

UNIVERSITY OF KWAZULU-NATAL



**MANAGING SERVICE PROVIDER EMPOWERMENT: A CASE STUDY OF
INDUCTION OF CONTRACTORS IN A PRIVATE SECTOR ORGANISATION**

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**MANAGING SERVICE PROVIDER EMPOWERMENT: A CASE STUDY OF
INDUCTION OF CONTRACTORS IN A PRIVATE SECTOR ORGANISATION**

By

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**Submitted in partial fulfilment of the Master of Education degree in the discipline
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SUPERVISOR: Professor I. Naicker

DATE SUBMITTED: May 2021

DECLARATION

I Gumede Thulani Welcome declare that

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“As the candidate’s supervisor I agree to the submission of this dissertation.”

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My first acknowledgement is upon God Almighty who made things possible even during my difficult times. Sincere thanks are due to all participants who voluntarily took part in the study- Paradise HR representative, Training Facilitator, Contractor Management representative and ten external general contracting employees. All participants gave munificently of their time to participate in the research study. Their openness in, and commitment to the research has provided data which furthers our understandings about the induction, especially when it comes to external contractors rendering service at Paradise Aluminium Smelter. Thanks also to all my colleagues who have contributed valuable comments and helped throughout the course of the study. Thanks to Professor I. Naicker, from School of Education, College of Humanities for his excellent supervision of the research study and for very helpful comments on the report.

DEDICATION

Praise to the Lord, the Almighty, the King of creation. Oh, my soul praises Him.... To God be the glory, great things He hath done; So, loved He the world that He gave us His Son, who yielded His life an atonement for our sins, and opened the life gate that we may all go in. This study is also dedicated to my spouse, Mrs Thandazile Ritta Gumede, my son-in-law Mr Simanga A. Khanyile, my daughter Mrs Nondumiso Thandeka Khanyile and son Mr Malusi Ntokozo Gumede for their understanding and everlasting moral support during this academic journey.

ABSTRACT

This research study focused on induction and onboarding of external contractors rendering service at Paradise Aluminium Smelter. The case company had been swamped with several external contractors' recordable classified injuries in the financial year June 2019 to 2021. This made it impossible to attain the company safety goal of achieving zero accident vision. This dissertation aimed to establish induction and onboarding programmes that were in place in a private sector company, Paradise Aluminium Smelter for external contractors. The study aimed to establish if the induction and onboarding programmes for external contractors at Paradise Aluminium Smelter were effective enough to protect external contractors from causing accidents and other mistakes and to establish improvement (if any) that needed to be made to the induction and onboarding programmes to ensure better socialisation of external contractors. The induction and onboarding programmes were presented as intervention strategies to curb the high number of accidents and incidents involving external contractors. This was a qualitative study. A case study method and interpretivist approach were used in this study. The target population of the study were external contracting employees who attended the induction and onboarding programmes at the case company from 2019 to 2021. Purposive sampling was used to select participants. Focus groups and semi-structured interviews were used to collect data. Paradise Aluminium Smelter's induction and onboarding programmes seemed to have limitations when it comes to execution and monitoring. The following were areas of concern: information overload; HR invisibility after the initial two day's induction classroom training; the sole use of traditional classroom approach in isolation to the online induction training; the lack of mentoring, monitoring and feedback systems. There were no clearly defined schedules, methods and tools to assess the effectiveness of the induction and onboarding programmes and thereby, external contractors had many knowledge gaps that caused them to make unnecessary mistakes and eventually caused accidents which could all be reduced by identifying gaps and reducing the induction and onboarding programmes limitations. The study concluded that induction and onboarding programmes were of great value to the organisation and employees if they were well planned, jointly executed, assessed and continuously monitored as these programmes serve to impart knowledge, skills and information to new employees more so about their new jobs and their working environment. This investigative piece of research concluded that induction and onboarding were of paramount importance in any operation.

LIST OF ABBREVIATIONS USED IN THE RESEARCH STUDY	
ASP	Abanqgongqozi Security Projects
ATW	Authority to Work
BCEA	Basic Conditions of Employment Act (75 of 1997)
BBBEE	Broad-Based Black Economic Empowerment
CEO	Chief Executive Officer
HIRA	Hazard Identification and Risk Assessment
HR	Human Resources
HRM	Human Resource Management
JSA	Job Safety Analysis
KZN	KwaZulu-Natal
NESA	National Environmental Management Act No: 107, 1998
OHSA	Occupational Health and Safety Act (85 of 1993)
SHRM	Strategic Human Resource Management
TIFR	Total injury frequency rate
UKZN	University of KwaZulu-Natal
UNISA	University of South Africa
USA	United State of America

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

The focus of this study is to explore Paradise Aluminium Smelter's (pseudonym) induction and on-boarding programmes provided to external contractors rendering service in this case study. Chapter one gives the research background, delineates research problems, rationale and study motivation, study objectives, research questions and the study significance. The terminology used in the study are explained and the study layout is outlined.

1.2 Background of the study

The mounting challenges in the business space create business uncertainty and force businesses to constantly acclimatise to vicissitudes and to put up the requirements or needs of the employees (Dragomiroiua, Hurloiu, & Mihaia, 2014; Abu Bakar, 2013). The trade and industry must provide an indispensable environment for their newly appointed employees, building a good image of the organisation and provide a conducive working environment for the newly appointed employees from day one of joining the organisation (HR Insights Blog , 2019). The changing conditions forced businesses to start new ways of running their businesses. This includes the introduction of self-motivated competitions, the use of information technology, wealth knowledge of business economy and having open minds in conducting businesses across the globe. The prevailing conditions promoted businesses to also view human capital more important than ever before.

Organisations started looking for new ways of attracting and keeping newly appointed employees motivated once they join the organisation. Active employees in decision-making is no longer an option but a must do (Mabele, 2015). Mabele (2015) considered inactive employees as one of the factors that contribute negatively towards safety programmes and result in the increase in Total Recordable Incident Rate (TRIR) (Mabele, 2015). Most companies begin to realise the negative impact caused by incidents and accidents in the businesses where production, profitability, company reputation, shared values, customers' perceptions are all tinted negatively, consequently, companies start to invest more on newly appointed employees. The suggested solution to this problem as alluded by Tempesti and

Galizzi (2014) is that companies should have an ability to identify risks and prevent accidents and incidents from happening in the first place and eliminate repeat of accidents and incidents leading to injuries by investing more on their new and existing employees' health and safety through effective and intensive induction programmes. The above view is well supported by Campbell and Molis (2020) who suggest identifying the causes of accidents and incidents as the starting point of preventing injuries from happening.

This is one of the preventative measures all companies should embark on; the identification and elimination of risks before accidents could take place. Masia (2011) conducted a study right here in South Africa where Masia identified job uncertainty, gratification and work stress as issues affecting safety performance, if these factors are not properly managed. It is therefore suggested that a safety culture that supports learning and reporting should be promoted rather than resorting to assigning blame (Allen & Tebbetts, 2013). This can only be made possible if new employees are properly inducted to identify these risks. The impact of accidents is huge to both the employer and employees. When accidents happen, companies are forced to conduct investigations, and, in the process, production loss occurs due to operations down time. More time is lost when management is reflecting with teams on incident occurrence through toolbox talks or when necessary sending employees to refresher trainings. Sharing accidents and incidents learnings helps to realign the workforce. After learnings have been shared, employees need to give their commitment and assure the organisation that they will behave and conduct themselves in a safe manner and will do their level best to avoid similar incidents (Behm, Veltri, & Kleinsorge, 2004). To address all the above safety related challenges, an effective employee induction and onboarding should be administered to all employees, including external contractors. Induction and well-planned employee socialisation help to impart knowledge and skills required to newly appointed employees so that they can execute their jobs effectively and in a safe manner.

The success of any business or organisation for that matter is directly affected by the performance of those who work for that business (Badshah & Mehmet, 2020). New employees must be onboarded appropriately. Effective onboarding embodies the key success of an organisation. To ensure organisational growth, talent management must address two main issues, that is to find people with right qualifications for the job and be able to retain those employees within the organisation (Badshah & Mehmet, 2020). Appointing and keeping

employees in one organisation for a long duration can be very expensive but it can be even more costly if people are not provided with appropriate trainings (Badshah & Mehmet, 2020).

The solution to this challenge is to create an onboarding strategy that will ensure that the employees' experiences are positive from day they join the organisation and they are appropriately orientated to the organisational culture and that they are properly trained to meet the company's policies and objectives. Peloyahae (2005) considers starting a new job as one of the greatest nerve-wracking life-experiences. He therefore suggests proper induction programmes that will directly address the anxiety, reservations and doubts of the newly appointed employees. Every single employee in an organisation must be properly inaugurated upon employment. The way how new employees are integrated into the organisation may have effect on their short- and long-term success. Induction is a very important facet of any organisation to prepare the newly appointed and existing employees for the new settings or workplace environment. It is consequently very important for any organisation to design induction programmes that caters for the needs of its employees. Employees must be correctly inducted so that they would be empowered to take informed decisions during their work (Ahmed, 2014).

1.3 Research problem

In high-risk industries such as aluminium sector, slip-ups and faults are totally not accepted because of the possible catastrophic nature of incidents outcomes that happen in these industries (Van Asten, 2011). Organisations are expected to be proactive and learn more from negligible predecessor glitches, share learnings to the entire organisation and improve processes grounded on self-justifying learning (Weick, Sutcliffe, & Obstfeld, 1999). A need to chase and advocate more evidence zero-accident vision has been recognized as indispensable (Young, 2014). From one place to another, this zero-accident vision has become prevalent among organisations as organisations try to find means to protect their employees from impairment related to work (Young, 2014). Efficacious safety running is dependent on unremitting flow of information amongst various parties through diverse means (Aase & Ringstad, 1999); one of which is an effective induction and onboarding programmes. Several researchers such as (Marijani, Nchimbi, & Omary, 2018; Butler, 2008; Wells, 2005; Wesson, 2005) specified paybacks of effective induction programme. The above researchers view new employees most exposed in the opening weeks after joining the organisation if the new

company's induction programmes are both planned and executed poorly. This normally leads into highly demoralised employees which at times results in incidents and accidents that may lead to high employee turnover.

Induction is a significant process that must be instituted to all newly appointed employees. The sad part is that it can be easily unheeded in busy organisations. In big organisation such as Paradise Aluminium Smelter, their induction programmes tend to focus more on their permanent employees and focus less when it comes to external contractors. Paradise Aluminium Smelter has been inundated with more than a few recordable classified external contractors' injuries in the current financial year (From June 2019 to date). Newly appointed employees must be properly inducted because lacking induction and operative onboarding tend to have a higher inclination for negligence or non-adherence to health and safety regulations. Furthermore, these workers are also predisposed to injuries and fatalities because of distorted or insufficient acquaintances to properly deal with dangers in the workplace (Bureau of Labor Statistics, 2021). The subsequent penalties are the endless rebukes and high injuries incident rates, which contributes to an unfavourable work environment. Beyond employee pain and suffering of work place injuries and illnesses, there are financial costs for both the employee and employer (Bureau of Labor Statistics, 2021).

The high recordable classified injuries happening to external contractors begs the question of the effectiveness of the induction and onboarding programmes offered, especially when it comes to external contractors. The high recordable classified injuries happening to external contractors prevent Paradise Aluminium Smelter from attaining the zero-accident vision they have set for themselves. Contractors' induction and onboarding is one of the areas of concern that Paradise Aluminium Smelter is assumed of not performing satisfactorily. To circumvent these undesirable outcomes, it is essential to determine what might be wrong with their current induction and onboarding programmes, especially induction and onboarding of external contractors. This may help Paradise Aluminium Smelter to start planning for possible risky situations and find means to eradicate or mitigate these possible risks.

Effective employee induction programme is regarded as one significant way of introducing newly appointed members into the organisation and to their new working environment, but surprisingly induction is often the missing component in many organisations or is ineffectively administered (Nikhita, & Sukuchita, 2017); (Nandi, 2015); (Kearney, 2010). Considering the

challenges faced by newly appointed employees highlighted above the focus of this study is therefore to explore Paradise Aluminium Smelter's induction and on-boarding programmes provided to external contractors rendering services in this case company.

1.4 Rational and motivation of the study

Drawing from empirical studies conducted nationally and internationally, the extent into which induction plethora are correlated with are not known in the context of external contractors rendering service in private sector (Mchete & Shay, 2020; Nghaamwa, 2017). The studies conducted did not address external contractors' induction in the place of work. To this date, no previous research seems to have exclusively investigated induction of external contractors rendering service in the place of work (International Labour Organisation, 2016). Neither has any studies been found that focus on how effective the induction programme is offered by Paradise Aluminium Smelter to external contractors rendering service to the case company. A majority of studies within the field of induction focus more on permanent employees and less on external contractors (Malcolm, 2012). It is against this background that the researcher conducted the research project. This view is well supported by International Finance Corporate (International Finance Corporate, 2017). The rationale for choosing the induction of contractors in a private sector organisation was because of the number of injuries and accidents that were witnessed from external contractors even after they have attended the induction training.

Paradise Aluminium Smelter believes in a zero-harm vision (Human Resource Management, 2019). It is therefore important that the organisation revisits their induction programmes with a purpose of establishing its effectiveness. I chose induction programmes as my research topic, safety interest in the workplace started some years ago while studying at UNISA where I enrolled for B. Tech degree in Safety Management. My job as an Authority to Work Officer (ATW) added to my interest. My ATW duties involve checking external company's credentials, individuals' profiles, the scope of work to be rendered on site and other related matters. Since the beginning of my work as an ATW Officer, I developed an interest in understanding the standard of the induction and onboarding programmes given to external contractors. The interest further developed after realising/noticing that several external contractors who are reporting to my office show that they have no clear understanding of the operations that are taking place around their areas of work, which exposes them to risks. It

makes me to wonder how these people are inducted and how they would then avoid risks if they are not aware of what is happening around them.

