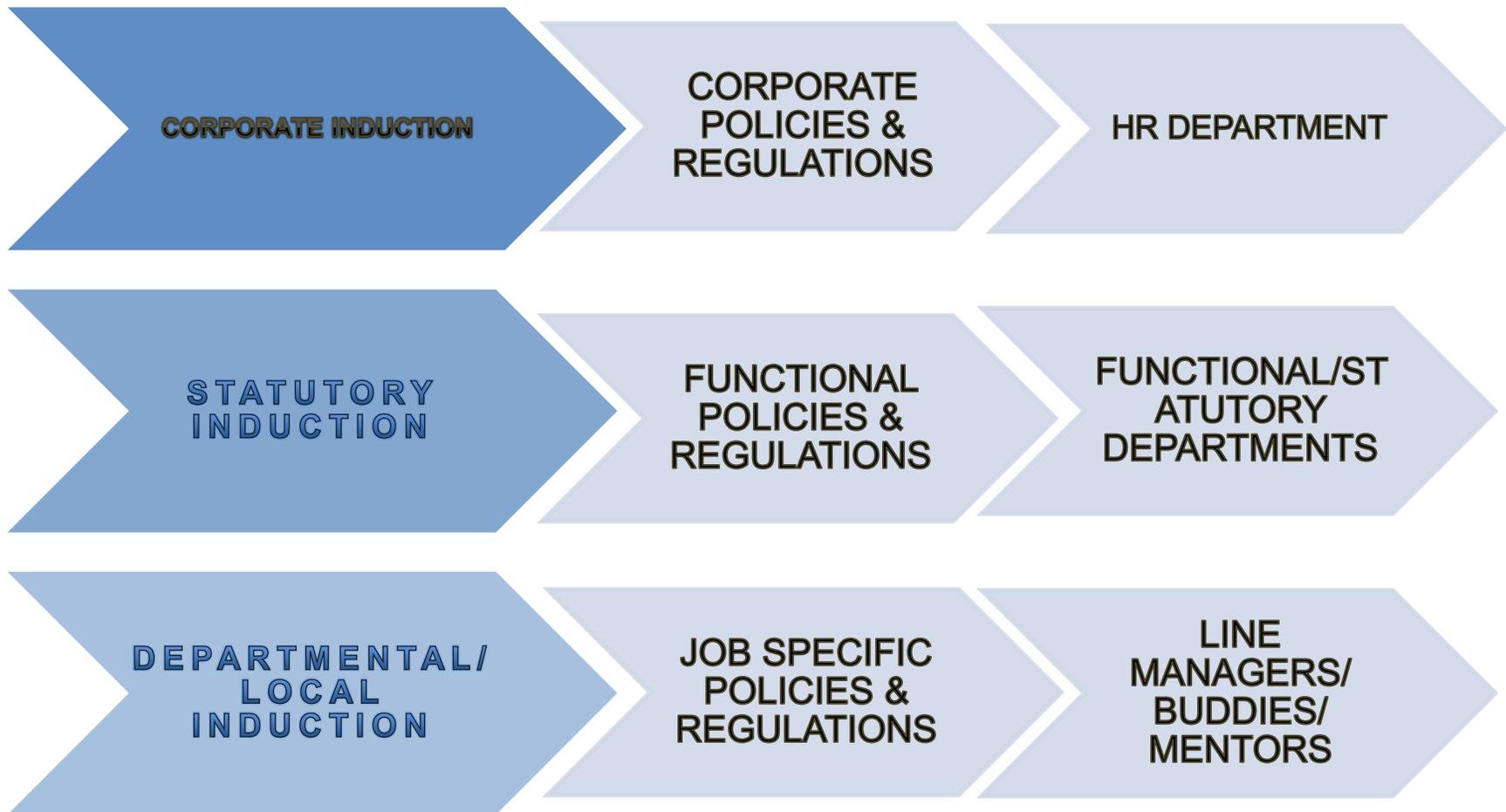


Figure 1: A diagram showing a customary Induction model specifying the levels of induction, scope of the induction programme and the offering department

STAGE 2: INDUCTION CONTENT

CORPORATE INDUCTION

- Employment contract
- Appointments, Promotions & Demotions
- Remunerations & Benefits
- Induction, Probations & Performance management
- Conditions of service (working hours, lunch, leave & absent policies)
- Personal Development and Training
- Equality, Harrasment & diversity policy
- Labour relations, Grievance & Disciplinary procedures
- Labour unions and forums
- Employee welness, safety and security
- Professional registrations and affiliations
- Policy on outside or private work during & after office hours

