



INDIRA GANDHI NATIONAL OPEN UNIVERSITY
SCHOOL OF SOCIAL SCIENCES

INDUCTION FOR NEW EMPLOYEES: A CASE IN ALL AFRICA
LEPROSY, TUBERCULOSIS, REHABILITATION AND TRAINING
CENTER (ALERT), ETHIOPIA

BY
ANIMAW BELETE ASRES

OCTOBER, 2015
ADDIS ABABA, ETHIOPIA

INDIRA GANDHI NATIONAL OPEN UNIVERSITY INSTITUTE OF
POST GRADUATE STUDIES DEPARTMENT OF PUBLIC
ADMINISTRATION

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DECLARATION

I hereby declare that the title entitled Induction for new Employees: A Case in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT), Ethiopia submitted by me for the partial fulfillment of MA in Public Administration to Indira Gandhi National Open University (IGNOU) New Delhi is my original work and has not been submitted earlier to IGNOU or to any institution for the fulfillment of the requirement for any study.

I also declare that no chapter of the manuscript in whole or in part is copied and incorporated in this report from any earlier work done by me or others.

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CERTIFICATE

Certified that the Dissertation entitled: Induction for new Employees: A Case in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT), Ethiopia submitted by Mr. Animaw Belete Asres is his own work and has been done under my supervision. It is recommended that this Dissertation be placed before the examiner for evaluation.

Signature _____

Dr. Elias Berhanu

Address: Addis Ababa, Ethiopia

Study Centre: St. Mary's University

Regional Centre: _____

Date _____

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Last but not least, I once again wish to express my sincere gratitude not only to all the people mentioned above but also those not, without whose efforts, cooperation, assistance and guidance, this dissertation could have been a dream, not a reality.

LIST OF ANNEXES

- Questionnaires
- Interview Questions
- The research Proposal

ACRONYMS

- AHRI - Armauer Hansen Research Institute
- ALERT - All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center
- CEO - Chief Executive Officer
- DVD - Digital videodisk
- FMoH - Federal Ministry of Health
- HRM - Human Resource Management
- HRIS - Human Resource Information Systems
- IGNOU - Indira Gandhi National Open University
- MDR –TB - Multidrug Resistant Tuberculosis
- MSDS - Material Safety Data Sheets
- PPE - Personal Protective Equipment

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Abstract

The aim of this Dissertation is to assess the current practice of employee induction and its effect in both the employees and the organization (All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT)).

In order to assess the practices of employee induction in this thesis, descriptive research method was adopted using questionnaires and interviews from the total of two hundred and twenty eight (228) respondents, out of this 213 subordinates for the questionnaires and 15 interviewees (heads in different positions) for the interview questions. The main findings revealed that a well-organized induction lowers the amount of errors and improves work quality as well as employee satisfaction. In contrast, a poor induction often increases the risk of errors and threatens the quality of the service. This delay of induction causes the new employees unable to socialize with their colleagues, work and the environment as soon as possible and also it affects the employees and the organization all over performance. Induction programme requires some adjustments based on employees who may need special attention such as School and college leavers, employees with disabilities, employees who changed their previous work situation and minority groups. The induction programme needs to stretch over a longer period of time and should not give too much information too soon, as this could lead to information overload.

CHAPTER 1- INTRODUCTION

The idea for this thesis developed due to my rigorous interest and work experience in Human Resource Management activities; and this has definitely had an effect on my decision to do the thesis about induction practices in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT).

HRM can broadly be seen as that function of all organizations which provides for effective utilization of human resources to achieve both the objectives of the organization on one hand and the satisfaction and development of employees on the other hand. The human resource is said to be the most important (or critical) element in an organization since people make the decisions concerning all other organizational resources. Therefore, getting and keeping good people is critical to the success of every organization, whether profit or non-profit, public or private.

There are many basic functions of Human Resource Management, i.e. planning, recruitment, selection, orientation/induction/socialization, training and development, compensation administration, performance evaluation, safety & health, promotions, transfers, demotions, separations, Human resource research, employee relations, disciplinary actions, retirement and other areas are the major concerns of Human Resource Management.

Induction is one of the abovementioned basic functions of human resource management. Since it is considered as an important part of a company's human resource practices, many aspects should be addressed when discussing the importance and objectives of an induction process. It can be defined as the processes and support provided by the organization in order to help a new employee to learn to know the new organization and its members as well as the expectations and tasks of the job. Induction ensures a new employee is provided with information and assistance when commencing employment with an organization. Clearly outlining what the organization stands for and requires, reducing the risk of regulatory breaches and enabling employees to respond effectively to new responsibilities. Many aspects should be addressed when discussing the importance and objectives of an induction process. Induction is provided by the organizations in order to help a new employee to learn to know the new organization and its members as well as the expectations and tasks of the job.

However, Human Resource Management is to a large extent neglected induction in different organizations and the management is not aware of the practical challenges.

The aim of this thesis is to address 1) why induction is an important part of human resources, 2) how it can be done effectively, 3) what are the tools for an induction process, 4) what contents should include in induction program, 5) by whom induction should be delivered, 6) when and where the induction should be conveyed, and 7) what potential drawbacks observed in the induction process. All the actual practices of induction in All Africa Leprosy, Tuberculosis, Training and Rehabilitation Center (ALERT) is investigated in this thesis.

The overall induction processes and practices investigated through semi-structured interviews and written questionnaires of the case organization from subordinates and different level managers using descriptive method.

The literature review of this thesis covers the following topics; definitions of induction, its significance, ways of induction program, basic guidelines, key elements/contents of induction, phases of induction programme, necessary tools to convey the program, responsible body to convey it, practice of induction and potential drawbacks observed in the induction process.

1.1. Background of the Study

All Africa Leprosy, Tuberculosis, Training and Rehabilitation Center(ALERT) is now an Ethiopian government organization under the Ministry of Health founded in 1942 in the name of Princess Zenebework Memorial Hospital and renamed to the new name in 1971.

ALERT center is established 80 years back and comprises of three big services which includes the Hospital, Armauer Hansen Research Institute (AHRI) and the Training services.

The hospital provides service to large number of clients in diverse areas of specialty including leprosy and dermatology, adult and Pediatric ART, TB, MDR –TB, maternal health services, plastic surgery, ophthalmology and others.

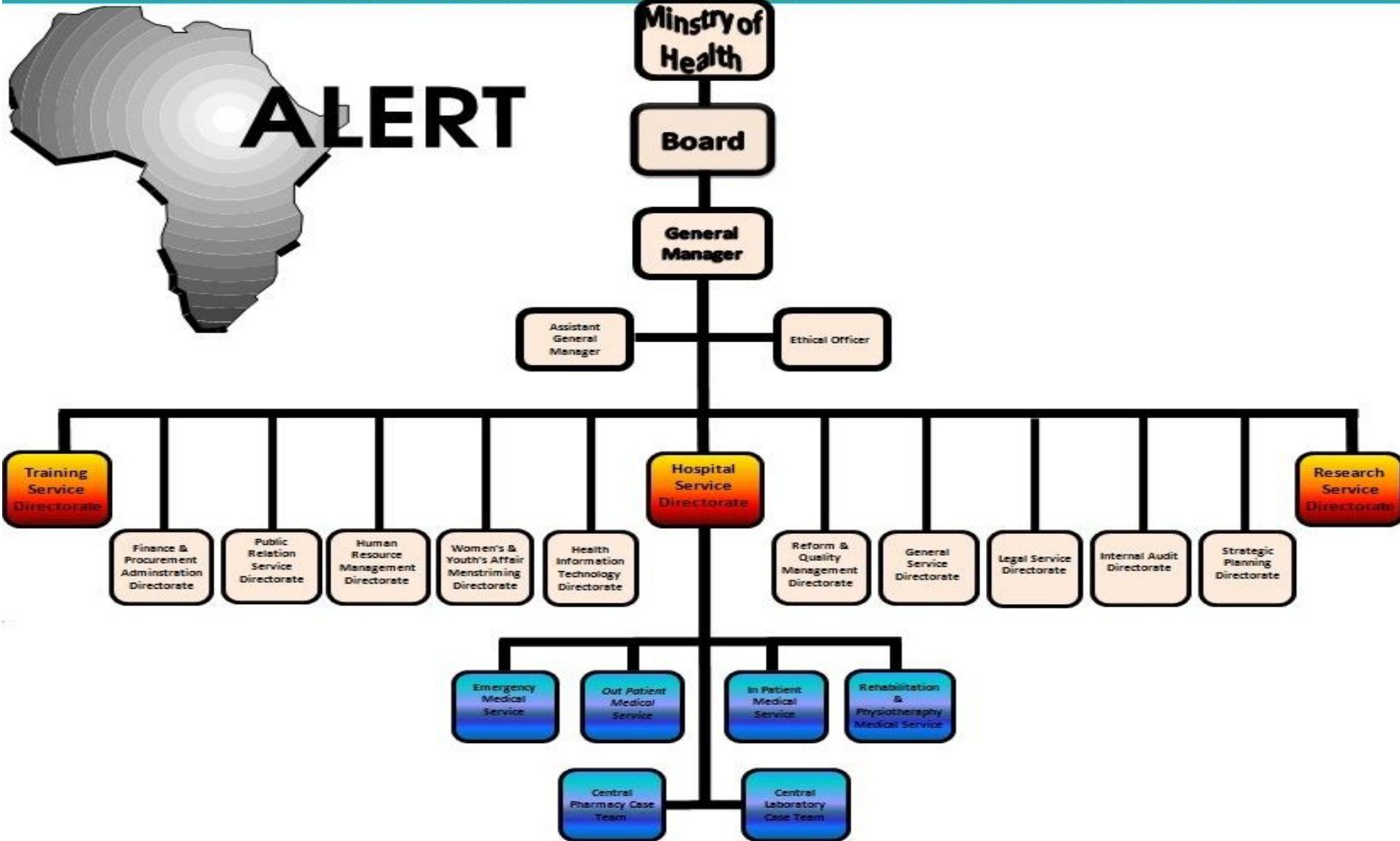
The Armauer Hansen Research Institute (AHRI) runs and publishes a number of researches in different infectious diseases including leprosy, TB, HIV, malaria, Meningitis, leishmaniasis and others.

The training division has 65 years of track record of organizing and facilitating trainings on leprosy and tropical dermatology, TB & MDR-TB, adult and pediatric HIV, clinical nutrition, clinical training skills, program management and other trainings. Currently ALERT center has 1021 permanent and 118 contract total 1139 employees from this total number of employees 393 are health and 628 are supportive staffs.

The accountability of ALERT center is to the Ministry of Health, and its power and responsibilities issued by the Federal Hospitals Administration Council of Ministers Regulation No.167/2009 on Negarit Gazetta 15th year No .65 November 2009.

The Center is managed by a Board of Directors that has the power to oversee and supervise its administration, examine and submit to the Ministry annual work and budget and follow up the implementation, forward recommendation to the Ministry, approve internal rules and procedures, establish and direct committees to work effectively, decide on studies and proposals of the Center regarding the establishment of private wing health services, investigate and decide on complaints lodged against the center, examine and approve performance and financial reports of the center.