The high recordable classified injuries happening to external contractors begs the question of the effectiveness of the induction and onboarding programmes offered, especially when it comes to external contractors. The above factors significantly influenced my decision to choose external contractors employees' induction as my research topic for this dissertation. Kuntatyönantajat (2011) is in support of the view that a properly planned induction programme is one of the company's assurances in reducing mistakes and accidents in the workplace. Properly planned and effectively executed induction programmes could also result in improving quality of work and customer approval. Under normal circumstances, companies should provide enough information to newly appointed employees to complete routine work safely and to resolve current and future work challenges (Acevedo & Yancey, 2011). Well-planned and well-executed employee induction programmes should result in a newly appointed employees fully understanding their working environment, company values and company goals. Induction training provides a route to do well therefore, employers need to build the knowledge and capabilities of all their employees emanating from the plant manager to every employee at lower levels (Fulwiler, 2000) and this should include external contractors.

Induction training is therefore viewed a powerful agent/tool in the development of capabilities; personal growth and cost-effectiveness in organisations (Cosh, 1998; Chandler, 2000). Organisations with effective induction programme perform more favourably in most areas such as profits, safety, cost-effectiveness, employer-employee relations, excellence, throughput business feasibility and viewpoint. The other benefits of effective induction programmes are employees' capabilities to perform their jobs properly and in a safe manner which at the end build employee's confidence and assertiveness. New employees having confidence in their jobs help them grow professionally throughout their working lives and prepares them for future challenges. Eventually new employees begin to contribute to the successes of the company. Effective induction programmes impact positively on the working environment of an organisation and helping to avoid reprimands and sanctions.

Through this case study I hope to draw a comprehensive picture of the necessity of a functioning induction and onboarding programmes by divulging the disadvantages of ineffective induction and onboarding programmes should it became apparent that the rise of

injuries on the side of external contracting employees at Paradise Aluminium Smelter are caused by induction and onboarding programmes that are not effective. “First impression last” is the face that underlie this study. “Great Place to Work” (2012) highlight the importance of organisations in creating good first impression with their newly appointed employees as new employees may feel appreciated and respected. Companies should also take note that a well-thought-out induction programme also touches the public image of the company as new employees might discuss the successes of an induction process with other people (Foot & Hook, 2008). The postulation has been made that efficacious induction and onboarding programmes will meaningfully increase external contractors’ participation and awareness around safety; thus, helping Paradise Aluminium Smelter to achieve their vision of zero injuries.

1.5 Significance of the study

This study is about induction and onboarding of external contractors in a private company. Induction and onboarding programmes are significant since the success of any organisation depends on its employees which could be mostly achieved through effective induction and onboarding programmes. In aluminium industry like any other organisations, the triumph is dependent on the excellence, commitment and enactment of people working in the organisation (O'Neill, 1994). The study will be beneficial to Paradise Aluminium Smelter because it aims to provide answers on how to reduce the observed high rate of recordable injuries currently taking place in the organisation from the external contractors’ side that are rendering service at Paradise Aluminium Smelter by exploring the contribution or the none-contribution of induction and onboarding programmes. The prevailing high rate of recordable injuries of external contractors raises questions on the effectiveness of induction and onboarding offered by Paradise Aluminium Smelter. The benefit of the study could mean determining strengths and the limitations of the current induction and onboarding programmes with specific reference to external contractors.

The elevation of excellence, safeguarding of commitment and heightening of performance are the processes that do not just happen but processes that necessitate cautious and well-thought-out management. In a normal situation, any newly appointed employee should be exposed to a well-organised induction training programme to learn about their new jobs, new environment and organisational culture before being allowed to perform alone. Induction can be formal or

informal. Formal induction programmes are mostly strategic and mostly guided by a mentor sanctioned with some responsibilities to aid/guide the newly appointed employee (Coleman, 2002), while informal induction is usually conducted by direct supervisors and fellow employees at a floor level. I believe this research study will be beneficial to Paradise Aluminium Smelter's Management in shaping their induction and onboarding programmes' effectiveness, more so when it comes to external contractors rendering service at this case company. I also believe that the results of this study will add value to the current literature on induction and onboarding of newly appointed employees and can be used as a reference by those who may see it fit in their situations.

1.6 Objectives of the study

The objectives of this study are as follows:

- To establish induction and onboarding programmes that is in place in a private sector company, Paradise Aluminium Smelter for external contractors.
- To determine Paradise Aluminium Smelter's induction and on-boarding effectiveness provided to external contractors.
- To establish improvement (if any) that need to be made to the induction programmes to ensure better socialisation of external contractors.

1.7 Critical questions

This research study aims to respond to the following critical questions:

- What induction programmes are in place in a private sector company, Paradise Aluminium Smelter for external contractors?
- How effective is the induction programmes provided in a private sector company, Paradise Aluminium Smelter for external contractors?
- What improvement (if any), needs to be made to the induction programme provided by private sector company, Paradise Aluminium Smelter to ensure better socialization of external contractors?

1.8 Definition of key concepts

1.8.1. *Leadership* - Yukl (2002) claim that greatest leadership definitions reveal the supposition that leadership consist of a communal impact whereby deliberate power is applied by an individual or collection of people over individuals/ collection to organise activities and connections in a cluster or organisation. A central element in numerous delineations of leadership is that there is a development of power. The most important role of a leader is to unite people around important values claim (Wasserberg, 2002). It must be noted that natural leadership relationship should not be a forced on, but the leader should be able to inspire others to willingly follow the leader (Kouzens, 2002).

1.8.2. *Management*: Everald and Morris (1990) describe management as a course of producing using a person and collection of persons and other means to achieve organisational goals. The four main management functions are as follows: planning, organising, leading and control (Botha, 2013). Northouse (2007) describes management as a way by which a fixed set of objectives are realised through the effective use of possessions while Katz defines management as working out the course of people or organisation using management, directorial, and supervisory positions (Seyedinejat, Eazaghi, & Dousti, 2015; Katz, 1955).

1.8.3. *Empowerment*: in the workplace denotes the shifting of authority and accountability for decision- making and execution of work tasks from management to employees who do work daily (Hacini & Dahou, 2018). Empowerment is generally related with power redistribution but in the working place empowerment is seen as a form of employee involvement in decision making afforded by management and intended to stimulate commitment and enhance employee's contributions to the organisation (Hacini & Dahou, 2018). I can therefore summarise empowerment as means of freeing power of those with less power from those who have power and control over them through the use of rigorous commands, procedures, and instructions, and giving the individual a freedom to take responsibility of their ideas, decisions, and actions by releasing the hidden resource that would otherwise remain reserved or unknown to themselves and to the organisation. Therefore, empowerment is a process of shift from a state of hopelessness to a state of absolute power over one's own life, destination, and surroundings.

1.8.4. *Induction*: Nikhita and Sukuchita (2017); (Mchete & Shayo, 2020); Nandi (2015) define induction as a major initiative taken by the employer to introduce new employees into an organisation but surprisingly is the most missing element in most if not all organisations. The terminologies that are usually used for induction include onboarding, orientation and organisation socialisation which refers to the instrument through which newly appointed employees are helped to gain the necessary information, skills, and correct behaviours that will help them to become internal contributing members in an organisation (Bauer, 2007). It is therefore resolved that the main determination of induction training is the communal and emotional adjustment of newly appointed employees into the organisation and their acclimatisation into their new jobs and their new working environment. Onboarding is a multidisciplinary procedure that relies on multiple stakeholders working together.

1.8.5. *Training*: is a planned procedure to change assertiveness, understanding or abilities over educational capability to realise effective enactment in an action or diversity of undertakings (Harrison, 1993; Reid & Barrington, 1994; Garavan, Costine & Heraty, 1995). Armstrong (1996) views training as an educational undertaking targeting at increasing a broad understanding, abilities, moral principles and consideration of what is required in all phases of life relative to understanding the abilities. The training notion at work denotes an intention to upsurge individual's competencies aiming to equip them with current and future skills required in the organisation. Training is an unremitting process that lengths transversely the entire work-life period of the employees. If employees go to training with enthusiasm and carry with them the skills cultured and put into practice at their job, it harvests outstanding results (Ganesh & Indradevi, 2015).

9.1 Organisation of the study

Chapter one displays the background of the study, outlines the investigation of the problem, provides the rationale, motivation, objectives and research questions and the significance of the study. To detect and circumvent major challenges of not understanding the content of this study, the terminology used is elucidated, highlighting the key thoughts to safeguard joint understanding all over (Serinyel, 2008). This chapter also contains the layout of the study.

Chapter two is grounded in a literature review directed by the key research questions. The literature review captivated more on what is induction, who should be inducted, the purpose of

induction, the importance of induction, what makes induction successful or unsuccessful, designing induction programme and different approaches as well as the list of stakeholders involved. Chapter two then closed off with theoretical and conceptual framework of the study which are collegial leadership models and psychological contract theory.

Chapter three concentrates more on the method used in this study and appropriate reasoning or a rationale for methods employed and outline how the results are to be analysed. Chapter three also discusses instruments used. Lastly, a brief description of study boundaries, removal of prejudice, moral contemplation and privacy fundamentals are delineated. In short chapter three contracts the paradigm, approach, methodology/method, population, sampling, collection of data and analysis, ethical issues, moral values and research limitations.

Chapter four presents and discusses results/findings of the study. In line with Neuman's (1997) approach, the results and discussion sections are dealt with separately. Chapter four is divided into two main sections, with sub-sections under each one of them. The discussion section focuses on the question of the extent to which the data, as presented in the results section, provides answers to the questions posed earlier. Chapter four is where I (the researcher) describe and analyse the data I collected. The chore of this chapter is to purely describe and investigate the data without attaching any meaning. This demonstrates that the researcher comprehends the data collected and remains impartial and neutral in challenging the data phenomena. It is acceptable that qualitative scholars can possibly start chapter four with short-lived debate of the most important themes, groupings and designs.

Chapter five recapitulates the key discoveries in the deduction part and springs recommendations backing future research. In summary chapter five demarcates the initial components of the study, the problem under investigation summary goals, purposes and importance of the study.

1.9 Conclusion

Chapter one displayed the background of the study, outlined the investigation of the problem, provided the rationale, motivation, objectives and research questions and the significance of the study. The terminology used in the study elucidated, highlighting the key thoughts to safeguard joint understanding. This chapter also contained the layout of the study. Chapter two which is the next chapter contracts the literature review and theoretical background, where the available information on the induction and onboarding of the newly appointed employees in general are examined.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

Chapter one provided the introduction and the background of the study. Chapter one enclosed primary topics like purpose, aims, objectives and research questions guiding the research. Chapter one also discharged the key concepts used in the study. Chapter two is divided into Section A and Section B. Section A deals with literature review on induction and onboarding programmes of newly appointed employees whilst Section B focuses on collegial leadership models and psychological contract theory which are both used to underpin this study.

SECTION A

LITERATURE REVIEW

2.1.1 Induction definition

Every enterprise these days have one of the most important goals to achieve, that is to make their newly appointed employees a treasured resource for the business to succeed (Viljanen, 2018). The employee induction model in several companies has been considered also an important theme regardless of the field companies are operating in. Employee induction programmes is long and encompasses few phases. The four main phases are the following; orientation, proficiency, production and job socialisation in the company (Viljanen, 2018). The terminologies that are frequently used for induction include onboarding, orientation and organisational socialisation. The above view is shared by the Human Resource Management field where organisational socialisation is synonymously used with Induction, Orientation, Adaptation, Onboarding and Organisational rite of passage (Dialoke & Edeh, 2016). Employee induction or organisational socialisation is a unique way of acquainting the newly appointed employees into their organisations but surprising it is missing or completely not considered by some organisations most of the time (Nikhita & Sukuchita, 2017; Nandi, 2015). Organisational socialisation is understood as the manner through which newly appointed employees receive the guiding principles and learn the new way of life that is practiced in that organisation (Dialoke & Edeh, 2016).

Observing organisational socialisation in an alternative viewpoint, it is a way of introducing the new recruits and acclimatising them with the organisational culture (Dialoke & Edeh, 2016). Induction is a Human Resource Management tool through which the new recruits gain the required behaviours, knowledge and skills to perform up to the right standard (Bauer, 2007). The Society for Human Resource Management describes employee induction as the course of action through which an organisation aids the newly appointed employees acquire necessary skills and knowledge and become adapted to standards and projections of the organisation so that they start producing at maximum capacity (Viljanen, 2018). The Society for Human Resource Management is one of global and major HR expert societies. A brief orientation around company philosophy, undertakings, dream and principles take precedence of induction and onboarding programmes which are exhaustive programmes that come thereafter. In the United States of America (USA), induction or onboarding, is known to refer to joining people, processes and technology together with a purpose to develop the newly appointed employee's capabilities so that they can start to influence business outcomes positively (Snell, 2006). Mani and Karunya (2017) refers to induction as an instrument through which newly appointed employees acquire knowledge and skills to perform well and to embrace company values and behaviours so that they become part and start to be contributing members to the organisation. Mani and Karunya (2017) further outlined areas such safety, conditions of employment, clearly defined roles and responsibilities and the organisational overview as the other factors that should form part of the induction programme if it well-planned. Induction is the stage where an organisation is assisting the newly appointed employees to settle down quickly into their jobs and soon become active and proficient members of the organisation (Le Phuong Thao, 2015). In summary I therefore accept induction and onboarding as reception processes of newly appointed employees into their new job roles or when they first join the organisation by sharing with them all basic information they may require acclimatising quickly and happily.