STATUTORY INDUCTION

- Information & Communication Technology
- Corporate Marketing
- Organizational Monitoring & Quality Assurance
- Risk Management
- Information & Knowledge Mngement
- Occupational Health & Safety
- Finace and Revenue Departments
- Professional registration, collaborations & Affiliations
- Sports Departments
- Harrasment, Equality, Diversity & Disability
- Logistics, Facilities & Maintenance department
- Business Units & Organizational Planning

LOCAL/DEPARTMENTAL INDUCTION

- Job Descriptions, Departmental Roles & Objectives
- Mentors
- Buddies
- Probations
- Job Specific training
- Tour of the department & Introduction to colleagues
- Allocation of Offices, Working Stations & Building Security Arrangments
- Departmental/Job Specific safety, fire training, First Aid Box
- Communication channels within the department
- Proffession registration & Afiliations
- continuous traning development

STAGE 3: EFFECTIVENESS & EFFICIENCY OF THE INDUCTION PROGRAMME

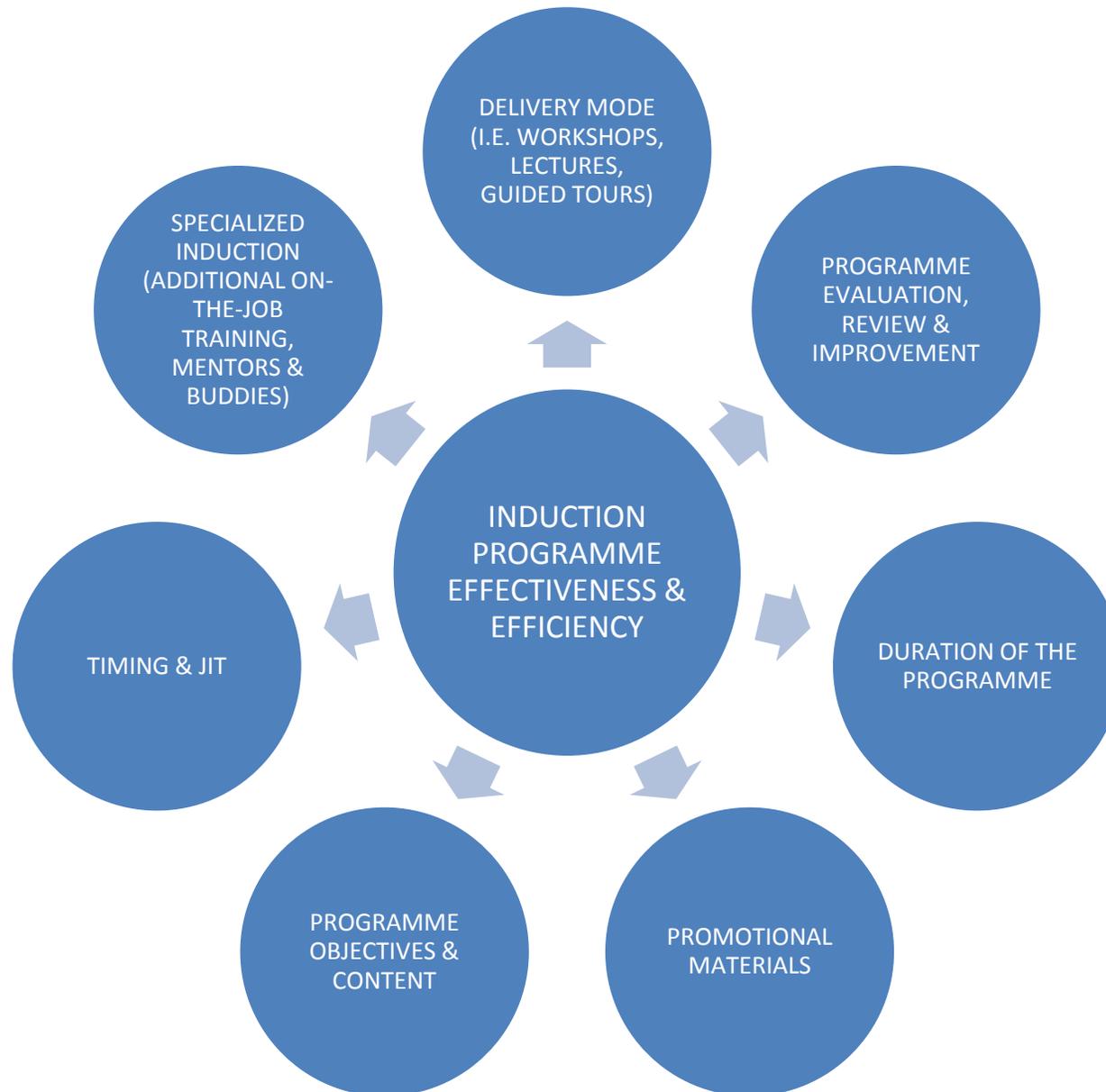


Figure 3: A diagram showing the basic building blocks of an Effective & Efficient Induction programme