All Africa Leprosy, Tuberculosis & Rehabilitation Training Center



Picture1. The current Organizational chart of, ALERT Center (Source, ALERT HRIS 2015)

Since the case organization is a large sized organization, many new employees are hiring in its various departments due to its continuous service expansion. Therefore, there is a need to arrange proper induction programme for those new employees to reduce anxiety, turnover, to save time and to develop realistic expectations of these employees. This research thesis is investigated the actual practices of induction and its effect in the case organization by emphasizing on why the organization arrange induction? How the organizations carry out induction? What contents included in induction program? What tools are used in the process? By whom induction is delivered? When and where the induction is conveyed? And what potential drawbacks observed in the induction process?

Thus, it seems proper for the All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT) to study such a topic and the issues under study.

1.2. Statement of the Problem

People will not be able to cope with the work part of their job unless they understand and are reasonably happy with the surrounding elements. Furthermore, organizations are aware that the continued survival of the organization depends on having the right people, in the right place, at the right times, to do the right things and get the right result.

Investigating the actual practice of induction for new employees in All Africa Leprosy, Tuberculosis, Training and Rehabilitation Center (ALERT), Ethiopia is assumed to be important and indispensable issue because it has direct implication on the effectiveness of the hospital, research and training services.

As pointed out by Fowler (1996), employees are far more likely to resign during their first months after joining the organization. The costs can include: recruitment costs of replacement; induction costs (training etc); costs of temporary agency replacement; cost of extra supervision and error correction; gap between the employee's value to the company and the cost of the employee's pay and benefits. These costs can be considerable. The cost for a professional employee could be 75 per cent of annual salary. For a support worker the cost could easily reach 50 per cent of pay. It is worth making an effort to reduce that cost. First impressions are important, as are the impact of the first four weeks of employment. Giving more attention to induction pays off.

Thus, by considering the main purposes of employee induction such as: making the new employee feel welcomed, providing one with basic information to function effectively, understanding the organization in its broad sense and familiarizing one with the organization's cultures and values this study is planned to assess the practices of induction in the above mentioned organization.

1.3. Basic Research Questions

There are many issues that can be affected through a proper induction, such as the quality and effectiveness of work, atmosphere, labor costs and employee turnover. Thus, the following five research questions are raised in this thesis;

- i. Does the organization have an induction program for new employees?
- ii. Why is induction especially important for the case organization?
- iii. What are the expected outcomes of an induction process?
- iv. To what extent the organization follow the scientific methods or procedures in implementing the induction program?
- v. What problems does the organization face in implementing induction program?

1.4. Objectives of the Study

The general objectives of the study is exploring the major practices of induction for new employees and investigate the major problems that hinder the implementation of induction in All Africa Leprosy, Tuberculosis, Training and Rehabilitation Center (ALERT), Ethiopia.

The specific objectives of the study:

- To identify the importance of induction to employees and the case organization.
- To overview how the Center conduct induction program for its new staff members.
- To explore whether the Center carried out induction in planned way or not.
- To identify barriers that affects the implementation of induction.
- To explore the tools and contents used while implementing induction process in ALERT center.

1.5. Significance of the Study

Induction is the process of helping the new employee to become an efficient and productive member of the organization as soon as possible by minimizing errors and simultaneously avoiding the costs of employee turnover by giving them a good first impression of the organization. A well conducted induction communicates to the employee that the organization values and cares about him or her. A proper induction decreases the amount of mistakes and accidents at work and improves the quality of work as well as customer satisfaction (Kuntatyönantajat, 2011).

Hence, this study has the following significances:

- i. It will provide input and direction to ALERT Center in assessing induction program strategy.
- ii. The result of this study will help the Center and other concerned bodies to understand the status of their induction program activities.
- iii. The study will give insight about major problems that face in implementation of induction program.
- iv. The study might also use as a base for further in depth study in the area.

1.6. Delimitation of the Study

The Ethiopian Federal Ministry of Health (FMoH) has six governmental health sectors which are directly responsible to it in Addis Ababa. Unquestionably making research on the practice of employee induction in all these sectors is necessary. However, due to the hugeness of those health sectors, similarity of mission or purpose of establishment, the researcher financial capacity, time & other constraints the study is carried out only on one of these big organizations entitled All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT).

Moreover, planning, recruitment, selection, training, development, compensation administration, performance evaluation, safety & health, promotions, transfers, demotions, separations, employee relations and disciplinary actions, are the concerns of Human Resource Management; this study is undertaken only on the practice of induction in the above organization due to limited number of research on the area.

1.7. Limitation of the Study

Since the study is concentrated on the managers and some other health officers of center, who are very busy to carry out their day to day activities, it will be very difficult to conduct the interview and to respond the questionnaire on time.

In addition to this, the frequent distribution of different questionnaires by other researchers may cause boredom to respond the thesis interviews and questionnaires appropriately.

1.8. Operational Definition of Terms

Induction: refers to the process of receiving and welcoming employees when they first join to an organization and giving them the basic information they need to settle down quickly and happily and start work.

Retention: refers to the ability of an organization to retain its employees within the organization.

Center: refers to All Africa Leprosy, Tuberculosis, Training and Rehabilitation Center (ALERT), Ethiopia

Orientation: It is the formal process of familiarizing new employees with the organization, their job, and their work unit. Orientation also called induction.

Socialization- is the process of adaptation; it is not confined to new recruits. In fact, induction is only a part of socialization.

New Employee: refers to employee who is hired in the center within six months in permanent or contractual basis.

1.9. Organization of the Research Paper

The study is organized in to five chapters. The first chapter deals with the introduction part .The second chapter addresses the review of literature related to the topic under study. Chapter three discusses about research design and methodology, the fourth chapter deals with the results and discussions of the findings, and the last chapter describes the summary, conclusions and recommendations of the study.

CHAPTER 2: LITERATURE REVIEW

2.1. Conceptual framework

As stated by Bloisi (2007), Induction comes into play once the successful applicants have been chosen, offers made, and the contractual terms and start dates agreed. Its general purpose is to ensure the effective integration of staff into or across the organization for the benefit of both parties.

Starting a new job can clearly be stressful. New recruits need to learn about their employing organization, employment conditions ,their colleagues, line managers and the way things are done'. Induction provides the employer with the opportunity of welcoming new colleagues, giving them the information they require to operate in their new work environment and to support their acclimatization. From an employer's or manager's perspective, it is a critical phase. Poor induction could wipe out all the potential selection gains, leading to:

- Discord within work teams
- Low morale, particularly for new employees
- Loss of productivity and, in extreme cases, the avoidable costs of finding further staff if the new recruits leave or are dismissed.

The latter is not a point to be underestimated, the CIPD recruitment survey (2005) estimates that some 13 per cent of leavers had less than six months' service.

A well-organized induction lowers the amount of errors and improves work quality as well as customer satisfaction (KT Kuntatyönantajat 2011). In contrast, a poor induction often increases the risk of errors and threatens the quality of the service delivered for a customer. This can lead to reclaims, thus causing immediate costs for the company. Additionally the company's reputation may be damaged, leading to the loss customers. The loss of a customer reduces cash flow and harmed company reputation creates difficulties in acquiring new customers.

It is easy to forget that the selection process is only the beginning of the employment relationship, and the future of that relationship depends to a considerable extent on how the new employee is settled into the job.

Most employee turnover is among new employees, and work efficiency is reached only after a period

of learning and adjusting to the new environment. By planning an induction programme, in consultation with trade union or other employee representatives if available, the organization can quickly build on the positive attitude of the successful candidate. However keen new recruits may be, they may have anxieties about how well they will get on with their co-workers, understand the standards and, rules (written and unwritten) of the organization, make a good impression on their, new manager or supervisor, be able to do the job.

A good induction programme makes business sense, whatever the size of the organization, and whatever the job. It introduces the newcomer not only to their immediate colleagues, but to other workers with whom they may have less day-to-day contact, including trade union representatives (if they are recognized in the organization) or employee representatives on any staff committee or council (Acas, 2005; CIPD, 2005).

2.2. Definition of Induction

Different scholars defined the term induction in variety ways even though they have reflected synonymous concept on it. Foot and Hook (1999, 202) present induction as an important aspect of the employee retention as it is the first process the new employee faces and the way induction is managed often reflects the values of a company. A well planned induction process also affects the public image of a company as the employees might discuss the success of an induction process with other people (Foot and Hook 2008, 293). Induction is the process of receiving and welcoming employees when they first join a company and giving them the basic information they need to settle down quickly and happily and start work (Armstrong, 2006).

According to Nair (2004), Induction/orientation process is similar to what sociologists call socialization. Socialization occurs when a new employee learns the norms, values, work procedures and patterns of behavior and dress that are expected in the organization.

2.3. Importance of Induction

Many organizations consider recruiting to be more important than induction and thus the induction process is often neglected. However it should be acknowledged that investing in recruiting will not pay off if the employee will not be committed through the induction process.(Turun Sanomat 2008.) Induction is often carried out during the work routines and many organizations assert that “you learn the best by doing”. It is also very common when hiring an already experienced employee the induction process is assumed to be less important. (Kupias and Peltola 2009, 19; Kjelin and Kuusisto 2003, 9; Armstrong 1999, 406; Foot and Hook 1999, 202)

Boella (1992) stated that People will not be able to cope with the work part of their job unless they understand and are reasonably happy with the surrounding elements. These include: Location and physical layout, Conditions of employment and contracts, Company and house rules, Customers, Management, supervision, and formal relationship, Colleagues and informal relations.

The induction process is concerned with introducing an employee to all these elements as quickly as possible so that he or she need not worry about them anymore. This enables the trainee to concentrate on the work which is the main purpose of the job rather than having to learn and worry about all the elements surrounding the work.

Generally, Boella (1992), and Armstrong (2006) have described the following benefits of induction for both an organization and employees:

2.3.1. Employer benefits from effective induction

i. Reducing the cost and inconvenience of early leavers

As pointed out by Fowler (1996), employees are far more likely to resign during their first months after joining the organization. The costs can include: recruitment costs of replacement, induction costs (training etc), costs of temporary agency replacement, cost of extra supervision and error correction,

gap between the employee's value to the company and the cost of the employee's pay and benefits. First impressions are important, as are the impact of the first four weeks of employment.

ii. Increasing commitment/Staff morale

A committed employee is one who identifies with the organization, wants to stay with it and is prepared to work hard on behalf of the organization. The first step in achieving commitment is to present the organization as one that is worth working for and to ensure that this first impression is reinforced during the first weeks of employment (Armstrong, 2006).

iii. Improving staff efficiency and work standards

New employees will be on a learning curve – they will take time to reach the required level of performance. Clearly, the length of the learning curve and rates of learning vary, but it is important to provide for it to take place in a planned and systematic manner from the first day to maximize individual contributions as quickly as possible (Ivancevich, 2003) and (Armstrong, 2006).

2.3.2. Employees benefits from Effective Induction:

i. Fitting in and feeling a part of the team/socialization:

New employees are likely to settle in more quickly and enjoy working for the organization if the process of socialization takes place smoothly. The social aspects of work – relationships with colleagues – are very important for many people.