2.1.2 List of people that should be inducted

Flippo (1971) considers induction programme as means to acquaint the newly appointed employees with the organisation which has employed them. This definition is indisputably useful in that it helps to explain the connotation of the concept induction, giving one an idea of who needs induction. But this definition paints a picture that only distillates on those employees who are new to the organisation, forgetting the fact that even those who are already in the employ of the organisation are also allowed to go for induction. The induction process can be

used for all newly appointed employees, regardless of their job level, status and employment category whether contracting or permanent with the organisation. Mani and Karunya (2017) suggest that newly appointed employees and the existing permanent employees that have been away for a long time, should all undergo the induction training programme to help them understand policies, company procedures and changes. The existing employees require induction when they occupy new posts as a result of promotions or departmental transfers (Management, 1995), since any new job encompasses a period of learning (Kemp & Nathan, 1989). The chief idea articulated in Kemp and Nathan's (1989) definition is that induction is a development not an incident and every single employee who is new to a job is acquainted with not only the organisation but also with their new posts and the work-group they will be working with. The above induction meaning is shared by several authors such as (Rebore, 1987; Graham & Bennet, 1998; Middlewood, 2002) to mention the few as they have defined the concept along similar lines. The all-encompassing terms which will be used in this study, therefore, is newly appointed employees plus induction and onboarding. With the concept delineated, the next vital task, feasibly, is to look at induction classifications.

2.1.3 The purpose of induction

Mani and Karunya (2017) emphasise the importance of planning in safeguarding that the newly appointed employees receive a warm welcome into their new job roles or when joining the organisation for the first time. It must be remembered that first impression last. Starting a new job or joining a new organisation is always clouded with mixed emotions (Runola, 2013). The newly appointed employee is usually happy that he/she finally has find a job but at the same time have anxiety on how things are going to turn out to be. After making the investment in quality recruitment, it is therefore necessary that a comparable investment is made in high quality induction to help to ease the anxiety of the new employee.

It can never be accentuated enough that the induction programmes should be enrolled to all newly appointed employees, promoted or transferred employees and those employees who have been on leave for a longer period regardless of employment status whether permanent or contracting, including external contractors (Mani & Karunya, 2017). It has been already indicated that induction can be used to welcome new recruits and to offer refresher training to the existing employees so that everyone becomes mindful of changes that are taking place in the organisation or in their new roles. I believe that for newly appointed employees to perform

is more dependent on understanding and having the required skills to effectively perform tasks and knowing the company expectations and projections. Newly appointed employee to effectively perform his/her job well and in a satisfactory manner is a correct measure of effective organisational socialisation of newly appointed employee (Asare- Bediako, 2008). In summary Dessler (2013) pointed out that making the new employee feeling welcome, providing them with basic information to function in their jobs successfully, making them to understand the organisational purpose of existence and acquainting them with organisational culture and its core principles are the four main purposes of induction.

2.1.4 Importance of induction

The importance of induction cannot be overly accentuated. Induction presents significant benefits to the organisation e.g. it accelerates time for the newly appointed employees to quickly adapt into their new jobs and the organisation and start producing (Snell, 2006). Induction brings comfort to employees and helps them to get settled in the new environment. Induction is regarded as an organisational caring preliminary stage where the newly appointed employees get acclimatised or adapted to their new jobs and the organisation, (Le Phuong Thao, 2015). Effective induction can help to reduce cost caused by injuries and illnesses in the workplace, labour turnover, re-hiring costs caused by an early departure of the just hired executives etc. (Cooper-Thomas 2006). Induction, Onboarding or Organisational socialisation is a learning process, the integration of new employees, the apportionment of tools and information, setting-up of goals and directing new employees which may result in newly appointed employees attaining full production capabilities (Mani & Karunya, 2017).

Good induction training ensures that newly appointed employees are retained and settled in quickly and happily into their productive roles (Coleman, 2002). The way the induction is managed sends a strong message on how the organisation cares about the newly appointed employees as it forms the first interaction the company has with the newly appointed employees, hence is an important feature of employee retention strategy (Foot & Hook, 1999). It is important to know that the first impression last. The impression that the organisation creates to newly appointed employees through induction whether permanent or external contracting usually live with new employees for a long period of time and even impacting decisions the way they view the organisation (Mani & Karunya, 2017).

With regard to the importance of induction, one is challenged to think how new employees are surviving without proper orientation, induction and onboarding when they are starting a new job or joining the organisation for the first time. The manner in which an organisation inducts its newly appointed employees always sends good or bad first impressions about the organisational values (Armstrong & Taylor, 2017). Caring for the new employee positively reflect on new employee's productivity and excellence, and increase the level of his/her job satisfaction (Federal Authority For Government Human Resources, 2013). Organisations are therefore advised to pay more attention on what messages they are sending when they induct the newly appointed employees. This can reinforce the company's competitive advantage and reduce the employee turnover if the company is taking advantage of implementing effective induction and onboarding programmes right from the beginning (Özlen & Hadžiahmetović, 2014). Employers must come to realise that a decent induction programme will support the organisation to get the best out of their newly appointed employees as it will assist in precluding the likelihood of a reality shock from occurring (Nandi, 2015). For example, as induction encompasses information sharing, the possibility of reality shock is reduced as accurate information about the nature of the organisation and other employees is given, particularly at the anticipatory stage of socialisation (Gibson, 1991; Grobler, 2002). This also ensures that any negative psychological perceptions are possibly eliminated from the beginning.

Another reason why induction is viewed as a significant process has to do with empowering employees holding new job positions to achieve competences (Bhargavi & Yaseen, 2016). In the subsequent paragraph, it is displayed how induction helps newly appointed employees realise their abilities in their jobs. Learning from my own experience I can confirm that newly appointed employees are inspired and eager when they first join the organisation or when they start new jobs as I felt the same when I join the workplace for the first time. Poorly planned or haphazardly implemented induction always compromise such inspiration the newly appointed employees may already have when offered to join the organisation. If the newly appointed employee's commitment is compromised, there is a prospect of high employee turn-over (Kjelin & Kuusisto, 2003) and less commitment towards the job. It must be remembered that induction is set to create a sense of unity within the organisation by giving equal and fair induction to all employees when they join the organisation (Mowll, 2015). It is for that reason that a philosophical induction programme be extended to all newly appointed employees to increase their commitment to the organisation, reduce the new employees' desire to resign and motivate them to produce a high-quality product or render high quality service (Kjelin &

Kuusisto, 2003). The spinoff for this is the reduced number of incidents and injuries in the workplace and the reduction of recruitment costs. Further, a decreased labour costs may be witnessed since committed, inspired and well-inducted employees are likely to work more economically and more effectively (Kjelin & Kuusisto, 2003).

Newly appointed employees who are able to add value to their new organisation confirm the effectiveness of recruitment, induction and onboarding provided by the organisation, but the opposite is equally true. The significant meaning of employee induction and onboarding programmes should not be taken too lightly because induction and onboarding aim at hovering retention rates of newly appointed employees by cultivating assertiveness and feelings of belonging (Darling-Hammond, 2003). The literature on the purposes of an induction programme reveals various sentiments on the subject. However, all opinions form part of a mutual underlying factor which is the main aim of an induction programme as to fit in newly appointed employees into organisation by providing personal and professional support aiming to improve employee knowledge, skills, performance and reducing employee turnover. I acknowledge the challenge to define the definite-end of the induction programme since induction is a continuous process which develops newly appointed employees and influences the entire organisation. According to Derven (2008) induction strengthens the newly appointment employees' conclusion to accept the job offer and the willingness to be part of the organisation and cultivates a sentiment of being in the right place. Wanous (2002) believes that an effective induction training programme can provide new recruits with coping strategies in stressful times to deal with concerns caused by being new on the job or in the organisation.

Reducing insecurity and fear of being new in position or in a new organisation is also well supported by (Dodds & Verest, 2002; Ragsdale, 2005) who all vow that induction helps new employees to settle in faster and feel more at home in the organisation. These encouraging feelings may lead to enhanced levels of fulfilment amongst new employees (Sussman, 2005) which in turn could interpret into more productive workers who feel part of the organisation (D'Aurizio, 2007). Sometimes with induction positive results may not be seen soon enough but be realised later in the form of new team members getting along well with their colleagues and start producing, portraying positive safety behaviours, showing honesty and resourcefulness which will eventually contribute to the organisation to realise its intended results. Newly appointed employee should therefore, be made culturally fit in an organisation. Consequently, it can be easily established that the strength of character of any good employee induction and

onboarding programmes are to provide employees' social and psychological fine-tuning made more rapidly and stress-free for newly appointed employees into the place of work. Next sub-topic will focus more on induction and onboarding evaluation process.

2.1.5 Some of the things that make induction successful

Effective inductions are said to be well-timed, prearranged, and engaging which can then give a respectable primary imprint about the organisation (Rebore, 1987). A well-thought-out induction programme normally includes information about the organisational history, culture and values, health and safety, conditions of employment and the roles and responsibilities of the newly appointed employees (Mchete & Shayo, 2020). If the induction programme is properly planned and is to remain effective, it assists newly appointed employees to effectively start well into their new teams and departments since their roles and responsibilities are well defined and how they should contribute to the entire organisation is clearly defined and communicated (Samosamo, 2015). An effective induction and onboarding programmes also establish a good communication chain and a better relationship between the newly appointed employees, existing employees, supervisors and the organisation (Mchete & Shayo, 2020).

Planned induction activities should have sacramental charisma that fortify the sentiment of fitting in well in teams and in an organisation as whole. The programme should aim at developing attitudes and values that at the end will benefit both the employees and the organisation. A one-size-fits-all induction programme kind of approach should at all best be avoided as roles and responsibilities can differ considerably within the organisation; thus, induction should focus on individual's needs to be effective (Stedman, 2016). The researchers have established that there are customary features to induction programmes, but it is suggested that induction programmes be custom-made to meet the individual's needs of each employee since the needs of the employees are expected to differ from one person to next due to many factors such as work history, job specific experience, acquired skills, qualifications etc. (Mani & Karunya, 2017; Nikhita & Sukuchita, 2017; Mchete & Shayo, 2020). In an ideal world, departments are also expected to play a huge role in integrating the newly appointed employees into teams and not to disturb new recruits from this vital settling-in period (Mchete & Shayo, 2020).

Literature indicates that effective induction inspires newly appointed employees and set out organisation's mission and vision for newly appointed employees. Induction programmes further educate employees about the company history, culture and ethics (Rebore, 1987). Rebore (1987) further cites that induction imparts employees with essential technical skills required and make available valuable information such as productivity of an organisation and its potential clients. If the induction is done well, the process should allow newly appointed employees to build a good foundation in establishing relationships with the existing employees in teams as well as with the organisation and give new employees the unsurpassed imaginable start (Viljanen, 2018). In conclusion, Dragomiroiu, Hurloiu and Mihai (2014) best define induction programmes as the means the organisation takes to support the newly appointed employees learn about the organisation, their jobs, receive and process information, accept organisational values and culture with a purpose of becoming full members of the organisation and start producing as required. The success of a strategic onboarding should be measured in terms of employee engagement and need to be fully aligned with the company's long-term strategy that is set within a sound governance culture (Nandi, 2015).

2.1.6 Unsuccessful induction

It is surprising and disturbing to know that even today the majority of the organisations are still not taking the induction and onboarding of newly appointed employees seriously and not acknowledging the benefits of these programmes while researchers like (Nandi, 2015) are viewing these programmes as one the best methods of welcoming and passing relevant information to new employees when they first join the organisation or after being promoted into new positions within the same organisation or transfers to new sites. The above view is well supported by Mani and Karunya (2017) whereby they claim that proper orienting newly appointed employees into their workplaces and their job roles are the most deserted functions in many organisations. According with Bethany and Joseph (2019) only 32% of companies provide a formal onboarding experience for new employees. Viljanen (2018) cautioned that if induction programmes are incorrectly designed or poorly executed or not addressing the needs of new employees this could result in demotivated teams of employees which could lead to employees making mistakes which will ultimately compromise safety, loss of production, poor quality of services or products, dented organisational image, pulling out of customers and other negative consequences.

Peloyahae (2005) helps to paint a picture of a wrongly designed and poorly executed induction programme by highlighting the characteristics of it being too full or not well thought off. It is nerve-racking that some big organisations and institutions in countries still have challenges on how to effectively conduct the induction and onboarding programmes such that some employers even consider induction to be a waste of organisational resources and time (Peloyahae, 2005). The ultimate recurrent criticisms the newly appointed employees are making is that the induction programmes are devastating, uninteresting and rendering less support. This is seriously dangerous as it can leave them with a feeling of being confused and render them less productive. Organisation must start to realise that if a newly appointed employee becomes disconnected, it may be very tough to re-connect that employee. The newly appointed soon leave and the organisation soon has to begin the recruitment process again shortly after completing the other recruitment process.