STAGE 4: IMPORTANT ASPECTS OF THE PROCESS OF INDUCTION

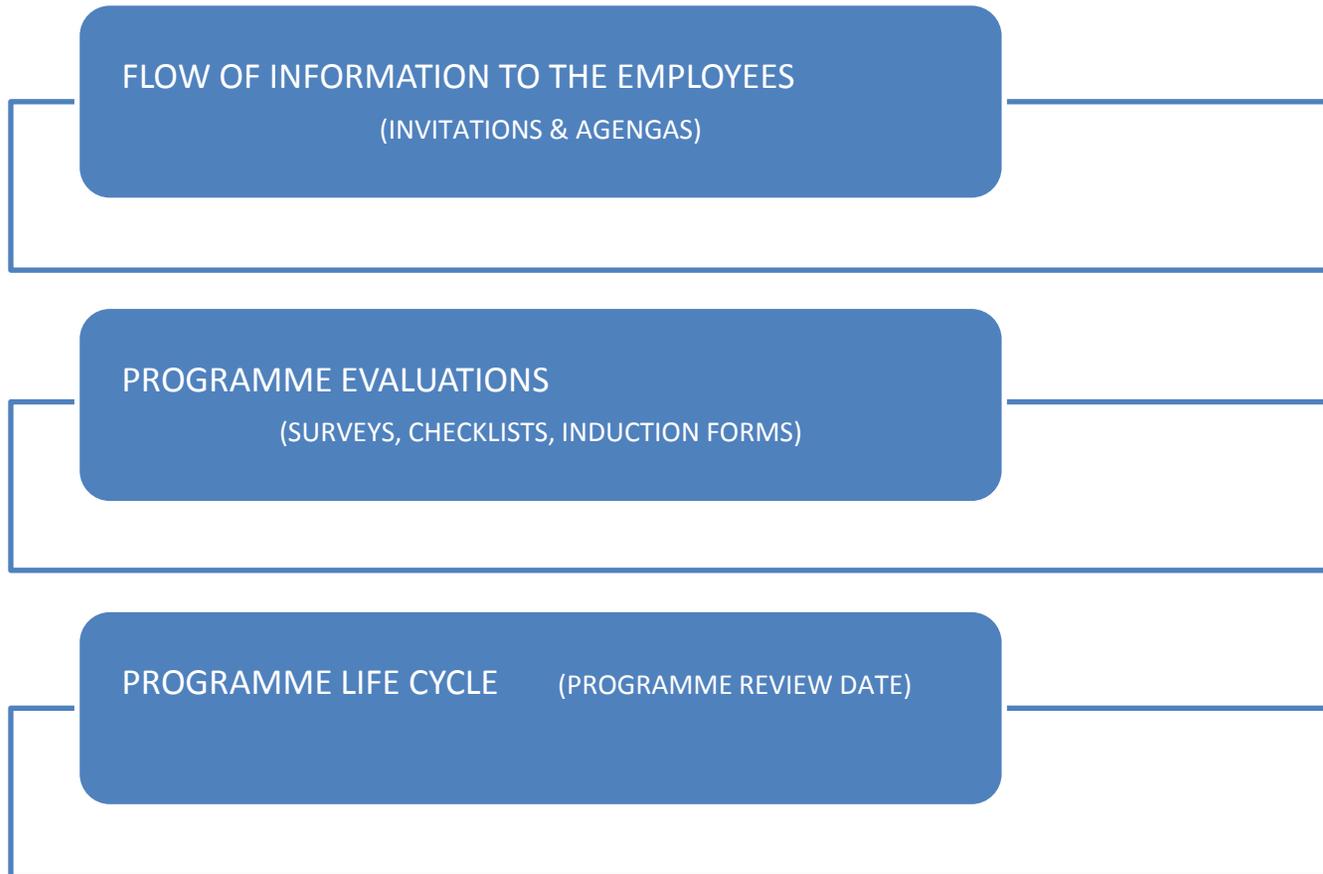


Figure 4: A figure showing the important aspects of the induction process

STAGE 5: PROGRAMME LIFE-CYCLE

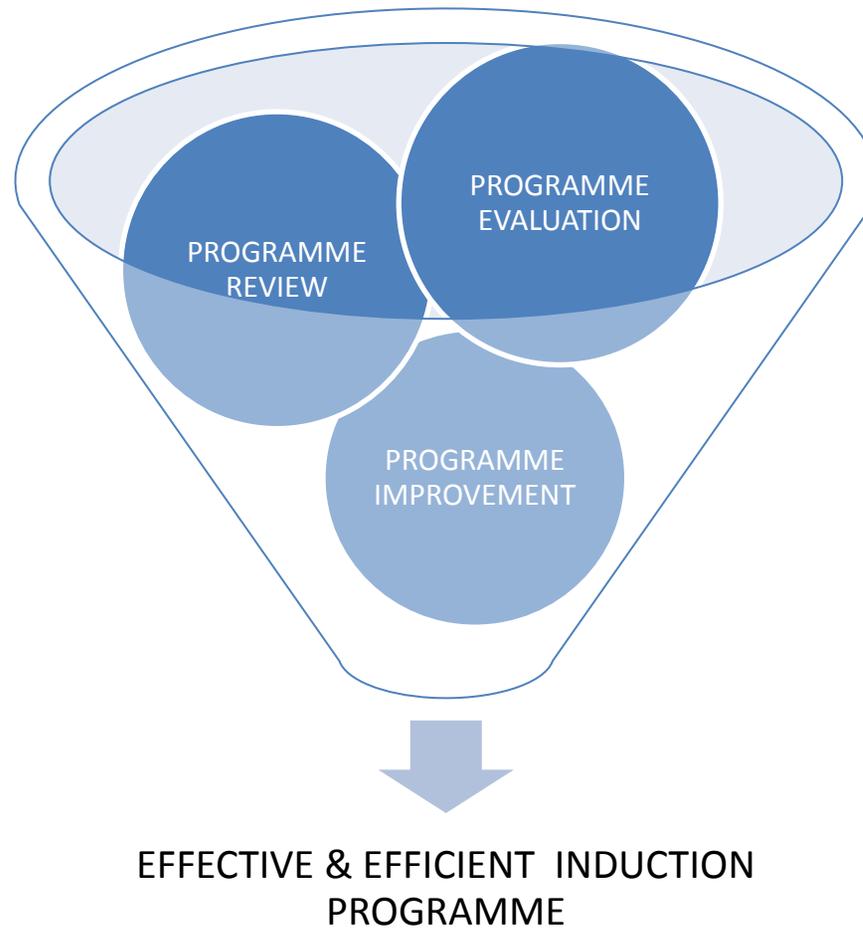


Figure 5: A figure showing the programme life-cycle

APPENDIX B: INDUCTION CHECKLIST (EXAMPLE)

This example is developed from an induction checklist from www.acas.org.uk. You should add or remove items to make the list relevant to you.

New starters can also have a copy of this list – this enables them to follow what is happening and will act as a reminder of anything missed or that needs particular attention. It should be the responsibility of both the employer and the new starter to ensure that all relevant items are properly covered during the induction period.

Name of inductee

Starting date

TOPIC	DATE STARTED	DATE COMPLETED	RESPONSIB LE PERSON
Personnel documentation and checks completed			
<input type="checkbox"/> Tax file number			
<input type="checkbox"/> Superannuation details			
<input type="checkbox"/> Evidence of Residency or right to work			
<input type="checkbox"/> Licenses and qualifications			
<input type="checkbox"/> Medical Insurance details			
<input type="checkbox"/> Bank details (if needed for payment of salary/wages)			
<input type="checkbox"/> Emergency contact details			