The extent to which employees can directly influence the quality of socialization may often be limited, but it is a feature of introduction to the organization to which they should pay attention, as far as this is possible, during the induction arrangements (Armstrong, 2006).

ii. Being accepted as part of the team

The psychological contract consists of implicit, unwritten beliefs and assumptions about how employees are expected to behave and what responses they can expect from their employer. It is concerned with norms, values and attitudes. The psychological contract provides the basis for the employment relationship, and the more this can be clarified from the outset, the better. Induction arrangements can indicate what the organization expects in terms of behavioural norms and the values that employees should uphold. Induction provides an opportunity to inform people of 'the way things are done around here' so that misapprehensions are reduced even if they cannot be eliminated (Boella, 1992).

iii. Becoming competent and hence confident in the shortest possible time

The new employee should feel welcome and at ease, he or she should understand the organization in a broad sense (its past, present, culture and vision of the future), as well as key facts such as policies and procedures, the employee should be clear about what is expected in terms of work and behavior, and the person should have begun the process becoming socialized into the firm's ways of acting and doing things within a short period of time. (Dessler, 2004)

iv. Reduce anxiety

Anxiety in this case means fear of failure on the job. It is a normal fear of the unknown, focused on the ability to do the job. This anxiety can be made worse if old employees haze the new employees.

Hazing takes place when experienced employees "kid" the new employee. Effective induction alerts the new person to hazing and reduces anxiety. (Ivancevich, 2003)

Dessler emphasized that organizations shouldn't underestimate induction's importance. Without basic information on things like rules and policies, new employees may make time-consuming or even dangerous errors. Their performance and the firm's –will suffer. Furthermore, induction is not just about rules. It is also about making the new person feel welcome and at home and part of the team, all potentially important if you want him or her to be productive.

2.4. Key ways of Induction Program

How induction information is conveyed vary from organization to organization. As stated by Ivancevich, (2003), Induction programs for new employees vary from quite in-formal, primarily oral efforts, to formal schedules that supplement spoken presentations with written handouts. Instead of a quick and information overloaded induction program, a more systematic and guided procedure is appropriate.

i. Formal induction Programmes:

Armstrong (2009) stated that formal induction courses can provide for new starters to be assembled in groups so that a number of people can be given consistent and comprehensive information at the same time that may not be forthcoming if reliance is placed solely on team leaders. A formal course is an opportunity to deliver messages about the organization, its products and services, its mission and values, using a range of media such as DVDs and other visual aids that would not be available within departments. But formal induction courses cannot replace informal induction arrangements at the workplace where the most important need – settling people well – can best be satisfied. For small – and medium – sized organizations, induction might involve a combination of one –to-one discussions with senior and line managers, 'buddy' over the first few weeks. In larger organizations there is a greater likelihood of a formal induction programme, over days or weeks, combining an induction event with classroom- based training, presentations from senior managers and existing staff, support literature(e.g. information pack, staff manuals and handbooks) job shadowing, mentoring and e-learning facilities such as the organizational intranet. The main advantages of formal induction programme (Income Data Service, 2005) are that they:

- Enable spread of information inputs over a longer period, allowing a more gradual assimilation by the new recruits.
- Enable economic scale in terms of time and costs in dealing with group rather than individual inductions.

- Ensure a consistency of information and enable a common positive message to be conveyed in a variety of media.
- Facilitate the development of work relationships through team- building events and more informal socializing (CIPD, 2005).

Induction need not be a very formal process but it needs to be properly managed. Having a structured checklist to follow is useful for both parties. It may be appropriate to provide certain information in written form; and if the organization has a company handbook, this can often act as an aide memoire covering important aspects of the company organization and how it functions.

It is useful to have a written checklist of the items that need to be covered in the induction programme.

New Staff Induction Checklist

The purpose of this checklist is to facilitate the new staff induction requirements. Where the answer to the question is 'no', the inductor should take the required action. All questions must be answered.

EMPLOYEE NAME:	POSITION/JOB:
DEPARTMENT:	COMMENCEMENT DATE:

ITEM	YES	NO	REQUIRED ACTION (If applicable)	PERSON RESPONSIBLE	COMPLETION DATE
INTRODUCTION					
Provided with a job description and responsibilities?					
Advised of terms and conditions of employment?					
Advised of work times and meal breaks?					
Oriented to facilities (e.g. staff room, toilets)?					
Provided with a site tour?					
INTRODUCED TO KEY PEOPLE					
Health and safety representatives? <i>(If applicable)</i>					
Principal/Supervisor?					
Co-workers?					
First aid personnel?					
Fire Wardens?					
WORKPLACE RELATED INFORMATION					
Advised of car parking? (If applicable)					
Provided with personal security (storing belongings etc)?					
Shown specific work area?					
Provided with keys/security pass? (If applicable)					

HEALTH AND SAFETY

Provided with access to health and safety policy and procedures?					
Informed of evacuation procedure?					
Advised of roles and responsibilities for safety?					
Shown first aid facilities and procedures?					
Provided with information on hazards and controls in the workplace?					
Shown hazard and incident reporting procedures, including location of forms that need to be completed?					
Advised of consultation procedures?					
Instructed on how to correctly use and store personal protective equipment (PPE)? (If applicable)					
Shown incident/injury/near miss reporting procedure including location of forms?					
Informed of location and use of fire fighting and emergency equipment?					
Advised of emergency procedures, including emergency exits, assembly points and who to contact?					
Shown the location of Material Safety Data Sheets (MSDS) for hazardous substances?					
Discussed general housekeeping procedures?					
Provided with information on Work Cover and Return To Work programs?					
Informed of security procedures?					

Conducted by: _____ Signature: _____
(Inductor)

Employee: _____ Signature: _____ Date conducted: _____
(Inductee)

Source- www.acas.org.uk

Ideally, induction courses should take place as soon as possible after starting. If there are sufficient new employees available, this could be half the first day or a half or whole day during the first week. If a lot of information is to be conveyed, supplementary half or one-day courses may be held later. However, the course may have to be delayed until sufficient numbers of new starters are available. If such delays are unavoidable, it is essential to ensure that key information is provided on the first day by personnel and the departmental supervisor. Organizations with branches or a number of different locations often hold formal induction courses at headquarters, which helps employees to feel that they are part of the total business and gives an opportunity to convey information about the role of head office. (Armstrong, 2006)

ii. Informal Induction program

According to Dessler (2004) and Ivancevich (2003) in many organizations it will be carried out informally by the new starter's manager or supervisor on a day-to-day basis. Most induction will consist of meeting and talking with new colleagues, watching activities and asking questions. The following are the two versions informal induction programme:

- a. Supervisor system:** In supervisor system, informal induction training is carried out by the immediate supervisor. This is a “quickie” system where supervisor briefs him about the organization, department and own job, introduce immediate colleagues and take him round sections like stores, tool rooms, machine shop, lab etc. which has direct relations with the work.
- b. Buddy or sponsor system:** In the “Buddy” system an older member of the working group accepts the responsibility of the induction /orientation/ training of the new recruit. He arranges meetings with the relevant persons/department and supplies him with necessary document/literature regarding rules and regulation. He acts as friend, philosopher, and guide to the new entrant. This helps a lot ease the tension due to anxiety and unfamiliarity and absence of friends.

2.5. Basic Guidelines for Formal Induction Programme

A good reception, with the line or personnel manager spending time with the new employee, is important on the first day. There may be further documentation to complete, perhaps a preliminary discussion about training either immediately or in the future, an explanation of the development opportunities that are available, and of course enough information to give the new starter a good grasp of the working practices of the organization.

Ivancevich, (2003) stated the following basic guidelines of formal induction programmes:

- i. Induction should begin with the most relevant and immediate kinds of information and then proceed to more general policies of the organization. It should occur at a pace that the new employee is comfortable with.
- ii. The most significant part of the induction is the human side: giving new employees knowledge of what supervisors and co-workers are alike, telling them how long it should take to reach the standards of effective work, and encourage to seek help and advice when needed.
- iii. New employees should be “sponsored” or directed in the immediate environment by an experienced worker or supervisor who can respond to questions and keep in close touch during the early induction period.
- iv. New employees should be gradually introduced to the people with whom they will work, rather than giving a superficial introduction to all of them on the first day. The object should be to help them know their co-workers and supervisors.
- v. New employees should be allowed sufficient times to get their feet on the ground before job demands on them are increased.
- vi. People can take in only so much information at any given time, and should not be overloaded. It is important that health and safety is introduced in a structured way.
- vii. If there are special health and safety requirements, make sure the new starter fully understands their importance – otherwise there is the risk of being exposed to unnecessary danger or endangering their co-workers. All employees must know what to do in the event of a fire or other emergency. Acas (2005)

The final phase of a well- designed and systematic induction program is the assignment of the new employee to the job. At this point, the supervisor is supposed to take over and continue the induction program. One way to ensure adequate induction is to design a feedback system to control the program or use management by objectives. (Ivancevich, 2003).

2.6. Key Elements/Contents of Induction Programme

The nature of induction varies in content, length and ethos according to the size the organization and type of recruit. ‘Good practice’ guides (Acas, 2005; CIPD, 2005), Armstrong (2009) and Dessler (2004) suggested that induction program should include the following elements:

- information about the organization – its products/services, structure, mission and core values;
- learning arrangements and opportunities – formal training, self-managed learning, personal development plans;
- performance management processes – how they work and the parts people play;
- health and safety – occupational health, prevention of injuries and accidents, protective clothing, basic safety rules;
- conditions of service – hours, holidays, leave, sick pay arrangements, maternity/paternity leave;
- pay and benefits – arrangements for paying salaries or wages, the pay structure, allowances, details of performance, competence- or skill-based pay schemes, details of profit sharing, gain sharing or share ownership arrangements, pension and life or medical insurance schemes;
- policies, procedures and working arrangements – equal opportunities policies, rules regarding sexual and racial harassment and bullying, disciplinary and grievance procedures, no-smoking arrangements;
- trade unions and employee involvement – trade union membership and recognition, consultative systems, agreements, suggestion schemes;
- Employee development opportunities, sports and social amenities, and other employee benefits.

2.7. Who inducts New Employees?

Depending on the size of the organization induction can be conveyed by the following bodies: Armstrong (2013) and (Ivancevich, 2003).

i. Member of the HR department:

New starters will be concerned about who they are going to work for (their immediate manager or team leader), who they are going to work with, what work they are going to do on their first day and the geographical layout of their place of work (location of entrances, exits, lavatories, restrooms and the canteen). Some of this information may be provided by a member of the HR department, or an assistant in the new employee's place of work.

ii. Departmental Head

The manager may give only a general welcome and a brief description of the work of the department before handing over new employees to their team leaders for the more detailed induction. But it is important for the manager to be involved at this stage so that he or she is not seen as a remote figure by the new employee. At least this means that the starter will not be simply a name or a number to the manager.

iii. Team Leader/supervisor

The most important source of information is the immediate manager, supervisor or team leader. The detailed induction in the workplace is probably best carried out by the immediate team leader.

The team leader should introduce new starters to their fellow team members. It is best to get one member of the team to act as a guide or 'starter's friend'. There is much to be said for these initial guides being people who have not been long with the organization.

Armstrong (2006) stated that the detailed induction is probably best carried out by the immediate team leader, who should have five main aims: to put the new employee at ease; to interest the employee in

the job and the organization; to provide basic information about working arrangements; to indicate the standards of performance and behaviour expected from the employee; to tell the employee about training arrangements and how he or she can progress in the company.