An effective induction programme or an ineffective programme can be the deciding factors whether the newly appointed employee efficaciously chooses to stay or to quickly leave the job offered by the organisation due the experiences when they join the organisation. In some organisations, induction programmes provided for newly appointed employees appear to be overloaded with irrelevant information which renders the induction programmes ineffective (Mchete & Shayo, 2020). Even though it is an indisputable fact that problems exist everywhere, particularly where there are human interactions and activities, but there is a need for organisations to effectively induct their newly appointed employees so that they become capable in dealing with early life job challenges (Bhargavi & Yaseen, 2016). The first few months within the organisation are always characterised as a life-threatening period during which newly appointed employees become anxious about what they will or will not learn to become high performers (Whitaker, 2001). During the induction process, the effects of reality shock is the inability on the part of the newly appointed employees to contribute effectively. To contribute meaningfully to the organisation becomes a challenge as new employees spend most of their time and energy in denial and in a complaint state rather than to be performing their duties as they should (Schein, 1978).

Quite a number of organisations believe that hiring is more important than inducting and onboarding newly appointed employees. These organisations do not give induction and onboarding programmes equal treatment if compared in hiring (Jenni, 2013). Paying more attention in hiring alone and neglecting orientation, induction and socialization of the newly

appointed employees will not produce the intended results as new employees will not know what is expected of them. (Turun, 2008). It is also observed that most organisations are not giving the necessary induction to already experienced employees when they get appointed into new positions (Kupias & Peltola, Perehdyttämisen pelikentällä, 2009). Organisations wrongly think that this group of employees does not require induction and onboarding which is ultimately incorrect. Organisations are therefore, warned that giving an inferior induction programmes to newly appointed employees do not only affect the newly appointed employees but also dents the image of the organisation beyond their imagination (Kjelin & Kuusisto, 2003). The ill-received employees can share their bad experiences with other people from outside the organisation which could reflect poorly on the organisation's image, customers and community.

Not inducting employees in a right manner may lead to drastically dispirited employees who may not be able commit and fail to produce at a required level. The impact of an inferior induction training at times may not be witnessed immediately as newly appointed employees, at joining are most willing to push at all cost to be seen fit for their new jobs or organisations. Whitaker (2001) notes that new employees are often confronted with the encounters of being in a new environment, new policies, rules, formal standard working procedures, informal rules and customs. Whitaker (2001) asserts that the reality astonishment curtails from a lack of preparation for the expected demands of a new job. This shock wave has the potential to impede the newly appointed employees' progress. This proclamation from the literature points to the importance of progressively assimilating newly appointed employees into the system for them to change the overall discernments about what their work entails, notably at an early stage. If the induction training programmes are poor, this may lead to employees not settling in well or adjusting soon enough as the organisations may wish them to.

Over and above, not settling in employees, may result in them making repetitive unnecessary errors such as causing accidents, underperforming and become stressed if they are not well trained and new employees will not be sure of what is expected of them (Nikhita & Sukuchita, 2017). If employees are not properly inducted they cannot perform as required, this could lead to discontentment, job hating and forces management to be always around to supervise or guide new employees on how they should do their jobs, failing which reprimands may result due to poor performance or an increase in work injuries may result. Nikhita and Sukuchita (2017) confirm that improperly inducted employees will eventually resign from their job shortly

thereafter within few months of their employment. And of course, we know what that means; the recruitment must start all over again for that same job position superficially filled a short while back. Armstrong (1996) concludes that failing to plan or delaying the induction and onboarding programmes creates a situation where the newly appointed employees are confused, receiving incorrect or misaligned information about the organisation, not able to produce accordingly due to not having accurate company vision, mission and objectives.

For all the reasons cited above, it is very significant therefore, for managers to judiciously assess, analyse and evaluate company's induction and onboarding programmes effectiveness so that the gaps can be identified on time and corrective measures be taken to mitigate similar incidents and accidents (Stedman, 2016). Organisations that are continuously finding themselves signing new employees for the very same job positions highlights having challenges in the recruitment and hiring department and soon this could lead to job applicants conclude that the company has problems and stop applying (Viljanen, 2018). I doubt that there is any organisation that can afford to have that tainted organisational image or reputation (brand name damaged) since looking attractive to new recruits is the name of the game for all organisations to remain competitive.

2.1.7 Designing induction and onboarding programmes

To account for the signing in of new employees and to help the organisation to produce good intended results, it is therefore very imperative that the induction and onboarding programmes be well formulated (Viljanen, 2018). To get supreme reimbursements, the implementation of an employee induction programme should not be haphazardly rushed (Viljanen, 2018). Viljanen (2018) further reveals that induction is a very tedious process which call for constant planning and continuous monitoring throughout the entire programme. Organisations should plan, execute and monitor a rigorous and apt induction programmes for their newly appointed employees. The induction programmes should be dedicated as this is the time of exceptional learning for newly appointed employees (Wayne, 2005). If the induction purposes are realistic, research indicates that newly appointed employees are capable to learn the organisational processes as quickly as possible and soon start to add value to the organisation by being productive.

The research has proven that newly appointed employees can produce well if their induction is well planned and delivered correctly to new employees from the beginning. Through accurate planning, induction programmes can enhance and perhaps even speed up the learning of newly appointed employees by providing them with premeditated prospects to interact with contemporaries and other experienced employees or managers (Baek & Bramwell, 2016). The organisation and all employees, new and existing including external contractors need to take into cognisance that socialisation is not limited to the first few weeks of employment; but must be seen a process that can last the length of a career (Wanous & Reichers, 2000). Next let's now look at how induction programmes can be structured.

2.1.7.1 Informal induction

Informal induction is typically conducted by existing employees and team supervisors or a joint execution by both the existing employees and supervisors, but it is not planned at a strategic level (Klein & Weaver, 2000). Informal induction transpires where the newly appointed employees are not formally allocated to anyone to guide, train and/or support them during the first weeks or months of appointment (Grobler, 2002). In such circumstances whenever a problem arises, the newly appointed employee is expected to approach any team member who happens to be available at that point in time for guidance or support for him/her to carry out his/her duties effectively. This approach to induction and/or mentoring is disheartening as there is no uniformity in the treatment of the newly appointed employees and is considered reactive rather than proactive (Grobler, 2002). In understanding the glitches inherited from this type of induction, formal induction programmes is therefore suggested.

2.1.7.2 Formal induction

Formal induction and onboarding programmes are highly structured programmes designed at strategic level of an organisation (Grobler, 2002). Formal inductions are deliberate and handled by the organisation through its carefully chosen workforce member or members competent to conduct formal induction (Grobler, 2002). Formal inductions are planned at a strategic level. This induction method is considered by its uniformity (Middlewood, 2002) as someone is assigned to provide mentoring and support to the newly appointed employee. There is uniformity, for example, in terms of what the newly appointed employees are predictable to

absorb or learn and its usefulness can be determined or measured through evaluation (Grobler, 2002). Monitoring and evaluating the programme is part of formal induction programme.

2.1.8 Monitoring and evaluation process

Monitoring, and evaluation process denotes the procedure to put on a set of methods and procedures in place to measure if organisational actions agree with the set plans, approaches and ideals, (Robbins & Coulter, 2003). When it comes to creating a solid employee induction programmes monitoring, evaluation and giving and receiving feedback is critical. Management need to check in with their newly appointed members once they are settled in and ask for their feedback on what worked for them and what was confusing. Robbins and Coulter (2003) further indicated that by monitoring and evaluating induction and onboarding programmes managers stand a good chance to gain a deeper understanding whether the induction and onboarding programmes were successful or not. This can only be done by measuring the results against the pre-determined goals and objectives of the induction and onboarding programmes.

The central fundamentals in setting effective monitoring and evaluating process of induction programme is to plan and communicate the plan to all stakeholders involved, having a clear organisational structure with clearly set defined roles and responsibilities, having good leadership, communicate the required performance standard and properly coordinate activities (Robbins & Coulter, 2003).

2.1.8.1 Some of the things to be included in the monitoring and evaluation process

People learn differently, so it is very important to take this into consideration that the methods used for conducting and evaluation induction programmes be chosen based on individuals' needs or preferences (Viljanen, 2018). It is required of organisations to set and communicate desired end results of the induction programme in advance so that at the end of the programme the actual results can be measured against the pre-determined objectives (Monster 2013). A discussion between the employer and the newly appointed employees is encouraged to take place right from the beginning where the induction contents, employees' past experiences, the required skills and employees' strengths and weaknesses are discussed and analysed (Davidson, 2002); thus, the current skills should be compared with the job required new skills. In this way the individual's induction training needs can be easily identified and attended to be

based of the current and future job required skills' assessments (Shivarudrappa, 2010). This is not an easy process as it demands the company to invest in time and money. However, this sends a strong message as how seriously the company is committed to set the newly appointed employees for success by sharing the necessary information and tools for them to perform successfully. (Acevedo, 2011).

Whitaker (2001) emphasis the importance of providing new employees with the unbeatable start by providing them with right information and support. It is ideal that for an induction programme to flourish and achieve anticipated intentions, such programmes need to be integrated as part of the organisational system, rather than be a separate entity apprehended as a second thought. Mechanisms to guard against disorders that might compromise the smooth assimilation of newly appointed employees into organisation's mainstream activities should therefore be put in place (Baek & Bramwell, 2016). Induction and onboarding are important ways for organisations to help newly appointed employees adapt into teams and perform their jobs up to the required standards swiftly and effectively. Organisations therefore, need to apply severe and unswerving systems of measure to recognize the influence of induction and onboarding programmes once been administered (Baek & Bramwell, 2016).

2.1.9 Approaches of the induction programmes

The induction selection approaches should be framed guided by the needs of individual inductees based on factors such as learning preferences, work experiences, skills and aptitudes. that new employees may have or may not have (Stewart & Kenneth, 2019; Stedman, 2016). For example, one may choose reading while others may believe in learning by applying what they have learnt. To appraise the newly appointed employees' enactment, the induction anticipated end-results should be assessed and properly shared with everyone involved (Monster, 2013). There are quite a few ways to evaluate induction training as well as the other trainings in general. It can be evaluated by exposing employees to write a test immediately after induction presentation, conducting induction surveys where employees answer questionnaires, allowing them to give easy-going feedback with their respective supervisors and by checking customer satisfaction e.g. measuring customer complaints (Mchete & Shayo, 2020). Follow-ups after few months are of crucial importance. It is very important that follow-ups are conducted after newly appointed employee have been exposed to different processes and tasks (Samuel, 2019).

Line managers and supervisors should ensure that they create time to have constructive discussions with newly appointed employees in establishing if the induction programmes are producing the intended results or if there are still areas that require some improvements. Newly appointed employees or any employees for that matter are a good source of information if management intend to gauge the effectiveness of their induction and onboarding programmes. In this way induction or onboarding programmes are seen as continuous learning processes for both the organisation and the newly appointed employees (Dessler, 2013). The chief end of induction is to make sure that new employees understand new job requirements and comprehend the vision, values and goals of the organisation. The organisation should help to expose new employees to processes, customers, existing employees and organisational culture. The foundation of the induction process is to connect the company vision, values and organisational goals to the newly appointed employees to digest and be able to put them into practice. It is pointless for an organisation to claim to have values and vision unless these are known by employees and employees can put them into application (Davidson, 2002).

2.1.10. Induction process - different roles and responsibilities

To introduce and implement a suitable induction training programme for newly appointed employees; companies should carefully plan and clearly communicate to all stakeholders the schedules outlining aims, the roles and responsibilities (Baddapuri, 2020). The perfect outcome of effective induction is everyone understanding their roles and sharing a feeling of a joint accountability throughout the whole organisation. (Viljanen, 2018). Defining roles and responsibilities helps to minimize confusion and information overload. This must be included in the planning phase of the induction programme by outlining the induction activities sequence (Viljanen, 2018). Even though it is given that HR administrators, senior managers, and line managers should carry out the induction responsibilities, these responsibilities can be publicly distributed across the members of the organisation. Let's consider HR and training department roles and responsibilities.

2.1.10.1 Human Resource Management (HRM)

Human resource management (HRM) is a role in organisations designed to make best use of employees while employees are rendering their services during their employment period according to employer's deliberate business goals (Ahammad, 2017). Human Resource Management is a typical new-fangled method to

management of personnel which endeavor to realise a competitive advantage through highly unswerving and skilled workforce (Storey, 1982). Human resources are one of the springs of competitive advantage because they fulfill the principles for being a source of sustainable competitive advantage (Wright, 1994). There is a relation between HR practices, competitive strategy and performance (Huselid, 1987). It is imperative to perceive that the HRM roles would not be made conceivable if organisational members are not submerged with the core ideals of the business formation and processes (Baek & Bramwell, 2016). According to Noe (2006) Human Resource Management represents the activities, practices and systems of an organisation that has to do with enrolment, selection, training, appraisal, and motivation that sway employees in terms of behaviour, attitudes, and performance.

The above is also supported by Heathfield (2006) who cites that matters associated to people such as payment, employment, performance appraisals, organisational growth, care, happiness, profits, employee inspiration, communiqué, management, and training are the scopes of HRM. Through induction, HRM plays a vital role in aiding an organisation to advance its competitive gain apart from recruiting (Editorial Staff, 2020). Induction and onboarding programmes are HRM functions that are expected to play a major role in developing the newly appointed employees in their quest to hit the ground running after joining the organisation. The reputation of industries rests on the ability of the HRM to revolutionise and bring in service induction among all employees from top to bottom of the organisational structure. It is an imperative task of Human Resource Management to integrate newly appointed employees into an organisation. Selecting the right training facilitators to perform the induction training is one of HRM crucial responsibilities (Viljanen, 2018). Dedicated employees are regarded the main goal of Human Resource Management because highly motivated employees result in committed employees where employee's turnover is reduced, and absence costs are minimized. Torrington, Hall, Taylor, & Atkinson (2011) also view the HRM function as being the responsible structure in influencing employees' attitudes towards improving their performance.