Terms and conditions of employment explained			
<input type="checkbox"/> Contract of employment or letter of confirmation issued and signed			
<input type="checkbox"/> Award identified and described			
<input type="checkbox"/> Probationary period			
<input type="checkbox"/> Hours of work and work breaks			
<input type="checkbox"/> Clocking on/flexi time procedures			
<input type="checkbox"/> Pay and Payment procedures			
<input type="checkbox"/> Holidays and sick leave entitlements and procedures			
<input type="checkbox"/> Other leave			
<input type="checkbox"/> Trade union membership			
<input type="checkbox"/> Reviewing work performance and counseling			
<input type="checkbox"/> Grievance and disciplinary procedures			
<input type="checkbox"/> Termination procedures			
Occupational Health and safety			
<input type="checkbox"/> Awareness of hazards			
<input type="checkbox"/> Safety rules			
<input type="checkbox"/> Emergency procedures			
<input type="checkbox"/> Location of exits			
<input type="checkbox"/> Clear gangways, exits			
<input type="checkbox"/> Dangerous substances or processes			
<input type="checkbox"/> Reporting of accidents			
<input type="checkbox"/> Reporting of hazards			
<input type="checkbox"/> First aid			
<input type="checkbox"/> Personal and workplace hygiene			
<input type="checkbox"/> Identified introductory training courses on OH&S			