As Fowler suggests, there is much to be said for these initial guides to be people who have not been long with the organization. As relative newcomers they are likely to remember all the small points that were a source of worry to them when they started work, and so help new employees to settle in quickly.

2.8. Phases of induction Programme

Dessler (2004) pointed out that a typical induction orientation training programme have the following three phases:

- i. General induction:** This part of training is normally conducted by Human Resource department itself. Here the focus is on the overall standing of the organization, its mission, objectives, history and philosophy of organization, market standing vis-à-vis the nearest competitors, etc information regarding service conditions, pay and perks, promotions, grievance procedures and personnel policies are discussed. This training assists employee to have pride on the organization he/she works. There is no hard and fast rules regarding its duration, depending on the organization it might vary from a few days to few weeks. Dessler (2004), Armstrong (2013),

- ii. Specific Induction:** In this phase the new –comer is introduced to the job. This training is conducted normally by the supervisor himself. New- comer is shown his place of work and introduced to the job. He is introduced to persons /colleagues whom he would be interacting with, in the course of his work. The purpose of specific induction is to make him to adjust with his working environment. Here the duration varies from few weeks to few months. Bloisi (2007) and Boella (1992).

- iii. Follow up Induction:** The purpose of this induction is to get a feedback to know whether the new-comer is fully satisfied with his new environment. The environment means his work, immediate colleagues and supervisor, workshop, amenities and facilities. He may also have some suggestion on adequacy or otherwise of the induction programme, and any other aspects. Follow up phase is carried out by the supervisor or qualified specialist on industrial psychology. The line supervisor records his findings on the quality of work of the new-comer indicating his strong and weak points. Feedback can also be used to assess the requirements of guidance and counseling for the new recruits. Dessler (2004).

2.9. Necessary tools to convey Induction programme

Armstrong (2006), stated that A variety of documents may then be issued to employees, including safety rules and safety literature, a company rule book containing details of disciplinary and grievance procedures and an employee handbook as described below.

Employee handbook

An employee handbook is useful for this purpose. It need not be too glossy, but it should convey clearly and simply what new staff needs to know under the following headings: a brief description of the company – its history, products, organization and management; basic conditions of employment – hours of work, holidays, pension scheme, insurance; pay – scales, when paid and how, deductions, queries; sickness – notification of absence, certificates, pay; leave of absence; company rules; disciplinary procedure; capability procedure; grievance procedure; promotion procedure; union and joint consultation arrangements; education and training facilities; health and safety arrangements; medical and first-aid facilities; restaurant and canteen facilities; social and welfare arrangements; telephone calls and correspondence; rules for using e-mail; travelling and subsistence expenses.

2.10. Induction in practice

One of the aims of proper induction is to create consistency and sense of community within organizations. Often the way how induction is executed sends the first message about the values of organizations. Assessing the training needs of new employees consumes time and money, but it sends the message that the organization is committed to the development of its employees, to giving them the right tools to perform, and to putting them in a position where they can succeed.

In order to execute a proper induction for the new employees the induction should be well planned and the responsibility areas should be clearly defined. Ideally there is a mutual feeling of a shared responsibility in the organization and the whole working community participates in the induction process. Also the stages of the induction should be planned; which issues are taught first and which can be postponed. The methods of the induction should be chosen based on the individual since people are different as learners. Some people prefer reading materials while others learn best by doing. In order to evaluate the new employee's performance, the desired goals of the induction process should be communicated.

Several issues that affect the success, content and length of the induction process depend on the new employees' previous job experiences and the expectations towards the induction modify the induction process. The organization must ensure that the induction is customized for each new employee. In general, younger employees require more guidance compared to an older employee who already has more job experience.

Generally, the detailed literature review part provides insight about the theoretical framework about the Induction Program for new employees and its effect on both parties (the new employees and the organization).

Once the candidate has accepted the job, the organization must then prepare for the new employee's arrival and induction. Failure to attend to this can create a poor impression and undo much of the positive view the candidate has gained throughout the recruitment and selection process. A good induction programme reinforces positive first impressions and makes new employees feel welcome and ready to contribute fully.

The process of induction starts from the recruiting phase of the new employee(s). The actual ending point of the Induction is difficult to define because the process should be viewed as a continuous process which simultaneously develops the whole organization and its members.

Well motivated employees have the energy to be productive and provide quality service. If the company management is not committed to deliver an effective induction process, the motivation levels of the employees can decrease. This might not occur straight after starting a new job, as the new employees usually are eager to prove themselves. Employees are usually highly motivated when starting a job and a poor induction might impair the motivation in early stages. The abovementioned issue is also observed in many organizations; for the first few months the new employees have a high level of motivation, which then gradually decreases due to the several challenges in the organization. Based on the observations made during the research, the diminishing motivation of the employees occurs mostly because human resource management is to a large extent neglected induction in different organizations and the management is not aware of the practical challenges.

2.11. Potential drawbacks of induction Programme

Bloisi (2007) stated that there are different potential drawbacks of employee induction programme; some of these listed as follows:

- Good inductions are difficult and time- consuming to achieve (Taylor,2005 :261)
- They can be impersonal and remote if they rely heavily on HR and senior managers rather than colleagues and line managers (Industrial Relations Services,2003)
- There is a continual danger of information overload if the induction programme is too intensive.
- They can raise expectations beyond that which the organization and/ or the specific job can deliver, leading to low morale or disillusionment.
- Recruits may well vary in what they need from induction programmes, so putting everyone through a standardized programme could well be counterproductive (Taylor, 2005:262).

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

The purpose of the study is to assess the current practice of employee induction and its effect on both the employees and the management in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT). Therefore, descriptive approach of the study is employed as it is found to be appropriate for this study.

The research design is proposed because it is possible to know the in depth response of the respondent objectively and subjectively. The description method is concerned depicting the existing situation, and appropriate to identify and obtain relevant information to the issue under study.

Relevant information to the study is obtained both from primary and secondary sources. The primary sources were Directorate Directors to a large extent the Human Resource Management Directorate, case team leaders and the subordinates of the ALERT Center. Secondary sources are various publications and documents found in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT).

3.1. Sample Population and Sampling Techniques

In All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT), Ethiopia there are 13 Directorate Directors, 61 case team leaders and 1065 subordinates totally there are 1139 staff members. For this study 20 percent of each group members (i.e. 3 Directorate Directors, 12 Case team leaders and 213 subordinates of the center totally 228 respondents were selected.

The sampling techniques that conveyed are both probability and non-probability sampling, i.e., random sampling for subordinates and purposive sampling method for Directorate Directors and Case Team Leaders. The choice of the samples is made through purposive sampling method because the selected Directorate Directors and Case Team Leaders relatively have greater number of subordinates under their position. Whereas, random sampling method is used for subordinates due to their large size.

3.2. Data Analysis

In order to analyze the mass of data that is collected through questionnaire and interview descriptive statistics is employed. In descriptive statistics, frequency counts and percentages are used to analyze the data.

The qualitative data that is obtained from the open ended questions and semi-structured interview is transcribed, edited, coded and analyzed using content analysis. Content analysis is a systematic technique that gathers and compresses large bodies of text into specific and identifiable content categories (Hesse-Biber & Leavy, 2004).

3.3. Instrument for Data Collection

For the purpose of Data Collection two basic instruments namely, questionnaire and semi-structural interview were applied. The questionnaire is made up of both closed and open ended items.

Semi-Structured Interview is a method of collecting data where a flexible interview schedule queries a single interviewee who uses active listening and probing to allow for in-depth detail and understanding (Forester, 2010). And it is conducted with the Directorate Directors and Case Team Leaders.

3.4. Ethical Issues and Procedure for Data Collection

Before dispatching the questionnaire to gather information, its validity and reliability is checked. To this end the questionnaire is given to human resource expert to check the content validity.

A pilot testing is made to those who are not in a sample of the study. Thus, based on the comments and suggestions of the pilot respondent and human resource expert advice, appropriate adjustment and corrections are made.

The questionnaire was distributed to the Case Team Leaders and subordinates and Continuous follow up was made during the collecting process.

Regarding the semi-structured interview, it is given to the human resource expert to evaluate and develop the interview schedule.

During the interview the five basic ethical considerations were apply to the interview. These were informed consent, no deception, the right to withdraw, debriefing and confidentiality (willing, 2008) and it is discussed the above points with the interviewee before interviewing them.

CHAPTER 4: RESULTS AND DISCUSSIONS OF THE FINDINGS

The data obtained from this study were presented using tables and figures with specifications made on the amount of questionnaire distributed. The results were obtained based on the opinions of the respondents as follows:

Table 4.1: Socio Demographic Characteristic of the Respondents:

No.	Item	Response	Frequency	%
1	Sex	Male	91	42.72
		Female	122	57.28
		Total	213	100
2	Educational status	PHD	6	2.63
		Masters Degree	11	4.82
		First Degree	137	64.32
		College Diploma	40	17.54
		High school completed	16	7.02
		Others, Specify	3	1.32
		Total	213	100
3	Service year in ALERT Center	Less than a month	11	4.82
		1-3 Month	70	32.86
		3-6 Month	34	14.91
		6-9 Month	26	11.40
		9-12 Month	9	3.95
		more than a year	63	29.58
		Total	213	100
4	Previous work experience in any other organization	Yes	162	76.06
		No	51	23.94
		Total	213	100

Source: Data collected from the research

Following from Table 4.1, 57.28% of the sample sizes were female while 42.72% were male, which implies that the population of females respondent is greater than males not only this the total number of female employees is greater than males in the Center.

In the same table, regarding educational qualification, 64.32% the respondents have first degree, 17.54% college diploma, 7.02% high school level completed, 4.82% masters degree 2.65% PHD and 1.32% respondents have accomplished elementary education level which implies that the majority of the respondents are first degree holders.

Number 3 of the table 4.1, in relation to work experience, 3: 32.86% of the respondents have work experience between 1-3 months, 29.58% has spent more than a year, 14.91% has put in between 4-6 months, while 11.40% had served from 7-9 months and 3.94% of the respondents had worked from 10-12 months. This data indicates that the majority of the respondents are new comers that their work experience is in between 1-3 months within the case organization.

From the number 4 of the same table above, it is possible to say that 76.06% of the population described that they have work experience in another organization before the hired in ALERT Center while the remaining 23.94% of the respondents indicated that they did not have any work experience before All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT). This shows that the majority of the respondents have worked in another sector before they hired in the case organization.

Table 4.2: ALERT has a planned Induction programme

Item	Response	Frequency	%
ALERT has a planned induction program for new employees.	Strongly agree	93	43.66
	Agree	108	50.70
	Disagree	17	7.98
	Strongly Disagree	0	0
	Total	213	100

Source: Data collected from the research

Table 4.2 shows that 50.70% of the respondents agree while 43.66% of the respondents strongly agree about the presence of planned induction programme in ALERT Center and the remaining 7.98% of the respondents are against this point. The overall analysis shows that ALERT Center uses a planned induction Programme for new employees regularly.