It therefore recommended that employers should identify and help employees to meet their needs so that in return employees will remain committed to their jobs and produce as required and beyond expectations. Induction and onboarding materials included in the programmes should inspire partaking in innovative and hilarious activities that underpin the required skills and information. New employee induction should never be a late addition, but a fundamental part of an organisation Human Resource processes. After all, it is alleged that an organisation will never get an additional opportunity to make a respectable first imprint of itself if HR

department failed to represent the organisation well in the first time through effective induction and onboarding processes. There must be unswerving, well-thought-of commonality, enduring collaboration and discussions amongst department managers and the HRM if the Human Resource Management role is to bear positive results. In summary, The Human Resources Management is the central organ of any organisation. HRM is responsible for employing, developing suitable and resourceful training procedures, bringing together constructive retention tactics, and measuring performance and further in control of the continuous functioning of organisational operations (Editorial Staff, 2020). In the context of HRM, organisations are all the time more fortified to implement a wide-range of practices which will improve organisations' competitiveness in the universal market area (Ahammad, 2017).

2.1.10.2 Department management

Management has an essential role to play in newly appointed employees' induction. Line leaders are required to set convincing start dates to allow key business participants time to prepare for the newly appointed employee's arrival (People Work New Age For HCM Age Workforce, 2021). Managers need to ensure that equipment, uniforms, access badges, the work space. are set up and ready to go on the first day. This helps the newly appointed employee to feel valued and appreciated. The newly appointed employee receives a good first impression of working at that organisation (Runola, 2013). Interlocking the company standards and illuminating to newly appointed employees and interpreting them into practice is one of the ground work of effective induction processes. An impeccable employee induction training and development programme should have a combination of acquaintances, job development and setting of clear goals. It is the duty of HRM to ascertain that newly appointed employees are knowledgeable, skilled and have necessary abilities required to perform, and such skills must be according to the requisite level of the job. Garger (1999) suggests that line managers need to make reminiscent conversations with the newly appointed employees and ensure to reflect on their work experiences because line managers are the ones in control of all newly appointed employees' career progressions and opportunities. Through induction, managers should identify employees' skill gaps and find ways to help employees to acquire new skills as per job requirement without any delay (Garger, 1999).

The newly appointed employees should be made meet with their line managers on their first day (Isac & Badshah, 2016). This would help to show management's commitment towards their newly appointed employees. This could also help to provide the basis for decision making and to build loyalty between both parties. Providing feedback and following up after few months with all stakeholders that were involved in the induction and onboarding of new employees is of paramount importance and can never be emphasized enough (Samuel, 2019). The manager and the newly appointed employee should talk over if the induction thrived and whether some areas still necessitate supplementary training (Dessler, 2013). Feedback about possible developments on the induction process should be asked for. It is only through this way employee induction programmes become a continuous learning process for all involved (Dessler, 2013). This is where everybody reflects and learn from present for the future. One may not talk about HRM without talking about Strategic Human Resource Management (SHRM). Strategic Human Resource Management (SHRM) delineate the configuration of calculated business objectives of the organisation with human resources, so as to foster novelty and improve inspiration, satisfaction, efficiency and eventually improve the overall organisation's performance (Uysal, 2019).

In this context, this alignment or fit is to be seen between business strategies on one hand and the induction training or other learning and development programmes on the other. To comprehend how this new dimension of strategic alignment has redefined the training and development function is of paramount importance because once a strategic fit takes place, the role of induction training or other trainings for that matter grows in the organisation (Rachid & Mohamed , 2017). Induction and onboarding programmes will no longer be administrative functions or calendar events but be business rudiments or fundamentals. Organisations, in order to gain constant competitive advantage, need to realize the importance of adding value to its human resources by identifying the needs of the employees that match business goals (Uysal, 2019). Basing my arguments on the above literature it became clear that one way to promote the alignment is through effectively planed induction and onboarding programmes that are strategically identified and assessed on the bases of training requirements of the existing and newly appointed employees. In order to accomplish this strategic fit, organisations need to configure training and development plans strictly in accordance with business strategies. The goals and objectives of training, if well-aligned with business strategies can help an organisation to differentiate itself in the marketplace and acquire uniqueness in both product and business processes and ultimately outperform other organisation when it comes to profit.

The main advantage of the use the SHRM is that it begins with the development of future common vision, determines ambitions and future organisational investments; establish business strategy and thereafter assess the authentic state of the HR system in terms of figures and capabilities and finally match the HR handiness with the desired demand (Rachid & Mohamed , 2017). If induction and onboarding programmes are fully incorporated in this strategic fit, newly appointed employee required skills and trainings will be assessed a long time before these employees could even attend such programmes and necessary resources arranged upfront i.e. mentors to help these employees.

2.1.10.3 Supervisor's role and responsibilities

Supervisors are the most influential persons in the induction and onboarding process of new employees (Isac & Badshah, 2016). There is suggestion that 70% of a person's gratification on the job comes from the support and relationship they receive from their direct supervisors (Badshah & Mehmet, 2020). It is their responsibility to welcome newly appointed employees and introduce them to the team culture and values (Fowler, 1996; Kupias & Peltola, 2009; Skeats, 1991). When newly appointed employees join the organisation, they arrive energetic and excited. It is therefore, a supervisor's duty to channel that energy towards success by helping the newly appointed to become eagerly acclimatised with the organisation. The more effective and betrothed is the supervisor, the more effective and engaged employee will be. Part of making newly appointed employees feel welcome is by providing them with all necessary tools and other resources to help them to be productive on their very first day.

Supervisors are expected to have effective consultation with all relevant departments such as IT, HR, and any other offices to make sure that the newly appointed employee have all the necessary tools to do the job (Runola, 2013). This is regarded as the nuts and bolts of a supervisor's job responsibilities when it comes to newly appointed employees. Supervisors need to make sure that newly appointed employees hit the ground running by making themselves available to support the newly appointed employees as much as possible (Mchete & Shayo, 2020). There should be an upfront agreed plan where supervisors and newly appointed employees meet and discuss the progress and the challenges faced by newly appointed employees. These sitting arrangements should be done in phases avoiding overwhelming and information overload e.g. in three months or six months. to measure employee performance (Mchete & Shayo, 2020). Several scholars recommend that supervisors

do their level best to be present on the first day to receive the newly appointed employees regardless of other work challenges, appealing that this helps to build positive relationship with new employees from the beginning (Fowler, 1996; Kupias & Peltola, 2009; Skeats, 1991). The personal presence of the supervisor to welcome the newly appointed employee on their arrival; the newly appointed employee feels valued and appreciated (Kupias & Peltola, 2009). The eminence of this kind of relationship is extremely significant as it stretches the chance of building the rapport between the supervisor and the new team members (Fowler, 1996; Skeats, 1991). Further than just receiving new employees on the first day, supervisors are also advised to share the induction schedule with new members to familiarise them with the plan and reduce the anxiety the new employees may have. What about a mentor?

2.1.10.4 Mentor or Induction Buddy

Employee induction and onboarding should be deliberate, clear, suitable, cater for the needs of individuals, have well formulated induction content, definite job roles and responsibilities to all those involved in the induction schedule (Wong, 2004). Induction programme if planned well, provides a platform for inductees to actively participate in the programme and allows the evaluation of induction training's effectiveness before, during and after the induction programmes through formative and summative assessments. Wong (2004) for instance argues that a successful induction programme also includes a mentoring element and must be aligned to the organisation's vision, mission and structure. People in new positions in organisations need job security; hence they need the support of a mentor who can act as a guardian giving them a prospect to learn from their inaccuracies and on how best to perform their tasks without exposing their jobs (Schein, 1978). It is therefore, suggested that an experienced, well-trained and willing mentors be carefully chosen based on their expertise and committed shown to help new recruits to settle as quickly and easily as possible (D'Aurizio, 2007). Mentors are expected to make sure that accurate information is available about job requirements, political dynamics associated with the job role, expected performance standards, the company background, company vision, values and goals as well as sharing people of influence within the organisation.

2.1.10.4.1 A person qualifying to be a mentor

A member of the team can be assigned to carry out this task of a mentor. It is recommended that a mentor could be someone who will be carrying out the same duties as the assignee (Salau, Falola, & Akinbode, 2010). Mentor is more relevant and imperative member of the organisation that can better transfer knowledge to the newly appointed employee about the specificities of the workplace. Some of the defined qualities of a mentor include being hands-on and knowing the systems and knowing how things operate, better than anyone else (Salau, Falola, & Akinbode, 2010). Mentors are responsible for assisting the newly appointed employees in their quest to establish themselves in their new jobs. It must not be taken too lightly that the newly appointed employees can be exposed on how to operate basic equipment which they are not familiar with hence a mentor is required to show them on how to operate (Grobler, 2006). Allocating mentors to guide the newly appointed employees is always a more systematic and progressive approach (Salau, Falola, & Akinbode, 2010). In the attainment of applied skills, mentor's role is to be in constant contact as the crow flies with newly appointed employees providing them information on how the job is executed safely and effectively; giving chance to individuals to put what they have learned into practice; make available feedback on how the individual is performing the task and provide the necessary support and corrective actions (Samuel, 2019). There is suggestion that 70% of a person's gratification on the job comes from the support and relationship they receive from their direct supervisors (Badshah & Mehmet, 2020).

2.1.10.5 New employees

As much as it is the employers' responsibility to deliver effective induction, it must be noted that there are things that can affect the end results of the induction programme that are highly dependent on the newly appointed employee e.g. employee past work involvement, the predictions the employee have towards the induction programme and the employee skills required by the new job (Viljanen, 2018). It is accepted that the highest organisational duty is to provide this learning opportunity to recruits through properly planned induction and onboarding programmes, but the newly appointed employees as well should grab this opportunity with open hands and effectively use it for the betterment of themselves (Garger, 1999). While induction and onboarding programmes are all about making the newly appointed employee acceptable to the new organisation or job position, the newly appointed employee

also has responsibilities to learn fast and adapt with their new working environment. By so doing new employees will help to upskill themselves and secure or weather their jobs. The listed factors modify the new employee's expectations concerning the induction and onboarding programmes.

Indeed, an employee skills training has been linked to improving productivity, sustained competitive advantage, and ultimately to organisational performance (Litz, 2000; Reid, 2001; Loan-Clarke, 1999). It is vital that new employees are assimilated and helped to achieve far-reaching skills to do their jobs properly without hesitation. An organisation's level of business performance can be hooked on the extent to which the organisation is capable with human capital even more so through induction (Camisón, 2003). Newly appointed employees are expected to provide formal feedback to the HR department through the completion of induction evaluation forms and provide informal feedback to their supervisors if a need arises or requested to do so (Grobler, 2006). The success of induction is affected by the quality of the induction stuffing and its duration; these factors are also more dependent on new worker's feedback he/she is providing about his/her induction experience.

HRM needs to make sure that induction and onboarding are modified to each newly appointed employee's need, the one size fits all does not work since newly appointed employees are having different backgrounds, different work experiences, different learning styles and preferences (Stedman, 2016). It must be noted that unexperienced employees require more help when compared to experienced employees who once worked in a similar environment even if it is not the same job. One of the characteristics required from the newly appointed employee that has a progressive effect on refining induction and onboarding process and the performance of the organisation as whole is commitment to the organisation. Learning requires a positive mind and dedication. Concentrating on assisting new employees to accurately carry out one's job confidently without demanding too much support is one of the paybacks of a proper induction programme which in the long run serve as an aid in the career development of the person throughout his/her working life (Beheshti, 2019). In tallying, the induction programme increases the efficiency of new employees by decreasing the time it takes to fit in into their undertakings and diminish mistakes that an employee could commit as a result of not having adequate information, which then influences positively on the work environment company to avoid admonishments and punishments (Abou-Moghli, 2015).

2.1.10.6 Existing employees

One purpose of the onboarding programmes is to increase retention, companies can do this by seeking ways to create a bond between the newly appointed employees with the employees that are already within organisation (Badshah & Mehmet, 2020), this is called social integration. For an effective working relationship with peers and superiors the new employees need to feel comfortable and accepted as members of the team (Badshah & Mehmet, 2020). There is no better way to help newly appointed employees to easily get to along with the existing employees than by allowing them to take part in same tasks and activities as a team. Tasks and activities can involve formal work or just social gatherings. Attaining the group's acceptance or approval is a very important step for newly appointed employees. Inductions are not just for new starters or people who are joining the organisation for the first time, but for existing employees as well due to many different reasons such as the change of policies and practices. Through socialisation of the newly appointed employees, for example, induction makes it possible for good working relationships among colleagues to be established. Such relationships, in turn make it possible for enhanced performance of organisational members to be attained as collaboration among colleagues is possible where good interpersonal working relationships exist (Gibson, 1991; Rebore, 1987). Forming good relationships with other organisational members makes it possible for newly appointed employees to attain satisfaction in their work (Rebore, 1987). Thus, induction serves an important function of need satisfaction (Abou-Moghli, 2015). Organisations should comprehend that veteran employees are important assets and organisations must look after them to gain their support (Garger, 1999).