Regulatory Procedures			
<input type="checkbox"/> Handling Chemical – Chemcert training required?			
<input type="checkbox"/> Training in Quality Assurance procedures required?			
Introduction to the farm			
<input type="checkbox"/> Who's who			
<input type="checkbox"/> History			
<input type="checkbox"/> Produce, harvests, annual farm cycle of activities and markets			
<input type="checkbox"/> Future plans and developments			
<input type="checkbox"/> Promotion and pay reviews			
Welfare and employee benefits/facilities			
<input type="checkbox"/> Social / sport facilities			
<input type="checkbox"/> Transport off of farm			
<input type="checkbox"/> Living quarters, meals and facilities			
<input type="checkbox"/> Organized social activities			
<input type="checkbox"/> Access to internet, TV and media			
<input type="checkbox"/> Protective clothing supply, laundry, replacement			
<input type="checkbox"/> Policy/procedures to prevent bullying and harassment			
<input type="checkbox"/> Medical services			
Farm rules			
<input type="checkbox"/> Smoking policy			
<input type="checkbox"/> General behaviour/dress code			
<input type="checkbox"/> Telephone calls			
<input type="checkbox"/> Canteen/meal breaks and facilities			
<input type="checkbox"/> Cloakroom/toilets/lockers			
The job			
<input type="checkbox"/> Introduction to manager/supervisor			
<input type="checkbox"/> Introduction to other staff			
<input type="checkbox"/> Tour of farm			
<input type="checkbox"/> Requirements of new job			
<input type="checkbox"/> Allocation of jobs and communication processes			
<input type="checkbox"/> Standards expected			
<input type="checkbox"/> Areas of training identified			
<input type="checkbox"/> Supervision requirements outlined			

Completed date

COMMENT ON THE PROGRAMME:

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APPENDIX C: INDUCTION REVIEW FORM

Name : _____

Department: _____

Reviewer: _____

Date Induction Started: _____ **Date of Review:** _____

1. Have all of the timetabled sessions taken place? If "No" please explain why not.

2. Which of the sessions were of most use to you and why?

3. Which of the sessions were of least use to you and why?

4. Which session(s) do you think could have been excluded from your induction programme?

5. Which other sessions do you think could have been included in your induction programme?

6. How could we improve the induction programme in the future?

Please use the space below to any other comments you would like to make.

THANK YOU

Please complete and return this form to your line manager prior to your final induction review meeting.

ACTIONS AGREED (to be completed at review meeting)

Please note here any actions agreed; including the person responsible and any dates for review.

Signature of New Start _____ Date _____

Signature of Reviewer _____ Date _____

APPENDIX D: QUESTIONNAIRE

MBA MINI-DISSERTATION
NKOANA PMW 9817698

Dear Colleague

I am a **Masters' student** in the Faculty of Management and Law at the Turfloop Graduate School of Leadership and also an **employee** of the University of Limpopo at the Optometry Department.

Please be informed of the study that I am currently conducting that aims to evaluate the induction programme offered to new and existing employees of the University of Limpopo at the Turfloop Campus. The motivation of this study is based on the recent and current changes the University went and is going through because of the merger and other developmental processes. The outcomes of the study may be used to guide the developmental process of the university' induction programme.

I would therefore request for your honest participation in the study to enable the success of the study.

Please complete the questionnaire attached. It should take between 15 to 20 minutes to complete the questionnaire. If there are any queries or questions arising from this questionnaire, kindly contact me on x 2954/2799/3222 or 072 429 6181. Completed questionnaires should be submitted on or before the 08th of November 2010.

A **provisional** approval for this study has been granted through the office of the Vice Chancellor and if there are any queries kindly contact the said office on x 2140/2141.

Thank you for your time.

Regards



Pheagane Nkoana

Lecturer: Optometry Department

Tel: 015 268 2954/2799

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Cell: 072 429 6181

Email: nkoanapw@ul.ac.za

TITLE: EVALUATION OF THE UNIVERSITY OF LIMPOPO INDUCTION PROGRAMME**QUESTIONNAIRE 1****PLEASE NOTE:****1. PURPOSE OF THE STUDY**

The purpose of this study is to evaluate the induction programme of the University at the Turfloop Campus. This is to be done by interactions with different stakeholders relevant in order to provide the required information for the purpose of this study. The availability of the information/data gathered shall be limited and used for the purpose of the study and remains property of the University. The information gathered shall not be used for any other purpose besides that of the study unless otherwise permission is granted by the management of the University to use by authorized and relevant officials as prescribed by the University guidelines, policies and procedures.

2. CONFIDENTIALITY

You are **NOT** required to complete your names on the questionnaire and further your confidentiality is guaranteed. You are requested to give honest opinions.

3. INTRUCTIONS

- a. PLEASE INDICATE YOUR ANSWER BY PUTTING AN "X" IN THE RELEVANT BOX WERE APPROPRIATE.
- b. IF YOU HAVE NEVER ATTENDED ANY INDUCTION PROGRAMME AT THE UNIVERSITY OF LIMPOPO UPON APPOINTMENT; ONLY COMPLETE QUESTIONS 1-5, 7, 8, 18, 38, 39, 43 & 44.
- c. NON-ACADEMIC STAFF MEMBERS SHOULD NOT COMPLETE SECTION E.