Table 4.3: Delivery of employee handbook/manual and necessary materials

Item	Response	Frequency	%
I have received employee handbook/ employee manual/ and other necessary materials so as to brief basic information during the induction program.	Strongly agree	83	38.96
	Agree	106	49.77
	Disagree	24	11.27
	Strongly Disagree	0	0
	Total	213	100

Source: Data collected from the research

Regarding the delivery of necessary materials, 49.77% of the respondents were agreed while 38.96% respondents strongly agreed and the remaining 11.27% respondents were not believe in the delivery of necessary materials while induction is given to the new employees in the Center.

This shows that necessary materials such as employee handbook, company manual, safety rules and safety literature, medical and first-aid facilities, Id Cards etc. are delivered to new employees while induction takes place in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT).

Table 4.4: Implementation of Formal & informal methods of induction

Item	Response	Frequency	%
Induction is given to me about the Organization both formally and informally.	Strongly agree	40	18.78
	Agree	156	73.24
	Disagree	17	7.98
	Strongly Disagree	0	0
	Total	213	100

Source: Data collected from the research

Table 4.4 indicates, 73.24% of the respondents were agreed up on the implementation of both formal and informal method of induction in the center while 18.78% respondents strongly agreed on it, the rest 7.98% respondents were disagreed about the implementation of the two methods of induction in the Center.

This reveals that in the case organization, a number of new employees are given consistent and comprehensive information at the same time through formal way to deliver messages about the organization, its services, mission, vision, goals and values, using a range of media such as DVDs and other visual aids and also it is carried out informally by the new starter's manager or supervisor on a day-to-day basis through meeting and talking with new colleagues, watching activities and asking questions.

Table 4.5: Performance Problem due to delay in induction Programme?

Item	Response	Frequency	%
I have encountered a problem in my performance because of the delay of induction program.	Strongly agree	24	11.27
	Agree	131	61.50
	Disagree	54	25.35
	Strongly Disagree	4	1.88
	Total	213	100

Source: Data collected from the research

We can clearly see from the table 4.5 that shown above, 61.50% of the respondents of this research agreed up on that performance problem has been occurred due to delay of induction, while 25.35% disagreed; the remaining 11.27% and 1.75% strongly agreed and strongly disagreed the above idea respectively.

This implies that delay of induction programme to new staff members may cause performance problem on employees. People will not be able to cope with the work part of their job unless they understand and are reasonably happy with the surrounding elements such as Location and physical layout, Conditions of employment and contracts, Company and house rules, Customers, Management, supervision, and formal relationship, Colleagues and informal relations.

Table 4.6: Induction helps me to clarify the vision, mission, goals and cultures & values of ALERT Center

Item	Response	Frequency	%
The induction program helps me to clarify the Vision, Mission, Goals, culture and values of ALERT.	Strongly agree	147	69.01
	Agree	57	26.76
	Disagree	6	2.82
	Strongly Disagree	3	1.41
	Total	213	100

Source: Data collected from the research

As shown in the table 4.6 above, out of the total respondents, 69% are strongly agreed up on the importance of induction program that clarified them the Vision, Mission, Goals, culture and values of ALERT Center while 26.76% respondents agreed up on its importance, the remaining 2.80% and 1.40% of the respondents are disagreed and strongly disagreed respectively on induction's importance to clarify the above concepts.

This indicates that induction helps the new employee to feel welcome and at ease, to understand the organization in a broad sense as well as key facts such as policies and procedures and to be clear about

what is expected in terms of work and behavior, and to become socialized into the firm's ways of acting and doing things within a short period of time.

Table 4.7: Induction's contribution to perform jobs satisfactorily?

Item	Response	Frequency	%
Employee induction provides me with the basic background information required to perform my jobs satisfactorily.	Strongly agree	97	45.54
	Agree	110	51.64
	Disagree	6	2.82
	Strongly Disagree	0	0
	Total	213	100

Source: Data collected from the research

In the table 4.7, regarding the contribution of induction to job satisfaction, 51.64% respondents are agreed on that Employee induction provides basic information required to perform jobs satisfactorily while 45.54% respondents strongly agreed, the rest 2.82% respondents opposed this issue.

This implies that induction training helps the new employees to equip with necessary information and skills so as to cope with the challenges and anxiety that comes in settling into a job or performance.

Table 4.8: Immediate Team leaders or supervisors play a great role in the actual work place induction process

Item	Response	Frequency	%
The immediate Team Leader or supervisor provided me detailed induction in the workplace.	Strongly agree	54	25.35
	Agree	111	52.11
	Disagree	45	21.13
	Strongly Disagree	3	1.41
	Total	213	100

Source: Data collected from the research

Table 4.8 reveals that, 52.11% the respondents agreed up on that the immediate Team Leaders or supervisors provided them detailed induction in their workplace while 25.35% strongly agreed on the issue the rest 21.13% and 1.41% of the respondents disagreed and strongly disagreed respectively on the issue of the immediate Team Leaders’ or supervisors’ support for them in their workplace.

This indicates that immediate team leaders have understood as they are the most important source of information and practically contributing their great role for the success induction programme. A detailed induction is probably best carried out by the immediate team leader to put the new employee at ease; to interest the employee in the job and the organization; to provide basic information about working arrangements; to indicate the standards of performance and behaviour expected from the employee; to tell the employee about training arrangements and how he or she can progress in the case organization.

Table 4.9: Satisfaction by the induction programme premise

Item	Response	Frequency	%
I am satisfied by the training premise /venue whether the induction program has been delivered.	Strongly agree	51	23.94
	Agree	139	65.26
	Disagree	17	7.98
	Strongly Disagree	6	2.82
	Total	213	100

Source: Data collected from the research

This research analysis regarding induction programme premises in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT), shows that 65.26% of the respondents revealed that they agreed up on the conduciveness of the training premise or venue of the induction while 23.94% indicated their strong positive opinion towards the premises or venues, the remaining 7.98% and 2.82% of the respondents provided their answer as disagreed and strongly disagreed respectively for the given question.

It implies that most of the respondents are satisfied with the place where the induction programme takes place.

Table 4.10: Suitability of induction schedule in ALERT Center?

Item	Response	Frequency	%
Sequence of the course/induction/ schedule was suitable and proper.	Strongly agree	48	22.54
	Agree	119	55.87
	Disagree	40	18.78
	Strongly Disagree	6	2.81
	Total	213	100

Source: Data collected from the research

Table 4.10 reveals that, 55.87% of the respondents indicated their positive feeling on the suitability of the induction programme arrangement while 22.54% respondents showed their strong positive opinion or agreement on it and the rest 18.78% and 2.81% respondents expressed their negative feeling by responding disagreed and strongly disagreed respectively.

This implies that, the majority of the respondents expressed the suitability of the induction schedule that prepared by the Center to carry out induction for new employees.

Table 4.11: Completeness of the induction program content?

Item	Response	Frequency	%
I am satisfied with the overall contents incorporated in the induction program.	Strongly agree	80	37.56
	Agree	99	46.48
	Disagree	34	15.96
	Strongly Disagree	0	0
	Total	213	100

Source: Data collected from the research

Regarding the induction programme content table 4.11, shows that, 46.48% of the respondents agreed up on the overall contents incorporated in the induction program while 37.56% of the respondents strongly agreed about this issue whereas the rest 15.96% respondents disagreed about the completeness of the induction programme contents that prepared in the Center.

This implies that most of the respondents expressed the induction programme that prepared by the Center incorporated the necessary contents for new employees.

Table 4.12: Appropriateness of time allocated for each induction programme content

Item	Response	Frequency	%
I am satisfied by the time allocated for each induction contents.	Strongly agree	31	14.56
	Agree	54	25.35
	Disagree	126	59.15
	Strongly Disagree	2	0.94
	Total	213	100

Source: Data collected from the research

Table 4.12 gives an indication of the time allocated for each contents of the induction programme. The majority (59.15%) of the respondents disagreed about the appropriateness of the time allocated for each induction contents while 25.35% agreed, 14.56% strongly agreed and the remaining 0.94% of the respondents strongly disagreed about the appropriateness of time allocation for each content of the induction programme.

This implies that there is information overload during the induction programme of the Center and it needs some adjustments to alleviate the problem.

Table 13: Induction to increase a feel of organizational belongingness?

Item	Response	Frequency	%
The induction programme increased my feeling of organizational belongingness.	Strongly agree	73	34.27
	Agree	117	54.93
	Disagree	23	10.80
	Strongly Disagree	0	0.00
	Total	213	100

Source: Data collected from the research

Regarding organizational belongingness, in table 4.13, the majority of (54.93%) of the respondents agreed that the induction programme maximized their feeling of organizational belongingness while 34.27% strongly agreed about this point, the rest 10.80% respondents of the research disagreed the contribution of induction programme to maximize their feeling of organizational belongingness.

This shows that induction has its own contribution to create a feeling of organizational belongingness to new staff members. Therefore, a committed employee is one who identifies with the organization, wants to stay with it and is prepared to work hard on behalf of the organization.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATION

The final chapter contains a short summary of the entire thesis, conclusion of this study and lastly recommendations about the findings of this research listed below.

5.1. Summary

This dissertation is about induction practices to new employees in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT). The purpose of the study is to assess the current practice of employee induction and its effect on both the employees and the management in the aforementioned organization.

Therefore, it is essential for ALERT Center to have an effective employee induction programme and a greater degree of involvement in their employees.

Many organizations consider recruiting to be more important than induction and thus the induction process is often neglected. However it should be acknowledged that investing in recruiting will not pay off if the employee will not be committed through the induction process. (Turun Sanomat 2008.)

Descriptive approach of the study is employed as it is found to be appropriate for this study. To assess the practices of employee induction, questionnaires and interviews were carried out with 213 subordinates for the questionnaires and 15 heads in different positions totally 228 employees working at All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT) were selected for this thesis.

Regarding induction programme, as Kuntatyöntajat (2011) stated that a well-organized induction lowers the amount of errors and improves work quality as well as customer satisfaction. In contrast, a poor induction often increases the risk of errors and threatens the quality of the service delivered for a customer. In relation to this, the majority (94.36%) of respondents of the questionnaire are in favor of that ALERT Center has a planned induction program for new employees.

However, all the interviewee uncover that even though the organization prepare annual plan to provide formal induction in every quarter for new recruited employees, sometimes there is a situation that providing induction in every 6 month instead of providing it based on the plan. This delay of induction causes the new employees unable to socialize with their colleagues, their work and the environment as soon as possible.

In relation to the importance of induction, Boella (1992), and Armstrong (2006) have described that induction has variety of benefits for both an organization and employees.

In this thesis, out of the total respondents, 95.77% described that induction program is important to clarify them the Vision, Mission, Goals, culture and values of ALERT Center, the majority (97.18%) of the responses confirmed that the principal objective of induction training is to equip the new employees with necessary information and skills so as to cope with the challenges and anxiety that comes in settling into a job or performance, and most of (89.20%) of the respondents approved that induction helps to create a feeling of organizational belongingness to new staff members. A committed employee is one who identifies with the organization, wants to stay with it and is prepared to work hard on behalf of the organization.

Almost 92.02% of the respondents of this research indicate that ALERT Center to some extent follows the scientific methods or procedures in implementing the induction program starting from Planning to evaluation processes. Regarding induction materials 88.73% responses dictated that the Center prepares and distributes necessary employee handbook for this purpose. This reveals that in the organization a number of new employees are given consistent and comprehensive information at the same time through formal way to deliver messages about the organization, its services, its mission and values, using a range of media such as DVDs and other visual aids and also it is carried out informally by the new starter's manager or supervisor on a day-to-day basis through meeting and talking with new colleagues, watching activities and asking questions.