Companies need from time to time provide older employees with refresher induction trainings; re-inducting existing employees helps the employees to learn about the changes that might have taken place in the organisation or learn about new ways of doing their jobs better (Mchete & Shayo, 2020). This helps the company in retaining them in the organisation. Through effective induction and onboarding programmes, the organisations that are intelligent enough to influence interdependency between the existing and the newly appointed employees by clearly assigning roles and responsibilities, outlining clear goals and objectives, proper scheduling start and finishing times benefit in many ways including increased productivity, higher employee-morale, job satisfaction, gaining of new knowledge and competencies, employees' commitment, decreased labour turnover are likely to have a competitive advantage as compared to those that have not (Roffey, 2016). From the nature of the purpose(s) of induction discussed

above, it can be seen that inducting employees is important. Through effective socialisation of the newly appointed employees, induction training makes it possible for the establishment of good working relationships among new and old employees, in turn make it possible to enhance the performance of organisational members (Roffey, 2016); Rebore, 1987). The good relationships with other organisational members making it possible for newly appointed employees to get gratification in their new jobs (Rebore, 1987).

SECTION B

THEORETICAL FRAMEWORK

2.2.1 Introduction

This section presents a discussion of two theories that framed this study and these theories are collegial leadership models and psychological contract theory. The discussion begins with collegial leadership models followed by psychological contract theory.

2.3 Collegial leadership models

Collegial leadership models take account of philosophies that put emphasis on authority and taking of decisions distribution among some or all stakeholders in the organisation (Ghasemy & Hussin, 2010). The term collegiality narrates to a body of individuals having a communal purpose. Collegiality is about the distribution of every day's jobs and being held responsible for one's actions (Ghasemy & Hussin, 2010). Yukl and Becker (2006) claim that the setting up of organisational structures results in the establishment of a group of proficient and knowledgeable leaders which eventually leads to an improved management and leadership of departments. The reason I chose to pursue the use and practice of collegiality is a belief that more is achieved when people work collaboratively whereas nothing much is gained if people are working in segregations (Little, 1990). Each employee should develop a feeling that he/she is a part of the unit and contributes something and recognizes the contributions of others. External contractors should also be recognized as contributing something valuable to the organisation (Mann & Harter, 2016). Brundrett (1998) argues that collegiality can broadly be defined as conferring and collaborating with others. The relationship between the client (organisation/permanent employees) and the service provider (external contractors) must be of a mutual benefit. Collegial leadership model study is possible to make a respected influence by probing the likely insinuations of leadership that applies for everyone to contribute to the team or organisation through effective induction and onboarding programmes.

Judge, Bono, Ilies and Gerhardt (2002) contemplate that it is important for organisations to create and weather economic advantages for their businesses through high-performing leadership. Pertinent occurrences are the growing use of self-directed work-roles and the exertions to sanction employees through information sharing to take charge of their roles,

which then accordingly change the leadership characters in the organisation (Druskat & Wheeler, 2003)

To guarantee survival in a changing environment, organisations need the type of leaders that are used to continuously changing characters that produce encouraging comebacks and performances from their employees. Accordingly, as organisations pursue to enable their employees to take decisions, investing in leadership growth might be essential to help teams and individuals become more engaged at work and achieve the organisation's goals. Both the business and employees stand a chance to profit from such enabling arrangements, claim empowerment promoters such as (Bowen & Lawler 1992; Spreitzer, De Janasz, & Quinn, 1999). The spirit of communal and power sharing implies continuous participation of employees in taking decisions and curtailing categorised command by reassigning accountability to the lower level. The main aim of communal and power sharing is the eradication of environments that diminish employees' power on organisations, community, trade and industry, civil, and traditional grounds (Spreitzer, 1996) by equipping them with all necessary knowledge and skills to succeed in their respective roles. The distribution of power and accountability with employees provides an opportunity for management to have time to reflect and improve the induction and onboarding programmes and to think about inventive and state-of-the-art ideas.

Quite a few things that must be in place for empowerment to bear fruits, things such like clear roles and responsibilities where employees are confident of what is expected of them; decentralisation of power; managers' social and political will to allow employees to make decisions; sharing of valuable information in a correct format and on time and the creation of a conducive working environment that upholds employee involvement (Spreitzer, 1996). For organisations to perform at their best, most employers came to realise that more emphasis should be given to employee's assurance to the organisation, an employee assurance is a decisive aspect that drives the success of an organisation. Through effective induction and onboarding programmes organisations should continue to try to rally behind these programmes effectiveness to live and weather their competitive edge. It is highly important for organisations to properly recognise factors that have influence on employee assurance to the organisation and to develop a plan to manage such factors, one of which is leadership behaviours.

2.3.1 Leadership behaviours required in promoting collegial leadership models

Wolmarans (2014) argued that solid rudimentary values are fundamental to control and effect good leadership behaviour. These rudimentary values perform as a communal paradigm that provides an opportunity to a leader to make an informed decision about the direction that followers need to take. Leaders can at times be damaging in the way they take decisions if organisational values are not adequate to guide leaders' decisions. Organisational leaders are expected to be guided by company values in all what they are doing and be ethical at the same time. Ethical leadership can only be made possible if leaders fully understand and commit to company values (Wolmarans, 2014). If the company values are comprehended by leadership. It highly likely that leaders will have courage to demonstrate ethical behaviours while executing their roles and responsibilities as leaders (Bauman, 2011). According to Ciulla (2005) solid moral values like integrity are imperative for leaders to lead successfully in the organisation. There is suggestion that 70% of a person's gratification on the job comes from the support and relationship they receive from their direct supervisors (Badshah & Mehmet, 2020).

2.3.2 Benefits of collegial leadership models

Honold (1997) has confidence in that true employee enablement may result in cultivating employee inspiration and improves individual's resourcefulness on how organisational strategies and approaches are effectively apprehended. Honold (1997) centred his point of view on the fact that employee empowerment's positive cumulative effects on employee motivation and creativity improve individual employee's capacity to instantly identify and correct deviations before they turn into major and costly organisational glitches. Empowered employees act as leaders in their own space when it comes to decision-making. Yukl and Becker (2006) have faith in that knowledgeable employees are easy to detect nonconformities and put on corrective actions without management's involvement. If employees' enablement is effective (Spreitzer, 2006), cited few benefits like condensed employee's disappointments, reduced costs resulting from nonattendance, reduced employee turnover, improved quality, lessen disruption, and minimised estrangement of managers from employees. Spreitzer (2006) accorded with Honold (1997) that employee enablement upsurges employee's leadership over performance of their given tasks. Bowen and Lawler (1992), indicated that structural empowerment concerns the practice of assigning decision-making muscle by upper

management to the lower structures, and growing access to information and resources among the individual employees in the lower organisational levels. Yukl and Becker (2006), pointed out that information ease of access drives out employees' uncertainties on values and performance targets expected from them. This could only be effectively achieved through properly planned and well executed induction and onboarding programmes. The next subsection will be dealing with Psychological contract theory.

2.4 Psychological contract theory

Psychological contract is of late the exhilarating organisational term that means the fulfilment and non-fulfilment of organisational interactions in terms of reciprocal commitments, anticipations and promises (Savarimuthu, 2017). If an employee identifies his/her input as adding value to the organisation that soon necessitate that the organisation trade-off immediately a psychological contract surface (Savarimuthu, 2017). By the time people start calculating what each brings to the relationships, that exacerbates a motive to interrogate the profile of that relationship. The induction and onboarding programmes, if it is well planned and well executed, it should result in a positive psychological contract where the employee portrays what is anticipated of them with what make them effective in their new positions and how they can add value to the success of the organisation (Mani & Karunya, 2017). True employee enablement encompasses the use of a well-adjusted mixture of physical and psychological liberation measures, according to (Bowen & Lawler, 1992).

Commitment of newly appointed employees is a crucial element that has a positive impact on improving the performance of the organisation, hence their positive psychological contract is of paramount important. Riggle (2007) witnessed a growing significance placed on employers in understanding the behaviours of employees in the organisation. This results in a huge interest in researching the perception of employees and the prevailing climates within the organisations. It must be noted that the perception of employees on organisational environment has substantial consequences for both the employees and organisation. The above is supported by Al-Saudi (2012) who cautioned that the environment inside the organisation is decisive in the life of the organisation because it touches the gratification of employees and their performances and ultimately the triumph and permanency of the organisation. Psychological contract theory is well-defined as the employees' perception of the unspoken agreement between themselves and the organisation that comprehends a joint accountability between the parties (Festing, 2014).

Mitchell and Ambrose (2007) further alluded that at times employees have expectations or anticipations of their employers and they tend to make psychological contracts with their employers whether positively or negatively. Some of employees' expectations are related to motivation such rewards and benefits, better working conditions, good relationship with direct line leadership and peers, professional development and effective communication (Isac & Badshah, 2016). Organisations are therefore, cautioned that a skimpy induction programme can result in employees not acclimatising soon enough and hitting the ground running due to poor or negative psychological contract created. For employees to have a positive psychological contract, induction and onboarding programmes should be done well aiming to provide newly appointed employees with all information and resources they need to perform their new roles and specify their place in the organisation and how they can contribute to the success of the organisation. It must be noted that psychological contract is self-motivated and embryonic, organisations are therefore expected to commit much efforts in understanding these fluctuations and at times when needed, consider renegotiating the contract with the employees. Researchers like Mani and Karunya (2017) alluded that positive tactic to psychological contract is expected to lessen the intent of employees to resign immediately after joining the company and possible improve their productivity when their needs are met by the organisation. Employees are stimulated to respond positively towards the organisation by accordingly fulfilling their roles and responsibilities should they predict the company meeting their psychological contracts (Savarimuthu, 2017). If psychological contract is managed well through effective induction and onboarding programmes it can be beneficial to both the organisation and the newly appointed employees; the opposite is equally true.

The expectations if properly communicated between both the employer and the employees plays a big part for a psychological contract to be satisfied, vivacious and lead to active employees. Drawing the sustainability and stability of maintaining a positive psychological contract denotes acting in good faith, respecting and sharing same concern for each other's interests. Both the employer and employee must make good intentions, sureness and feelings of attachment in the minds of each other which in return fortify their connection and effect on how they anticipate behaving and reciprocate their affinity towards each other. In conclusion, psychological contract nurtures the behaviour of the parties and also helps the organisation to manage their employees well (Savarimuthu, 2017). In a study made by (Randstad, 2019), unappealing benefits package may drive the candidates away.

2.4.1 The consequences if psychological contract expectations are not met

Employers need to keep in mind that employee's first day at work sets the standard of what is to come (Tiffin, 2019). Ideally, employee may have established some clear foundations and expectations during an interview process thus the employer must take that very seriously. Surprisingly, when these expectations are not met, employee see the psychological contract being fragmented by the employer (Oplot & Maket, 2020). The danger is the fact that employees have a tendency of having no feeling of the organisation if they contemplate that the organisation is not considerate about their needs such as professional development (Garger, 1999). Employers therefore, can unsuspectingly make decisions that will denote to their employees a nonstandard behaviour. What most influences the employee-employer association is greatly swayed by the psychological contract between the parties (individual's beliefs regarding reciprocal obligations from the organisational side) (Rousseau, 1990). The way the HRM represents the company during the recruitment process plays a bigger role in creating a psychological contract. The basis for psychological contract is already created just after the job interview and away before the new employee joins the organisation or attends the induction programme meaning that the psychological contract started to emerge in the recruiting phase (Kjelin & Kuusisto, 2003). Psychological contracts created during job interviews results in glitches during the induction phase if the company was not presented well during that time (Tyson & Alfred, 2000). Positive psychological contract emerges when one party believes that a promise of future return has been made and a contribution has also been made whilst the negative psychological contract means that an obligation has been created to provide future benefits (Robinson, 1994) when the other party see things oppositely. In other words, psychological contract is different to a written contract; it is more of unspoken understanding or expectations that the employer and employee may have of each other and for their work relationship (Gabriel, 2008).

2.4.2 Some of the things that employers should do to promote positive psychological contracts

It is of paramount importance for an organisation to comprehend and manage psychological contracts that maybe created during the engagement with their newly appointed employees (Festing, 2014). To circumvent the development of a false psychological contract, the managers as well as the subordinates need to pay attention to passing on true messages. During job

interviews, employer need to be careful not to create unnecessary expectations by over selling the company that at the end will create some psychological contract issues.

This exaggerating might happen during the recruiting process by presenting the company in a deceitful manner or equally during the induction process for example by embroidering the prospects for the role. This situation could on the other hand be managed with realistic job preview, which prevents the newly appointed employees' anticipations building up to unworkable measures, by giving the newly appointed employees a straightforward image of the organisational authenticity (Poopvich & Wanouus, 1982). When an organisation is meeting or exceeding employees' expectations; employees are highly likely to reciprocate with actions which intends to benefit the organisation (Turnley, Bolino, Lester, & Bloodgood, 2003). Induction is regarded as one of the fields to level the ground on issues of psychological contract. Psychological contract breach was found to be significantly more likely when employees had not experienced a formal induction or have received an inferior socialisation process (Tomprou, Rousseau, & Hansen, 2015). It is therefore, recommended that management should plan and design formal induction and onboarding programmes that would shape positive attitudes toward an organisation thus creating a positive psychological contract.

2.4.3 Variables measuring the effectiveness of psychological empowerment

Bowen and Lawler (1995) pointed out that variables measuring the effectiveness of psychological empowerment include; meaningfulness of the job, employee competence, extent of employee's self-determination, impact of individual employee's performance on organisational performance and the existence of appropriate motivational strategies. Bowen and Lawler (1995), cited that employees may also become psychologically satisfied and empowered if they are able to decide their own course of actions with less management intervention or influence and if the tasks performed are immediately followed with satisfactory application of corresponding rewards. Basing on a similar line of thought, Linden, Wayne and Sparrow (2000) stated that employee empowerment results in increasing employee commitment and sense of ownership on the allocated organisational activities hence promote a positive psychological contract. Loyalty with the organisation cannot be easily calculated but it is substantial to intrinsic reward that an employee feels. Employees feel at ease and want to stay with their organisation when they feel they are putting their efforts and skills in the bottom line for their organisation (Logan, 2000). Though salary and benefits play an important

part in selecting and retention of the employees, employees are always observing the opportunities to acquire novel skills, to get the encounter of different duties, and looking for personal and professional development (Wagner, 2000). Therefore, nourishing these desires facilitates confidence, self-esteem and job gratification in employees (Nunn, 2000), which could only be achieved through effective employee induction and onboarding.