X

1. Department/Section that you belong to				
2. Duties: (please tick which is more appropriate)	Academic	<input type="checkbox"/>	Non-academic	<input type="checkbox"/>
3. When did you join the university (month and year)				
A. CORPORATE INDUCTION				
4. Are you aware of the induction programme run by the university for new employees? (Please tick which is more appropriate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5. Where you inducted upon employment at the university? (Please tick which is appropriate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6. Which department(s) did offer the programme to you? (Please tick where relevant.)	HR department	<input type="checkbox"/>	Centre for Academic Excellence	<input type="checkbox"/>
7. How would you value the importance of induction (Tick which is relevant)	Not necessary	<input type="checkbox"/>	Necessary	<input type="checkbox"/>
	Important	<input type="checkbox"/>	Highly Important	<input type="checkbox"/>

8. From the day you were interviewed, how long did it take to acquire the following?	Your results of the Interview: _____ months/days Your employment contract: _____ months/days																																													
9. From the day you reported to work, how long did it take the university to start with your induction	Started only after: _____ months/weeks/days Completed after: _____ months/weeks/day Length/duration of the program: _____ months/weeks/days																																													
10. Where you informed appropriately about the program details i.e. date, time, venue etc. (tick which is appropriate)	Yes <input type="checkbox"/> No <input type="checkbox"/>																																													
11. On which policies or discussions did your induction focus? (Tick that which is/are appropriate.)	<table border="0"> <tr> <td>Appointments</td><td><input type="checkbox"/></td> <td>Absence & leave</td><td><input type="checkbox"/></td> </tr> <tr> <td>Conditions of service</td><td><input type="checkbox"/></td> <td>Job descriptions</td><td><input type="checkbox"/></td> </tr> <tr> <td>Policy on outside (private) work</td><td><input type="checkbox"/></td> <td>Employment equity & diversity</td><td><input type="checkbox"/></td> </tr> <tr> <td>Promotions & demotions</td><td><input type="checkbox"/></td> <td>Retirement fund</td><td><input type="checkbox"/></td> </tr> <tr> <td>Remuneration</td><td><input type="checkbox"/></td> <td>Employee wellness</td><td><input type="checkbox"/></td> </tr> <tr> <td>Grievance and disciplinary procedures</td><td><input type="checkbox"/></td> <td>Benefits (i.e. housing, medical aids etc)</td><td><input type="checkbox"/></td> </tr> <tr> <td>Sexual harassment policies</td><td><input type="checkbox"/></td> <td>Sports facilities</td><td><input type="checkbox"/></td> </tr> <tr> <td>Job evaluations & performance management</td><td><input type="checkbox"/></td> <td>Forums: JBF, Academic Forums, etc.</td><td><input type="checkbox"/></td> </tr> <tr> <td>Labour relations</td><td><input type="checkbox"/></td> <td>Labour Unions</td><td><input type="checkbox"/></td> </tr> <tr> <td>Other facilities (i.e. Daycare centre, shops/cafeteria)</td><td><input type="checkbox"/></td> <td>Compensation for occupational injuries and diseases</td><td><input type="checkbox"/></td> </tr> <tr> <td>Relocation & temporary accommodation</td><td><input type="checkbox"/></td> <td>Personnel development & Training</td><td><input type="checkbox"/></td> </tr> </table>		Appointments	<input type="checkbox"/>	Absence & leave	<input type="checkbox"/>	Conditions of service	<input type="checkbox"/>	Job descriptions	<input type="checkbox"/>	Policy on outside (private) work	<input type="checkbox"/>	Employment equity & diversity	<input type="checkbox"/>	Promotions & demotions	<input type="checkbox"/>	Retirement fund	<input type="checkbox"/>	Remuneration	<input type="checkbox"/>	Employee wellness	<input type="checkbox"/>	Grievance and disciplinary procedures	<input type="checkbox"/>	Benefits (i.e. housing, medical aids etc)	<input type="checkbox"/>	Sexual harassment policies	<input type="checkbox"/>	Sports facilities	<input type="checkbox"/>	Job evaluations & performance management	<input type="checkbox"/>	Forums: JBF, Academic Forums, etc.	<input type="checkbox"/>	Labour relations	<input type="checkbox"/>	Labour Unions	<input type="checkbox"/>	Other facilities (i.e. Daycare centre, shops/cafeteria)	<input type="checkbox"/>	Compensation for occupational injuries and diseases	<input type="checkbox"/>	Relocation & temporary accommodation	<input type="checkbox"/>	Personnel development & Training	<input type="checkbox"/>
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12. Which support departments were you introduced to during the programme? (Please tick which is/are appropriate)	<table border="0"> <tr> <td>Safety & security</td><td><input type="checkbox"/></td> <td>HR department</td><td><input type="checkbox"/></td> </tr> <tr> <td>IT (online facilities)</td><td><input type="checkbox"/></td> <td>Office services</td><td><input type="checkbox"/></td> </tr> <tr> <td>Library</td><td><input type="checkbox"/></td> <td>Finance</td><td><input type="checkbox"/></td> </tr> <tr> <td>ICT</td><td><input type="checkbox"/></td> <td>Academic centers (i.e. CAE)</td><td><input type="checkbox"/></td> </tr> <tr> <td>Marketing & communications</td><td><input type="checkbox"/></td> <td>Disabled Students Unit</td><td><input type="checkbox"/></td> </tr> <tr> <td>Academic support</td><td><input type="checkbox"/></td> <td>Research offices</td><td><input type="checkbox"/></td> </tr> <tr> <td>Transport</td><td><input type="checkbox"/></td> <td>Facilities department</td><td><input type="checkbox"/></td> </tr> </table>		Safety & security	<input type="checkbox"/>	HR department	<input type="checkbox"/>	IT (online facilities)	<input type="checkbox"/>	Office services	<input type="checkbox"/>	Library	<input type="checkbox"/>	Finance	<input type="checkbox"/>	ICT	<input type="checkbox"/>	Academic centers (i.e. CAE)	<input type="checkbox"/>	Marketing & communications	<input type="checkbox"/>	Disabled Students Unit	<input type="checkbox"/>	Academic support	<input type="checkbox"/>	Research offices	<input type="checkbox"/>	Transport	<input type="checkbox"/>	Facilities department	<input type="checkbox"/>																
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13. What format was the program? (please tick which format is/are appropriate)	<table border="0"> <tr> <td>Workshops</td><td><input type="checkbox"/></td> <td>Individual information sessions</td><td><input type="checkbox"/></td> </tr> <tr> <td>Seminars/ lecturers</td><td><input type="checkbox"/></td> <td>Guided tours</td><td><input type="checkbox"/></td> </tr> </table>		Workshops	<input type="checkbox"/>	Individual information sessions	<input type="checkbox"/>	Seminars/ lecturers	<input type="checkbox"/>	Guided tours	<input type="checkbox"/>																																				
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14. Which forms of promotional materials were used to assist with this program?	CD <input type="checkbox"/> DVD <input type="checkbox"/> Printed Material <input type="checkbox"/> Online facilities <input type="checkbox"/> None <input type="checkbox"/>																																													
15. Were you satisfied with the programme offered	Yes <input type="checkbox"/> No <input type="checkbox"/>																																													