Most of (84.04%) of the respondents of the questionnaire and the interviewee expressed that the induction programme that delivered by the Center incorporated the necessary contents. i.e. information about the organization, learning arrangements and opportunities, performance management processes, health and safety, conditions of service, pay and benefits, policies, procedures and working arrangements, employee development opportunities, and other employee benefits.

However, it lacks a written checklist of the items those need to be covered in the induction programme. Having a structured checklist to follow is useful for both parties.

Based on the interviews of different level managers, the Center faces variety of problems in implementing induction program such as Good inductions are difficult and time- consuming to achieve, information overload when the induction programme is too intensive, differences in what the new employees need from induction programmes, budget constraints also another problem to provide formal induction for longer period of time and different places.

5.2. Conclusion

The purpose of this thesis was to assess the current practice of employee induction and its effect on both the employees and the management in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT). In order to do so, the research aimed to identify why induction is an important part of human resource management, how it can be done effectively, what tools are used for induction process, what contents incorporated in induction program, by whom induction practically provided, when and where the induction is conveyed, and what potential drawbacks observed in the induction process in ALERT Center.

This thesis argues on the importance of an induction process as a part of the case organization's human resource practices.

Several factors affect the success of an induction process and it can have multiple objectives. In general the following are the main inferences that drawn from this research:

A planned and systematic induction programme is desirable. Induction programme requires setting common, clear and achievable goals to be successful. Unquestionably developing a systematic induction process at the case organization is necessary. ALERT Center has now grown into a point where it is vital to create and reinforce certain organizational systems. It has a large service range and the employees need to adapt to a considerable amount of information is wide; an effective induction process is a prerequisite for organizational goal achievement.

Induction indicates how the Center takes care of its employees and yet, induction is the first process that the new employee faces. Thus an organization can create a memorable first impression – in good or in bad. Well executed induction significantly accelerates employees' learning as there is a clear program to be followed and the employee knows what is ahead.

It also has an effect on employee turnover; as people are effectively oriented, they are more likely to stay in the firm for a longer time.

A structured written checklist is necessary for induction programme. It is useful to have a written checklist of the items that needed to be covered in the induction programme. Not only does this give some structure to the induction but it also ensures that both the new starter and the manager know what has or has not been covered at any given time. Such a checklist is normally drawn up by the personnel section in consultation with other involved staff, such as safety officers, line manager/supervisors, employee representatives (if appropriate), and training officers. The case organization does not have a written checklist of the items that need to be covered in the induction programme.

Induction programme requires some adjustments to meet employees' particular needs. Even people transferring from one part of the organization to another need induction into their new area. Don't assume that they will know the relevant people or the skills they will need in the new job. However, they may need a more individually tailored induction programme to meet their particular needs.

The new starter who has considerable recent work experience and is a confident, outgoing individual may have a different induction need from the person with little or no experience, and who may be shy or reserved in this new work setting.

Employee handbook or manual is necessary for induction purpose. Employee handbook need not be too glossy, but it should convey clearly and simply what new staff needs to know. If the organization is not large enough to justify a printed handbook, the least that can be done is to prepare a typed summary of this information. According to the respondents of this thesis, ALERT Center has a well- organized employee handbook so as to create awareness all about the necessary information.

Induction process is a collaborative effort. There may well be several people involved in the planning and delivery of the induction programme. In a small company, it may be the personnel officer, the manager or supervisor, and perhaps a ‘buddy’. A larger organization may call on the abilities and skills of many people. Such as the personnel or human resource manager, a competent health and safety adviser, the training officer, the line or department manager, the supervisor, the trade union or employee representative. In ALERT Center induction is carried out by human resource management directorate director, other directorate directors, and health and safety adviser in formal way and also line managers through informal way of induction.

Induction programme must spread over for several days/weeks. The induction programme may be spread over several days or weeks and may incorporate specific job training people can take in only so much information at any given time, and should not be overloaded. Don’t forget induction needs for shift workers or night workers. They may need some time on days, or modified shifts, to cover the induction period. In the case organization especially formal induction is provided to new employees within a single day; this led to information overload more over the Center does not arrange another induction programme for shift and night workers.

The outcome of improving these induction practices is that the new starters to have a good feel for the organization, and to feel that they made the right decision in joining the firm.

5.3. Recommendations

An induction programme should be well planned, flexible and should take the individual needs of the beginning employees into consideration. A well-planned, flexible induction programme should set clear and achievable goals for the team to work towards and should provide clear direction. It should extend over a longer period of time, should make provision for new employees' assessment and systemic evaluation, and should allow for constructive feedback.

Therefore, even though ALERT Center has an induction programme, it has to review and improve the plan time to time.

Having a structured checklist to follow is useful for both parties (an organization and new employees). The study indicates that the case organization does not have induction programme checklist. Therefore, the Center should prepare a structured written checklist in order to facilitate the new staff induction requirements properly.

Induction programme requires some adjustments based on employees who may need special attention such as School and college leavers, employees with disabilities, employees who changed their previous work situation and minority groups. However, according to the interviews of this study, in the case organization induction is practicing without considering the above issues. Therefore, ALERT Center should tailor induction programme to meet their particular needs of employees.

The induction programme should stretch over a longer period of time and should not give too much information too soon, as this could lead to information overload. The majority if the respondents (59.15%) expressed that the time allocated for the induction programme is not suitable due to information overload. All the interviewees also agreed that, when the employees started, they were bombarded with a lot of new information. They had a “new place, new participants, new colleagues and new systems and procedures” to contend with. They admitted to feeling overwhelmed by all the new information. They mentioned that the newly appointed staff should be allowed time in which “to find their feet and to orientate themselves”.

Therefore, ALERT Center should spread over employee induction for several days to reduce information overload and should arrange another programme for shift and night workers.

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Appendix- A- Questionnaires

INDIRA GANDHI NATIONAL OPEN UNIVERSITY SCHOOL OF SOCIAL SCIENCES

Questionnaire to be filled by new employees

Researcher: Animaw Belete

Research Topic: INDUCTION FOR NEW EMPLOYEES: THE CASE OF ALL AFRICA LEPROSY, TUBERCULOSIS AND REHABILITATION TRAINING CENTER/ALERT/

Dear Respondent:

This questionnaire is designed for academic purpose towards partial fulfillment of Masters of Public Administration/MPA/on Human Resource Management to collect valuable ideas and comments from you. It's also intended as a high level diagnostic tool to highlight opportunities for possible solutions to the problems.

I would, therefore, like to express my sincere appreciation and deepest thanks in advance for your willingness, effort and cooperation in completing this questionnaire.

General Guidelines:

- ✎ Please put a tick "✓" mark for those questions that are followed by choices.
- ✎ You are not required to write your name.
- ✎ I ask you in all due respect, to fill the questionnaire carefully and at your best knowledge.

Confidentiality

I want to assure you that this research is only for academic purpose authorized by Indira Gandhi National Open University School of Social Sciences, and will by no means be presented for other purposes. Thus, your ideas and comments are highly honored and kept confidential.

Contact Address: For any query please don't hesitate to contact me at (Tel. 0911 06 36 73 or e-mail anishblt@ yahoo.com)

Thank you.

PART TWO: BASIC DEMOGRAPHIC DATA

1. Gender: Male Female
2. What is your highest or recent educational status?
- PHD College Diploma
- Masters Degree High school completed
- First Degree Elementary school completed
3. How long have you been in ALERT?
- Less than a month 7- 9 months
- 1- 3 Month 10-12 months
- 4- 6 months more than a year
4. Have you worked in any other organization previously?
- Yes No

Please tick one among the options given below for the following questions. Answer that (1= strongly agree, 2= Agree, 3= Disagree, 4= strongly disagree).

No.	Items	Strongly agree	Agree	Disagree	Strongly Disagree
1.	ALERT has a planned induction program for new employees.				
2.	I have received employee handbook/ employee manual/ and other necessary materials so as to brief basic information during the induction program.				
3.	Induction is given to me both formally and informally.				
4.	I have encountered a problem in my performance because of the delay of induction program.				
5.	The induction program helps me to clarify				

	the Vision, Mission, Goals, culture and values of ALERT.				
6.	It was hard for me to cope up and align with the culture of the Center before this induction program.				
7	Employee induction provides me with the basic background information required to perform my jobs satisfactorily.				
8.	The induction Program helps me to be effective and efficient to attain the Organization's Goal.				
9.	The immediate Team Leader or supervisor provided me detailed induction in the workplace.				
10.	I am satisfied with the training premise/venue.				
11	Sequence of the course/induction/ schedule was suitable and proper.				
12.	The induction programme clarified me legal and employee benefits within ALERT.				
13.	I am satisfied with the overall contents incorporated in the induction program.				
14.	I am satisfied by the time allocated for each induction contents.				
15.	The induction programme has increased my feeling of organizational belongingness.				
16	I have observed that there was information overload during the induction program.				

Do you have any other comments/ideas that you want to bring out?

Appendix-B- Interview Questions

School of Graduates Masters of Public Administration/MPA/

This interview was used to collect the necessary and first hand information regarding the process of Induction programme organized in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center/ALERT/. For this purpose 3 directors and 12 team leaders totally 15 interviewee were selected.

Date_____

Organization_____

Employment status_____

Age_____

Gender_____

1. Does induction programme is being done right after recruitment? If not, why?
2. What are the benefits of induction from your organization perspective?
3. What kind of induction method does the Center use to have an effective induction program?
4. How do you see the concern of management regarding induction program?
5. What are the decisive factors for selecting trainers for the induction?
6. Does the HRM department prepare relevant materials of induction courses that help participants for future reference?
7. Can you specify the reason for its delay or absence?
8. How the HRM do evaluates the effectiveness of the induction program?
9. Do you have any other comments/ideas that you want to bring out?

Thank you for your participation!

The Research Proposal

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Programme Code – MPA

Course Code – MPAP-002

Enrolment No: – ID 13 61 520

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Induction for new Employees: A Case in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT), Ethiopia.

**June 2015
Addis Ababa, Ethiopia**

CERTIFICATE OF APPROVAL

I hereby certify that the proposal for the Dissertation entitled Induction For New Employees: A Case in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT) ,Ethiopia by Animaw Belete Asres has been prepared after due consultation with me. The proposal has my approval and has, to my knowledge, the potential of developing into comprehensive Dissertation Project.

I also agree to supervise the above –mentioned Dissertation till its completion.

Signature_____

Name_____

Designation_____

Address_____

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1. Introduction

The idea for this thesis developed due to my rigorous interest in Human Resource Management activities; and this has definitely had an effect on my decision to do the thesis about induction.

The process of induction starts from the recruiting phase of the new employee(s). The actual ending point of the Induction is difficult to define because the process should be viewed as a continuous process which simultaneously develops the whole organization and its members.

Well motivated employees have the energy to be productive and provide quality service. If the company management is not committed to deliver an effective induction process, the motivation levels of the employees can decrease. This might not occur straight after starting a new job, as the new employees usually are eager to prove themselves. Employees are usually highly motivated when starting a job and a poor induction might impair the motivation in early stages. The abovementioned issue is also observed in many organizations; for the first few months the new employees have a high level of motivation, which then gradually decreases due to the several challenges in the organization. Based on the observations made during the research, the diminishing motivation of the employees occurs mostly because human resource management is to a large extent neglected induction in different organizations and the management is not aware of the practical challenges.