2.5 Justification for theories used- Collegial leadership model and Psychological contract

I depended on Collegial leadership models by taking into account that the philosophies that put emphasis on authority in taking decisions. Collegiality is about the distribution of every day's jobs and being held responsible for one's action (Dahou & Hacini, 2018). Collegiality Leadership Model is not just the legitimate positional authority granted by the organisation, but is a process involving relationships and reciprocity with others (Dahou & Hacini, 2018). The reason I chose to pursue the practice of collegiality is a belief that more is achieved when people work collaboratively whereas nothing much is gained if people are working in isolation.

Psychological contract - one needs a positive state of mind to be productive and to remain safe in the workplace (Clements-Croome, 2000). This can only be achieved if employee's psychological contract with employer is positive, hence this theory was also used in the study. It is worthy to note that initiating leadership behaviour was found to be related most positively to employee psychological contract (Kataria, 2015; Oplot & Maket, 2020). Empowered employees take decisions in their work space without too much interference of appointed leaders (managers, supervisors etc.) which then promotes a positive Psychological Contract towards the employer (Abouzeid, 2019). Through induction, Paradise Aluminium Smelter had to train and utilise (empower) their supplementary human resource team (external contractors) more carefully and efficiently. Managers needed to realise that they do not just need more efficient processes and technology in order to compete, but also need motivated people in order to survive and to be competitive, psychological contracts became an important topic (Kataria, 2015). Failure to uphold the positive psychological contract can endanger the functioning of the organisation and could lead to a situation where employees no longer cooperate with the organisation. In summary, when organisations acknowledge including employees as collaborators, whether permanent or contracting, rather than purely functioning employees, the psychological contract is considered a powerful determining factor of organisational success (Oplot & Maket, 2020).

Furthermore, the two theories used are in support of the research topic: **Managing Service Provider Empowerment: A Case Study of Induction of Contractors in A Private Sector Organisation** by ensuring that employees through induction, employees are empowered with required skills and knowledge to effectively execute their jobs and in a safe manner. According to Abouzeid (2019), empowered employees have all of the tools they need to learn and develop themselves, connect with colleagues and others throughout the organisation, make their own decisions, be leaders and contribute to the success of the business. Employee empowerment, in simple terms, is an umbrella term that includes everything that enhances the capacity of people to make decisions and take actions that lead to desirable outcomes for the organisation (Abouzeid, 2019). Most, if not all, organisations understand the importance of empowering their employees in order to achieve improved business outcomes. Guided by the above arguments, I therefore conclude that employee empowerment should be viewed as a key performance indicator for the health and wellness of an organisation's people strategy which can most be achieved by passing right information to employees to effectively produce and complete their jobs in a safe manner. Therefore, it can further be concluded that overall empowerment provides employees with intrinsic rewards of doing their jobs, which has a positive impact on the psychological contract and decision making. By appreciating the employees for their work done and involving them in decision making, they will become highly motivated and enthusiastic to achieve the organisation's goals and objectives.

2.6 Conclusion

In summary, this chapter has looked at what literature is available on induction and onboarding programmes. Safety is one of the aspects viewed as a critical component in any organisation which needs to be integrated into employee induction and onboarding programmes and to be given the necessary attention it deserves in ensuring business success. Every organisation should go all-out for unremitting improvement where safety is concerned. Innovative strategies need to be devised and incorporated into an organisation's existing induction and onboarding programmes to achieve safety excellence. Organisational safety is a broad topic that needs to be studied alongside the organisational culture, leadership styles, employee attitudes and behaviours, communication and performance management systems, through effective induction and onboarding programmes. The induction and onboarding programmes should be rendered to all newly appointed employees regardless of their years of service, employment status (permanent or contracting), age, skin colour, gender, level of education, etc. These two

theories have been adopted to encourage employee empowerment, information sharing and collaboration in decision making between organisation and their newly appointed employees through designing and implementing effective induction and onboarding programmes with an aim of effectively achieve organisational goals. Through induction and onboarding programmes, companies have a chance to instil positive psychological contracts with the newly appointed employees by sharing correct messages with them. Lastly, organisations can utilise employee induction training and development programmes to improve their appearance as the employer of choice in the job market.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter reviewed the literature on employee induction and onboarding. It also dealt with two theoretical frameworks: collegial leadership theory and psychological contract theory. The previous studies talking to induction, orientation, organisational socialisation and onboarding were studied with a purpose to address this study's research questions. Chapter three deliberates the research approach, research paradigm, research method, site and participants' selection, data collection tools, ethical issues, trustworthiness and limitations of the study. The researcher intends to get answers to the following research questions:

- What induction programmes are in place in a private sector company, Paradise Aluminium Smelter for external contractors?
- How effective is the induction programmes provided in a private sector company, Paradise Aluminium Smelter for external contractors?
- What improvement (if any), needs to be made to the induction programme provided by private sector company, Paradise Aluminium Smelter to ensure better socialization of external contractors?

3.2 Location of the study

Paradise Aluminium smelter is a private company built in Richards Bay. Richard Bay is in the province of KwaZulu-Natal north of Durban. For over 20 years Paradise Aluminium Smelter has contributed very strongly in manufacturing aluminium in South Africa. Paradise Aluminium Smelter is the only primary aluminium producer in South Africa. Paradise Aluminium Smelter produces liquid aluminium and solidifies it into ingots products to sell in export markets. In support of the Broad-Based Black Economic Empowerment (BBBEE), Paradise Aluminium Smelter also supplies liquid metal to a company called, Siyanda Aluminium Projects with a judicious small amount to support local businesses with aluminium products. The company is also helping underprivileged and people with disabilities to learn that they are able and capable.

As result, in the past two decades Paradise Aluminium Smelter have teamed up with **I Can** individuals to launch a Learnership Academy opposite to its premises to empower underprivileged and people with disabilities through learning. This offered a greater liberation and social connection and help them get jobs. The company has done its best to bring about positive change in peoples' lives, internally and externally. Paradise Aluminium Smelter is committed and ceaselessly working very hard to bring about meaningful change to the lives of the people around the smelter (socially and economically) and committed to South Africa's National Transformation Agenda. Safety has always been a critical consideration in this company. The zero accidents vision has become pervasive among organisations around the world (including Paradise Aluminium Smelter) as they seek to protect their employees from work-related harm (Young, 2014).

3.3 Research paradigm

An important thing the researcher must do is to place the research topic into wider epistemological and philosophical worth of his/her standpoint by locating it within a definitive framework (Perren & Ram, 2004). Govender (2011) define paradigm as a structure in which theories are established that basically sway how a person views the world. This study was located within the interpretivist paradigm which ontologically asserts that there are several realities (Niewenhuis, 2007). Burrell and Morgan (1979) epistemologically define interpretivist paradigm as the paradigm where knowledge is created by interacting people with other people. I chose the interpretivist paradigm so that I would engage directly with participants to understand their real- life experience when it comes to induction programme offered to the external contractors by Paradise Aluminium Smelter. Kivunja and Kuyini (2017) concluded that this approach makes an effort to 'get into the head of the subjects being studied' so to speak, and to understand and interpret what the subject is thinking or the meaning s/he is making of the context (Kivunja & Kuyini, 2017). One of the characteristics of interpretivist paradigm is the acceptance that multiple truths exist since truths are formulated by one's experiences (Cohen, Manion & Morrison, 2012). In this study I needed to understand the induction on onboarding programmes from external contractors' point of view (Denzin, 1983); the external contracting employees who have recently attended the induction and onboarding programmes at Paradise Aluminium Smelter. In this study, I also intended to understand management's point of view regarding induction and onboarding programme's effectiveness that Paradise Aluminium Smelter administer to external contractors.

3.4 Research approach

I adopted the qualitative research approach to tackle this study. Qualitative research as an iterative procedure in which enhanced understanding to the scientific community is attained by making new significant peculiarities resulting from getting closer to the phenomenon studied (Aspers & Corte, 2019). The Qualitative research approach is therefore, a practice which aims to appreciate practices, communal and cultural settings that have the possibility to shape several behaviours depicted in the community (Becker, 2017). In this study I needed to understand the experiences of external contractors who recently undergone the induction and onboarding programmes at Paradise Aluminium Smelter. According to Nieuwenhuis (2007) in qualitative approach the researcher goes all out to get a perfect and comprehensive story as possible through participants' point of view, understand and characterize their experiences, get a feel of situation himself/herself and witness their true physical, political, eco-social and cultural encounters.

The above view is supported by Balyer (2012); McMillan and Schumacher (2010). They confirm that qualitative research approach is an in-depth study where the researcher engages with participants face-to-face to collect data in their normal setting. Qualitative research approach is quick to respond if compared to the experimental approach. I therefore, saw it suitable for this study (Marczyk, De Matteo, & Festinger, 2005). Two data collection tools used in this study were semi-structured and focus group interviews where participants were directly engaged. This afforded me a chance to establish a good relationship with research participants (Mounon, 2001), aiming to get a rounded understanding of participants' rich answers to the questions I posed to them in regard to induction and onboarding programmes they received as external contractors from a private company called Paradise Aluminium Smelter, Richards Bay in the province of KwaZulu-Natal far north of Durban, South Africa. The qualitative approach scrutinizes why things are happening and how decisions are taken but does not intend to answer what, where, when questions and qualitative approach does not deal with quantities.

3.5 Research methodology

A case study method was adopted in this study. A case study approach is frequently used in a widespread of fields, such as thinking, sociology, political science, communal work, commerce; and it is a research methodology that aids people to appreciate the phenomena in realistic situations (Yin, 2003). Case study is a precise distinctive programme or incident that is investigated intensively for a specified period of time in real life settings (Lee & Lings, 2008). Case study permits the investigator to study an event or scenario with great deal of depth. Case study can be an unsociable case, or a case limited by time and/ or place (William, 2007). This study is restricted by time and place. It is based in a private company named Paradise Aluminium Smelter, focusing only on external contractors' induction and onboarding programmes offered by the case company in the last three years. The case study approach as a research strategy guarantees that the researcher collects far more data and offer a comprehensive understanding of the situation at hand when compared to other methodologies. A case study has the ability to expose a wide-range of uniformity on the subject of politics, culture and social underlying forces supposedly related to the occurrence of concern that are not possible to be noticed upfront (Bhattacharjee, 2012), hence in this study the phenomenon of interest was to understand external contractors' experiences in regard to induction and onboarding programmes offered to them by Paradise Aluminium Smelter.

Case study approach has quite a few strengths including the capacity to use diverse research methods (Davies, 2007). In this study I used semi-structured interviews and focus groups interviews to collect data. Case study can establish relationship with research subjects (Mounton, 2001). In the process of data collection, a strong relation emerged between the researcher and the participants as I was trying to get full understanding of participants' experiences regarding their induction and onboarding programmes at Paradise Aluminium Smelter. A case study has an ability to acquire suitably rich explanation that can be transferred to comparable circumstances and producing deep insight of the situation. This case aimed to describe or understand the induction and onboarding programmes through the eyes of the participants (Perone & Tucker, 2003), hence purposive sampling was used.

3.6 Company and participants' selection

3.6.1 Company selection

I conveniently selected the case company based on my past and the present relationship I have with this organisation. I have been employed with Paradise Aluminium Smelter since the last ten years. I am employed as an Authority to Work Officer (ATW Officer). Choosing the company of employment saved me time and travelling costs during data collection period. It must be noted that convenient selection does not try to find ways to make a sweeping statement about the entire population. Pseudonym was used to maintain the anonymity of the research site.

3.6.2 Participants selection

The target population of the study were external contracting employees who attended induction and onboarding programmes at a private sector company named Paradise Aluminium Smelter between 2019 up to date. Interviews were held by the researcher between the 1st and 30th of August 2020. The respondents themselves chose the place for the interview and in most cases, in Paradise' quiet rooms or boardrooms. The interviews were held where privacy and confidentiality could be guaranteed. Three one-on-one meeting were requested, and two focus groups made up of five participants per group conducted. A semi-structured interview schedule was developed and used to guide the interviews.

The interviews were held in English and lasted between 45 minutes to 1 hour 30 minutes per individual or per focus group; the average interview lasted about 1 hour. The sample formulation was as follows: ten external contracting employees (2 x 5 participants per focus group interview), one Paradise HR representative and one Training Facilitator and one Contractor Manager for semi-structured interviews. In this study participants were thirteen in total. This case study was limited to external contracting companies rendering services at Paradise Aluminium Smelter excluding permanent employees. I used pseudonyms to help maintain participants' anonymity and the case company. A sheet introducing the study, the researcher and providing information about what participation in an interview are expected to do was shared with respondents before the interview. Verbal and written informed consent were obtained from each respondent before the interview started.

Purposive sampling was used. Brynard and Hanekom (2006) define population as a cluster in the universe which share explicit features. The target population used in this study has some rich information about employee induction and onboarding programmes offered by the case company called Paradise Aluminium Smelter. Population is an all-out arrangement of happenings/ events from which samples are taken from (Babbie, 2013). Researchers take a sample that resembles the population from which the sample was taken from to get accurate data relating to the population in the study, this helps in making concrete conclusions emanating from the findings about that population at the end of the study (Khalid, Hilman, & Kumar, 2012).