<p>16. In the percentage scale provided, rate the effectiveness of the programme? (Ineffective: 0% and highly effective- 100%.)</p>	<p>0-20 (Very Poor) <input type="checkbox"/> 21-40 (Not effective) <input type="checkbox"/> 41-60 (Acceptable) <input type="checkbox"/> 60-80 (Effective) <input type="checkbox"/> 80-100 (Highly effective) <input type="checkbox"/></p>
<p>17. Motivate your rating in the latter question</p>	

B. DEPARTMENTAL/JOB SPECIFIC INDUCTION

<p>18. Were you inducted at the departmental level for the specific job you were hired to perform (Tick which is appropriate)</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>																				
<p>19. What focus was the programme (Tick which is/are appropriate)</p>	<table border="0"> <tr> <td>Introduction to colleagues</td> <td><input type="checkbox"/></td> <td>Guided tour</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Job descriptions</td> <td><input type="checkbox"/></td> <td>Probations</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Performance evaluations</td> <td><input type="checkbox"/></td> <td>Mentor/buddy systems</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Departmental operations</td> <td><input type="checkbox"/></td> <td>Departmental hierarchy</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Training & development programs</td> <td><input type="checkbox"/></td> <td>Office and facilities allocations</td> <td><input type="checkbox"/></td> </tr> </table>	Introduction to colleagues	<input type="checkbox"/>	Guided tour	<input type="checkbox"/>	Job descriptions	<input type="checkbox"/>	Probations	<input type="checkbox"/>	Performance evaluations	<input type="checkbox"/>	Mentor/buddy systems	<input type="checkbox"/>	Departmental operations	<input type="checkbox"/>	Departmental hierarchy	<input type="checkbox"/>	Training & development programs	<input type="checkbox"/>	Office and facilities allocations	<input type="checkbox"/>
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<p>20. Were you offered a mentor, buddy to assist you perform your job better (If yes, describe the roles of the mentor/buddy)</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Describe the roles of the mentor/buddy:</p>																				
<p>21. At the department level, did your line manager discuss your duties and the roles that were expected of you (tick which is appropriate. Describe)</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Describe:</p>																				
<p>22. Did the above include performance evaluation and management</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Describe :</p>																				
<p>23. Which forms of promotional materials was used to assist with this program?</p>	<p>CD <input type="checkbox"/> DVD <input type="checkbox"/> Printed material <input type="checkbox"/> Online facilities <input type="checkbox"/> None <input type="checkbox"/></p>																				
<p>24. Were you satisfied with the program</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Describe:</p>																				