The aim of this thesis is to address 1) why induction is an important part of human resources, 2) how it can be done effectively, 3) what are the tools for an induction process, 4) what contents should include in induction program, 5) by whom induction should be delivered, 6) when and where the induction should be conveyed, and 7) what potential drawbacks observed in the induction process. All the practices of these elements will be investigated in the case organization (All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT)).

In addition, other possible development areas related to induction and management of human resources will be discussed. The scope and implementation of the induction process as well as

the contents for a possible induction manual will be researched through semi-structured interviews and written questionnaires of the case organization subordinates and different level managers. The literature review of this thesis covers the following topics; the definition, significance, key ways, basic guidelines, key elements/contents of induction for an organization, and how induction should be executed in practice.

1.1. Background of the case Organization

It is now an Ethiopian government organization founded in 1942 in the name of Princess Zenebework Memorial Hospital and renamed to All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT) in 1971.

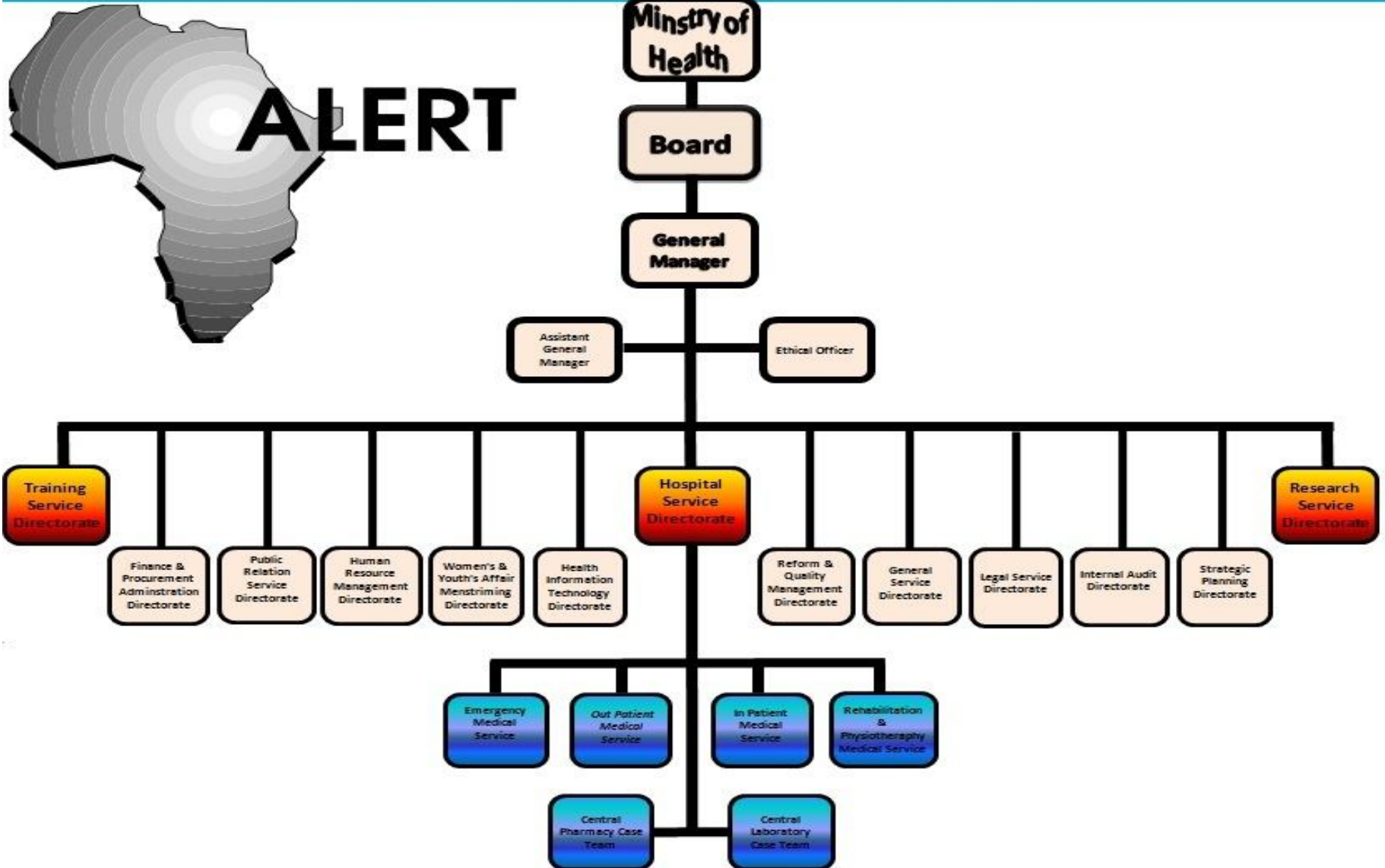
ALERT center is established 80 years back and comprises of three big services which includes the Hospital, Armauer Hansen Research Institute (AHRI) and the Training services.

The hospital provides service to large number of clients in diverse areas of specialty including leprosy and dermatology, adult and Pediatric ART, TB, MDR –TB, maternal health services, plastic surgery, ophthalmology and others. The Armauer Hansen Research Institute (AHRI) runs and publishes a number of researches in different infectious diseases including leprosy, TB, HIV, malaria, Meningitis, leishmaniasis and others.

The training division has 65 years of track record of organizing and facilitating trainings on leprosy and tropical dermatology, TB & MDR-TB, adult and pediatric HIV, clinical nutrition, clinical training skills, program management and other trainings. Currently the center has 1021 permanent and 118 contract total 1139 employees.

The accountability of this center is to the Ministry of Health, and its powers and responsibilities issued by Regulation No.167/2009 on Negarit Gazetta 15th year No .65 November 2009. The Center is managed by a Board of Directors that has the power to oversee and supervise the administration of the center, examine and submit to the Ministry annual work and budget and follow up the implementation, forward recommendation to the Ministry, approve internal rules and procedures, establish and direct committees to work effectively, decide on studies and proposals, investigate and decide on complaints lodged against the center, examine and approve performance and financial reports of the center.

All Africa Leprosy, Tuberculosis & Rehabilitation Training Center



Picture1. The current Organizational chart of, ALERT Center

Since the case organization is a large sized organization, many new employees are hiring in various tasks due to its continuous service expansion. Therefore, there is a need to arrange proper induction programme for new employees to reduce anxiety, turnover, to save time and to develop realistic expectations of these employees. This research thesis will investigate the actual practices of induction and its effect in the case organization by emphasizing on why the organization arrange induction?, how the organization carry out induction?, what contents included in induction program?, What tools are used in the process?, By whom induction is delivered?, When and where the induction is conveyed? And what potential drawbacks observed in the induction process? Thus, it seems proper for the ALERT center to study such a topic and the issues under study.

1.2. Statement of the Problem

People will not be able to cope with the work part of their job unless they understand and are reasonably happy with the surrounding elements. Furthermore, organizations are aware that the continued survival of the organization depends on having the right people, in the right place, at the right times, to do the right things and get the right result.

Investigating the actual practice of induction for new employees in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT), Ethiopia is assumed to be important and indispensable issue because it has direct implication on its hospital, research and training services success.

As pointed out by Fowler (1996), employees are far more likely to resign during their first months after joining the organization. The costs can include: recruitment costs of replacement; induction costs (training etc); costs of temporary agency replacement; cost of extra supervision and error correction; gap between the employee's value to the company and the cost of the employee's pay and benefits. These costs can be considerable. The cost for a professional employee could be 75 per cent of annual salary. For a support worker the cost could easily reach 50 per cent of pay. It is worth making an effort to reduce that cost. First impressions are important, as are the impact of the first four weeks of employment. Giving more attention to induction pays off.

Thus, by considering the main purposes of employee induction such as: making the new employee feel welcomed, providing one with basic information to function effectively, understanding the organization in its broad sense and familiarizing one with the organization's cultures and values this study is planned to assess the practices of induction in the above mentioned organization.

1.3. Basic Research Questions

There are many issues that can be affected through a proper induction, such as the quality and effectiveness of work, atmosphere, labor costs and employee turnover. Organization's values, vision and strategy are the starting point of the induction as well as the objective of it. Thus, the following five research questions are suggested for this thesis;

- vi. Does the organization have an induction program for new employees?
- vii. Why is induction especially important at the case organization?
- viii. What are the expected outcomes of an induction process?
- ix. To what extent the organization follow the scientific methods or procedures in implementing the induction program?
- x. What problems does the organization face in implementing induction program?

1.4. Objective of the Study

The general objectives of the study will be exploring the major practices of induction for new employees and will investigate the major problems that hinder the implementation of induction in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT), Ethiopia.

The specific objectives of the study will be:

- To identify the benefits that induction brings to the case organization.
- To overview how the Center conduct induction program for its new staff members.
- To explore whether the Center carried out induction in planned way or not.
- To identify barriers that affects the implementation of induction.
- To explore the tools and contents used while implementing induction process in ALERT center.

1.5. Significance of the Study

Induction is the process of helping the new employee to become an efficient and productive member of the organization as soon as possible by minimizing errors and simultaneously avoiding the costs of employee turnover by giving them a good first impression of the organization. A well conducted induction communicates to the employee that the organization values and cares about him or her. A proper induction decreases the amount of mistakes and accidents at work and improves the quality of work as well as customer satisfaction.

(Kuntatyönantajat, 2011).

Hence, this study will have the following significances:

- ii. It will provide input and direction to the Center in assessing and induction program strategy.
- iii. The result of this study will help the Center and other concerned bodies to understand the status of their induction program activities.
- iv. The study will give insight about major problems that face the Center in implementation of induction program.
- v. The study might also use as a base for further in depth study in the area.

1.6. Operational Definition

Induction: refers to the process of receiving and welcoming employees when they first join to an organization and giving them the basic information they need to settle down quickly and happily and start work.

Retention: refers to the ability of an organization to retain its employees.

Center: refers to All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT), Ethiopia.

New Employee: refers to employee who is hired in the center within six months in permanent or contractual basis.

1.7. Delimitation of the Study

The study will be conveyed on a single organization case (i.e. induction of new employees in the case of All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT) which is found in Addis Ababa, Ethiopia. The respondents will be some selected employees and managers of the center due to finance, time & other reasons.

2. Literature Review

Conceptual frame work

As stated by Bloisi (2007), Induction comes into play once the successful applicants have been chosen, offers made, and the contractual terms and start dates agreed. Its general purpose is to ensure the effective integration of staff into or across the organization for the benefit of both parties

Starting a new job can clearly be stressful. New recruits need to learn about their employing organization, employment conditions ,their colleagues, line managers and the way things are done'. Induction provides the employer with the opportunity of welcoming new colleagues, giving them the information they require to operate in their new work environment and to support their acclimatization. From an employer's or manager's perspective, it is a critical phase. Poor induction could wipe out all the potential selection gains, leading to:

- Discord within work teams
- Low morale, particularly for new employees
- Loss of productivity and, in extreme cases, the avoidable costs of finding further staff if the new recruits leave or are dismissed.