25. What shortfalls did you identify regarding the departmental induction programme?	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
26. In the percentage scale provided, rate the effectiveness of the departmental programme? Ineffective – 0 and highly effective- 100.	0-20 (Very Poor) <input type="checkbox"/> 21-40 (Not effective) <input type="checkbox"/> 41-60 (Acceptable) <input type="checkbox"/> 60-80 (Effective) <input type="checkbox"/> 80-100 (Highly effective) <input type="checkbox"/>
27. Since your employment at the university, were you ever promoted, demoted or have changed departments (Tick which is appropriate)	Yes <input type="checkbox"/> No <input type="checkbox"/>
28. If yes to the latter question, were you inducted after the change in your position (Tick which is appropriate)	Yes <input type="checkbox"/> No <input type="checkbox"/>
C. SUPPORT DEPARTMENTS INDUCTION	
29. Were you taken on guided tours to various support departments within the university? i.e. Library, IT etc. (tick which is appropriate)	Yes <input type="checkbox"/> No <input type="checkbox"/>
30. If yes, did you get the desired attention and the information you wanted? (Tick which is appropriate and describe)	Yes <input type="checkbox"/> No <input type="checkbox"/> Describe : _____
31. Do you think prior arrangements were done for your visit at these departments (Please tick the appropriate and describe)	Yes <input type="checkbox"/> No <input type="checkbox"/> Describe : _____
D. PROGRAMME EVALUATION	
32. Did the entire programme benefit you to perform duties you were hired to do (Please tick the appropriate and describe)	Yes <input type="checkbox"/> No <input type="checkbox"/> Describe : _____
33. What are your general feelings about the programme? Comment	
34. What would you like to see improved	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

35. Was probation and induction clearly described and differentiated to you by the HR official/HOD. (Tick which is appropriate. If yes describe)	Yes <input type="checkbox"/> Describe : <input type="checkbox"/> No <input type="checkbox"/>
36. Were the conditions of probation clearly described to you and was there feedback and follow up to your probation terms and conditions (tick which is appropriate. If yes, describe)	Yes <input type="checkbox"/> Describe : <input type="checkbox"/> No <input type="checkbox"/>
37. After the actual induction, was there any follow-up on how you were coping with your duties within the university and remedial processes thereof (tick which appropriate. If yes, describe)	Yes <input type="checkbox"/> Describe : <input type="checkbox"/> No <input type="checkbox"/>
38. Was there any specific training you received either from the university or any other organization as arranged by the university to assist you to perform your duties better	Yes <input type="checkbox"/> Describe : <input type="checkbox"/> No <input type="checkbox"/>
E. CENTER FOR ACADEMIC EXCELLENCE (CAE). (NB: TO BE COMPLETED BY ACADEMIC STAFF ONLY)	
39. Did you attend the induction programme offered by CAE	Yes <input type="checkbox"/> Describe : <input type="checkbox"/> No <input type="checkbox"/>
40. If yes to the latter question, would you say there is a difference between the HR programme and the CAE induction programmes of the university	
41. How did each of the programmes benefit you as an academic? Describe	HR (Describe): CAE (Describe):
42. Personally would you say that there is any synergy between the programmes offered at the two departments (CAE and HR)? (tick the most appropriate and motivate your answer	Yes <input type="checkbox"/> Describe : <input type="checkbox"/> No <input type="checkbox"/>
43. General comments about the induction programme at the UL	
44. General comments about this study	

STATISTICAL ANALYSES

The Chairperson,
Medunsa Campus Research and Ethics Committee (MCREC),
Box _____
UNIVERSITY OF LIMPOPO
Medunsa Campus

Dear Sir/Madam

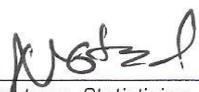
STATISTICAL ANALYSES

I have studied the research protocol of

W PHEASANE MOTSIME WILLIAM NKOANA
titled: EVALUATION OF THE UNIVERSITY OF
LIMPOPO INDUCTION PROGRAMME

and I agree/do not agree * to assist with the statistical analyses.

Yours sincerely,


Signature: Statistician

NETSHIDZIYHANI. MV
Name in block letters

03/11/10
Date

* Please delete which is not applicable. If you do not agree to assist with the statistical analyses, please provide reasons on a separate sheet.