The latter is not a point to be underestimated, the CIPD recruitment survey (2005) estimates that some 13 per cent of leavers had less than six months' service.

Therefore, the general concept of induction program and its effect on the new employees' and the management in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT), Ethiopia will be examined and discussed in this chapter.

2.1. Definition of Induction

Induction is the process of receiving and welcoming employees when they first join a company and giving them the basic information they need to settle down quickly and happily and start work (Armstrong, 2006).

2.2. Importance of Induction

Induction is important for the reasons given below.

i. Reducing the cost and inconvenience of early leavers

As pointed out by Fowler (1996), employees are far more likely to resign during their first months after joining the organization. The costs can include: recruitment costs of replacement, induction costs (training etc), costs of temporary agency replacement, cost of extra supervision and error correction, gap between the employee's value to the company and the cost of the employee's pay and benefits. First impressions are important, as are the impact of the first four weeks of employment.

ii. Increasing commitment

A committed employee is one who identifies with the organization, wants to stay with it and is prepared to work hard on behalf of the organization. The first step in achieving commitment is to present the organization as one that is worth working for and to ensure that this first impression is reinforced during the first weeks of employment (Armstrong, 2006).

iii. Clarifying the psychological contract

The psychological contract consists of implicit, unwritten beliefs and assumptions about how employees are expected to behave and what responses they can expect from their employer. It is concerned with norms, values and attitudes. The psychological contract provides the basis for the employment relationship, and the more this can be clarified from the outset, the better. Induction arrangements can indicate what the organization expects in terms of behavioural norms and the values that employees should uphold. Induction provides an opportunity to inform people of 'the way things are done around here' so that misapprehensions are reduced even if they cannot be eliminated (Boella, 1992).

iv. Accelerating progress up the learning curve

New employees will be on a learning curve – they will take time to reach the required level of performance. Clearly, the length of the learning curve and rates of learning vary, but it is important to provide for it to take place in a planned and systematic manner from the first day to maximize individual contributions as quickly as possible (Ivancevich, 2003).

v. Socialization

New employees are likely to settle in more quickly and enjoy working for the organization if the process of socialization takes place smoothly. The social aspects of work – relationships with colleagues – are very important for many people. The extent to which employees can directly influence the quality of socialization may often be limited, but it is a feature of introduction to the organization to which they should pay attention, as far as this is possible, during the induction arrangements (Armstrong, 2006).

2.3. Key ways of Induction Program

As stated by Ivancevich, 2003), Induction programs for new employees vary from quite informal, primarily oral efforts, to formal schedules that supplement spoken presentations with written handouts. Formal inductions often include a tour of the facilities or slides, charts, and pictures of them.

Usually, the latter are used when a larger number of employees must be inducted. Instead of a quick and information overloaded induction program, a more systematic and guided procedure is appropriate.

2.4. Basic Guidelines for Formal Induction Program

Following are a few guidelines for such a program:

1. Induction should begin with the most relevant and immediate kinds of information and then proceed to more general policies of the organization. It should occur at a pace that the new employee is comfortable with.
2. The most significant part of the induction is the human side: giving new employees knowledge of what supervisors and co-workers are alike, telling them how long it

should take to reach the standards of effective work, and encourage to seek help and advice when needed.

3. New employees should be “sponsored” or directed in the immediate environment by an experienced worker or supervisor who can respond to questions and keep in close touch during the early induction period.
4. New employees should be gradually introduced to the people with whom they will work, rather than giving a superficial introduction to all of them on the first day. The object should be to help them know their co-workers and supervisors.
5. New employees should be allowed sufficient times to get their feet on the ground before job demands on them are increased.

The final phase of a well- designed and systematic induction program is the assignment of the new employee to the job. At this point, the supervisor is supposed to take over and continue the induction program. One way to ensure adequate induction is to design a feedback system to control the program or use management by objectives. (Ivancevich, (2003).

2.5. Key Elements/Contents of Induction Programme

The nature of induction varies in content, length and ethos according to the size the organization and type of recruit. ‘Good practice’ guides (e.g. Acas, 2005; CIPD, 2005) suggest that elements of induction program should a minimum, include:

- information about the organization – its products/services, structure, mission and core values;
- learning arrangements and opportunities – formal training, self-managed learning, personal development plans;
- performance management processes – how they work and the parts people play;
- health and safety – occupational health, prevention of injuries and accidents, protective clothing, basic safety rules;
- conditions of service – hours, holidays, leave, sick pay arrangements, maternity/paternity leave;
- pay and benefits – arrangements for paying salaries or wages, the pay structure, allowances, details of performance, competence- or skill-based pay schemes, details of

profit sharing, gain sharing or share ownership arrangements, pension and life or medical insurance schemes;

- policies, procedures and working arrangements – equal opportunities policies, rules regarding sexual and racial harassment and bullying, disciplinary and grievance procedures, no-smoking arrangements;
- trade unions and employee involvement – trade union membership and recognition, consultative systems, agreements, suggestion schemes;
- Employee development opportunities, sports and social amenities, and other employee benefits.

2.6. Induction in practice

One of the aims of proper induction is to create consistency and sense of community within the organization. Often the way how induction is executed sends the first message about the values of the organization. Assessing the training needs of new employees consumes time and money, but it sends the message that the organization is committed to the development of its employees, to giving them the right tools to perform, and to putting them in a position where they can succeed.

In order to execute a proper induction for the new employees the induction should be well planned and the responsibility areas should be clearly defined. Ideally there is a mutual feeling of a shared responsibility in the organization and the whole working community participates in the induction process. Also the stages of the induction should be planned; which issues are taught first and which can be postponed? The methods of the training should be chosen based on the individual since people are different as learners. Some people prefer reading materials while others learn best by doing. In order to evaluate the new employee's performance, the desired goals of the induction process should be communicated.

Several issues that affect the success, content and length of the induction process depend on the new employee. Previous job experiences and the expectations towards the induction modify the induction process. The organization must ensure that the induction is customized for each new employee. In general, younger employees require more guidance compared to an older employee who already has more job experience.

Generally, the detailed literature review part provides insight about the theoretical framework about the Induction Program for new employees and its effect on both parties (the new employees and the organization).

3. Research Design and Methodology

The purpose of the study will be to assess the current practice of induction for new employees and its effect on both the employees and the management in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT). Therefore, descriptive approach of the study will be employed as it is found to be appropriate for this kind of study.

The research design is proposed because it is possible to know the in depth response of the respondent objectively and subjectively. The description method is concerned depicting the existing situation, and appropriate to identify and obtain relevant information to the issue under study.

Relevant information to the study will be obtained both from primary and secondary sources. The primary sources will be Directorate Directors to a large extent the Human Resource Management Directorate, case team leaders and the subordinates of the ALERT Center. Secondary sources will be various publication and documents found in All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT), Ethiopia and others.

4. Sample Population and Sampling Techniques

In All Africa Leprosy, Tuberculosis, Rehabilitation and Training Center (ALERT), Ethiopia there are 13 Directorate Directors, 61 case team leaders and 1065 subordinates. For this study, only 20 per cent of each group members (i.e. 3 Directorate Directors, 12 Case team leaders and 213 subordinates of the center totally 228 respondents will be selected.

The sampling technique that will be employed will be both probability and non-probability sampling, i.e., random sampling for subordinates and purposive sampling method for Directorate Directors and Case Team Leaders. The choice of the samples is made through purposive sampling method because the selected Directorate Directors and Case Team Leaders relatively have greater number of subordinates under their position. Whereas, random sampling method will be used for subordinates due to their large sample size.

5. Data Analysis

In order to analyse the mass of data that will be collected through questionnaire and interview descriptive statistics will be employed. In descriptive statistics, frequency counts and percentages will be used to analyse the data.

The qualitative data that will be obtained from the open ended questions and semi-structured interview will be transcribed, edited, coded and analysed using content analysis. Content analysis is a systematic technique that gathers and compresses large bodies of text into specific and identifiable content categories (Hesse-Biber & Leavy, 2004).

6. Instrument for Data Collection

For the purpose of Data Collection two basic instruments namely, questionnaire and semi-structural interview will be used. The questionnaire will be made up of both closed and open ended items.

Semi-Structured Interview is a method of collecting data where a flexible interview schedule engages a single interviewee who uses active listening and probing to allow for in-depth detail and understanding (Forester, 2010). And it will be conducted with the Directorate Directors and Case Team Leaders.

7. Ethical Issues and Procedure for Data Collection

Before dispatching the questionnaire to gather information its validity and reliability will be checked. To this end the questionnaire will be given to human resource expert to check the content validity.

A pilot testing will be made to Directorate Directors, Case Team Leaders and Subordinates of the Center who are not in a sample of the study. Thus, based on the comments and suggestions of the piloted respondent and HR expert advice, appropriate adjustment and correction will be made.

The questionnaire will be distributed to the Case Team Leaders and subordinates and continuous follow up will be made in collecting them.

Regarding the semi-structured interview, it will be given to the human resource expert to evaluate and develop the interview schedule. In addition, with the permission of the interviewee, the tape record will be used in the interview.

During the interview the five basic ethical considerations will apply to the interview. These were informed consent, no deception, the right to withdraw, debriefing and confidentiality (willing, 2008) and it will be discussed the above points with the interviewee before the interview.

7. Organization of the Study

The study will be organized in to five chapters. The first chapter will deals with the problem and its approach .The second chapter will address review of literature related to the topic under study. In chapter three, the methods employed to gather, interpret and analyze data will be explained. The fourth chapter will deal with the analysis and interpretation of data. The last chapter will treat the summary, conclusions and recommendations.

9. Budget of the Study

The following cost breakdowns are expected to be incurred while conducting the study.

S.No.	Cost Description	Unit of measurement	Unit price	Quantity	Total price	Remark
1. Stationary related cost						
1.1	Paper	Ream	500.00	2	1000.00	
1.2	Photo Copy	Pcs	1.00	2000	2000.00	
1.3	Pen and pencil	Pcs	5.00	20	100.00	
1.4	Secretarial service	Pcs	4.00	300	1200.00	
2	Transportation	Day	30/day		1000.00	
3	Consulting expert on the Field	Pcs	1	400 per day for 3 days	1,200.00	
Total					6,500.00	

10. Schedule of the Study

The study is expected to be completed in six months. The detailed breakdown of activities and their respective time frame is indicated here after:

No.	Major Activities	Time Table (in weeks)																							
		April/2015				May/2015				June/2015				July/2015				August/2015				September/2015			
		Week - 1	Week - 2	Week - 3	Week - 4	Week - 5	Week - 6	Week - 7	Week - 8	Week - 9	Week - 10	Week - 11	Week - 12	Week - 13	Week - 14	Week - 15	Week - 16	Week - 17	Week - 18	Week - 19	Week - 20	Week - 21	Week - 22	Week - 23	Week - 24
1	Gathering primary information about the study	■	■	■																					
2	Preparing research plan /proposal				■	■	■																		
3	Submitting the research proposal							■	■																
4	Conducting pilot testing and checking data collecting instruments validity & reliability									■	■														
5	Data collecting											■	■	■											
6	Data Analysis and interpretations														■	■	■	■							
7	Preparing the 1 st draft																		■	■	■	■			
8	Submitting the final paper																						■	■	