All participants were asked to participate in the study guided by their different involvements in the induction and onboarding programmes at Paradise Aluminium Smelter. Participants were provided a platform to share their experiences or their involvement in the induction and onboarding of external contractors in the case company. De Vos, Strydom, Fouche, & Delport and Delport (2003) connect sampling to taking a portion of the population and seeing it representative of that population. Brynard and Hanekom (2006) confirm that the right sample should represent the population from which the sample was taken from with almost all characteristics so that conclusions may be a true reflection of the entire population. Bryman and Bell (2007) reiterate by maintaining that the sample should be substantial enough if the investigator needs to guarantee that truthful conclusions are drawn about the beset population. Purposive sampling technique was used in this research study, purposive sampling offered me a chance to choose participants I wanted to participate in the study based on their exposure to induction and onboarding delivered to external contractors rendering service at Paradise Aluminium Smelter, a private company based in Richards bay, far north of KwaZulu-Natal (KZN) (Ilker, Sulaiman, & Rukayya, 2016).

Purposive sampling is a kind of non-probability sampling method which is also identified as judgmental, discriminatory or subjective sampling, (Ilker, Sulaiman, & Rukayya, 2016). The purposive sampling technique is cautious when it comes to choosing participants as participants are only chosen based on certain qualities the participants have (Ilker, Sulaiman, & Rukayya, 2016). To distillate only on participants having physiognomies or any other features that could help with the research study on hand is the hint behind purposive sampling technique.

3.6.3 Advantages of purposive sampling

Purposive sample size is usually very small especially when it is equated with probability sampling methods. The purposive sampling does not select participants randomly with a purpose of generalizing the results. Purposive sampling assesses random sampling techniques as adding tiny benefit since random sampling does not deeply attend to issues and does not allow participants to talk to issues that the researchers may wish to have comprehensive understanding and to have answers on them, therefore, with purposive sampling I saw it fit to provide me with that deep and rich understanding of external contractors' induction and onboarding experiences at Paradise Aluminium Smelter from their own perspective (Cohen, Manion, & Morrison, 2018). It must be evident by now that the chief purpose of purposive sampling is to only select information rich participants (participants of concern) around the research topic aiming not generalize the results but to choose participants that will best answer the researchers' questions. On the other hand, it must be noted that purposive sampling has its limitation of providing less breath to the study when compared to probability sampling (Teddle & Yu, 2007). This is seen as a trade-off of its strength to provide greater depth when compared to probability sampling techniques.

3.7 Methods of data collection (focus groups and semi-structured interviews)

Data is intended to increase understanding of a speculative framework; data collection is therefore a significant aspect in research. There is no way that data analysis can undo the imperfectly collected data, applying conscious mind in choosing the right method to collect data and selecting information rich participants from whom the data is gathered is of paramount importance. (Ilker, Sulaiman, & Rukayya, 2016). The research employed two data collection tools, namely focus groups and semi-structured interviews.

3.7.1 Semi-structured interviews

In this study, semi-structured interviews were used. One Manager from Contracting Companies, one HR Manager and one Training Instructor from Paradise Aluminium Smelter were interviewed. The participants had a variety of educational backgrounds ranging from a high school to a professional degree. Lee and Lings (2008) suggest that interviewing is one highly respected qualitative research method and further suggest that interviewing should be

separated from controlled interviewing that are conducted on quantitative research whereby participants answer closed questionnaires head-on or over a phone. Semi-structured interview schedules were formulated to guide the interview proceedings during the data collection process. Semi-structured interview offers an opportunity to consider changing interview questions guided by an interview direction since semi-structured interview is a flexible research method where an investigator covers themes and sub-themes (Saunders, Lewis, & Thomhill, 2007). Some of the questions used in the interview are the same, to gather demographic data, to make comparisons between the interviewees and their answers. The chief determination for conducting semi-structured interviews was to gain deeper understanding of management's point of view of the induction and onboarding programmes rendered to external contracting employees that are offering services at Paradise Aluminium Smelter. To make sure the interviews are kept captivated I decided to formulate semi-structured schedule to help me guide the interview process (Carson, Gilmore, Perry, & Gronhaug, 2001). Semi-structured interview allows the researcher to ask probing questions to get a deeper understanding of the situation and to explore new ideas that are relevant to the research topic.

3.7.1.1 Semi-structured interview advantages

There are several reasons that influence the choice to employ semi-structured interview as a collection tool to gather data from participants (Saunders, Lewis, & Thomhill, 2007). The investigator has freedom in how he/she asks questions and can detect gestures such as body movements and facial expressions. if he/she chooses to employ semi-structured interviews. Another advantage of using the semi-structured interview as data collection tool is the fact that words and phrases the interviewee chooses to use bring a completely new point of view. The discussions between the researcher and interviewees may result in revealing things not attended to or considered before, since semi-structured interview affords the researcher the chance to review research objectives (Saunders, Lewis, & Thomhill, 2007). The abovementioned aspects added value to the research data collection rational for this dissertation.

3.7.1.2 About the interviewer/ interviewee

The interviewer needs to handle himself professionally since his behaviour can have an enormous influence on the results of the interview. Remarking and producing non-verbal behaviours that might in a way push or influence the interviewee to think in a certain way is

totally prohibited to be portrayed by the researcher and should be avoided at all cost. The researchers are expected to do their level best not to use their power through words or tone to influence the interviewees to answer questions in a certain way, as such the researcher must refrain from asking leading questions (Saunders, Lewis, & Thomhill, 2007). Having said that researchers must be mindful of words and body languages they are portraying however, researchers should not show tedium as that alone creates an undesirable environment for interviewees, instead showing a neutral and welcoming tone of voice and demonstrating a relaxed body language can positively contribute in making the interviewees feel open and comfortably answer all questions. The researcher should attentively listen to the interviewee while carefully observing the interviewee's body language and all other non-verbal signs.

Saunders, Lewis and Thomhill (2007) warn the researchers to ensure that adequate time should be given to the interviewee to produce good answers. The researcher's look or dress code might also have an influence on the results of an interview. Mismatch on the look or appearance between the researcher and the interviewee may somehow affect the interviewees' self-esteem or their trustworthiness in the direction of the researcher. The researcher should be considerate on how he/she is dressed-up when compared to interviewees since this might create a barrier between the two. It is therefore, suggested that the researcher do not dress very different from the interviewee (Saunders, Lewis, & Thomhill, 2007). If possible, the interviewer should dress the same as interviewee. To bridge this challenge of dress code, the interview invites sent to participants indicated that participants should dress casually when coming for interviews. I also dressed casual as per their dress code. The interviews were set to happen earlier or later of their working time to allow them to be in their casual cloths not in their uniforms. In closing, it must also be noted that the researcher may not dress calmly such that he/she loses dignity as a researcher.

3.7.1.3 Pilot study of the interview schedule

I carried a pilot study to evaluate the appropriateness of research questions of the interview schedule. Through the pilot study I aimed to evaluate legitimacy, language and applicability of the research questions contained within the interview schedules. This view is supported by Cohen, Manion, and Morrison (2012) where they suggested that researchers test the research questions and instructions before the actual interviews are conducted. One external contracting

manager and one Paradise Aluminium Smelter manager were consulted to review the semi-structured interview schedule. The interview schedule was approved without any changes.

3.7.2 Focus groups interviews

As highlighted above, the research employed two data collection methods, namely semi-structured interviews (One External Contractors' Manager, HR Manager and Training Instructor from Paradise Aluminium Smelter and two focus groups made of five general external contracting employees per focus group. A focus group is a distinctive kind of group consultation that is organised to collect comprehensive views and facts about a research subject from carefully chosen members (Bader, 2002). Morgan (1988) further defines a focus groups as an organisation of group interview in which dependence is to be found on the dealings with the group, where a topic supplied by the researcher gets discussed with a purpose to generate the end collective results rather than an individual view. In this study focus group approach provided an opportunity to external contracting employees an opportunity to deliberate and reflect on their experiences on how induction and onboarding programmes have been administered to them by Paradise Aluminium Smelter (Babbie, 2007).

3.7.2.1 Focus group benefits

Focus group interviews aim to give participants more time to deliberate on issues around the topic delivered to them by the researcher in depth without or with minimal interference of the researcher where he or she may now and then intervene to redirect the debate when participants are no longer discussing issues that are relevant to the research topic provided or when the participant start discussing issues that are not adding value in helping to give answers to the research topic and also when the researcher is intending to ask participants to give more clarities on a certain point of interest, as such their views should emerge more than the views of the researcher (Cohen, Manion, & Morrison, 2018). The results emanating from focus group interviews are far easier to digest than to work with numbers. Focus group interviews were conducted face-to-face.

Respondents felt able to express their experiences and gave their opinions in a relatively unfettered way. This was a good platform for external contracting general employees to share their views and experiences on how induction and onboarding have been administered to them

by Paradise Aluminium Smelter (Babbie, 2007). Participants felt valued. Focus group interviews did not only benefit participants but benefited me as well as a researcher because focus group sessions afforded me a chance to listen to the tone of voices, observe non-verbal signs and interact with participants by asking clarifying questions or requesting additional information during their deliberations. The other benefit of sitting in a focus group interview is the fact that more information is gained in a very short space of time than when compared to other interview settings as participants debate their points of view. The challenge experienced was that as a researcher I needed to be vigilant to observe that no one was dominating the group, and that everyone was provided a chance to put his/her views forward. Focus groups are good but have weaknesses when not properly managed (Cohen, Manion, & Morrison, 2018). The unnatural settings of focus groups are equally their strong point and their weakest point, nevertheless, even though focus groups are controlled and channeled to concentrate on given topic to discuss but still focus groups produce views and understandings that may have not been received from one-on-one interviews. To address or to bridge the limitations of focus group interviews, semi-structured interviews were added as a supplement collection tool to give a chance for those who could not give classified information in a group setting but prefer to give information privately. Participants' permission was obtained, interviews were digitally recorded and transcribed professionally for analysis.

3.8 Ethical issues

Research ethics denotes the suitable behaviours the researcher will administer or portray in relations to the rights of the participants (Arifin, 2018) i.e. getting informed consent and voluntary participation, anonymity and confidentiality, the use of pseudonyms, ethical approval and access to participants, potential for harm and tape recording consent. Ethics within research is fundamentally concerned with recognition of participants' rights and interests (Walford, 2001) e.g. voluntary participation and a right to withdraw. This also includes, but is not limited to, the use of pseudonyms/false names to preserve anonymity (Thomas, 2010). I was open and honest about the study proceedings before, during and after the research. I discussed my expectations with all participants. I explained their rights. Participation was voluntary. There were no risks involved in participating in the study. There were no direct benefits for participants for taking part in the study. Learning from the study were to be shared with participants once the study is completed. Research ethical clearance was requested and obtained from the University of KwaZulu-Natal (UKZN) prior to commencing

with the study. Authorisation to carry out the research study was requested and granted by the case company.

As per Henning, Ransburg and Smit's (2004) guidance, I requested and have been provided with consent by participants. I fully explained the purpose of the study to participants. I requested time for interview and shared interviews with all participants. Informed consents from participants was secured through written invitations and responses. Participants were asked to indicate their willingness to participate in the study through signing the consent form. Participants were assured of the maintenance of confidentiality. Confidentiality is one of the ethical requirements of conducting research (Roberts, 2015). Participants and company anonymity were guaranteed by means of use pseudonyms. In this study participants were guided not to disclose their identities in any form (Cresswell, 2013). Participants were afforded full right to withdraw from the study at any stage should they feel not comfortable to continue/proceed with the study (Gregory, 2003). Each participating individual was assigned a unique code to distinguish him/her from other participants for analysis purposes.

3.9 Data analysis

Data analysis section provides a brief explanation of the technique the researcher followed to analyze data collected from participants. It is important to tell participants how the collected data will be handled and how data is going to be disposed-off once finished using. I had to first explain to participants the reason why they were selected to participate in the study and indicated how valuable their contributions would it be if they were to provide accurate information that will to assist to find answers to the problem faced by external contractors and Paradise Aluminium Smelter regarding the number of accidents and incidents caused by contractors in the case company. My research viewpoint and research approach were outlined to participants so that they would understand my rationale of conducting the study. I analyzed collected data following the thematic content approach. After collecting data, I conducted a complete assessment to check data suitability to the study (Brynard & Hanekom, 2006). It is common for a researcher to identify the state of the art in relation a specific research topic. One of the characteristics of qualitative research is to define statements about connections and prevailing themes and sub-themes from the data. The term analysis is a difficult term to define. Wolcott (1994) indicated that analysis is a broad-based term that encircle three areas to be

considered when scrutinising data which are as follows: explanation, examination and elucidation.

The three areas are not easily distinct/separate from one another but categorising and differentiating them from one another found to be helpful to arrange and present data (Wolcott, 1994). Alternatively, Sarantakos (1998) views thematic content analysis as encompassing five phases which are outlined as follows: transcription, checking and editing, analysis, interpretation and verification (Sarantakos, 1998). It must be noted that in thematic analysis in qualitative approach, data gathering and data grouping both get interpreted at the same time. The above is well supported by Marshall and Rossman (2006) saying that depending on the researcher, the analysis can immediately take place during data collection. Logically, the reading of data is followed by the decision whether such data is adding value to be considered in the study or not which then that leads to first clarification and putting concepts into meaning (Marshall & Rossman, 2006).

Groupings of the same arrays and significance, yet high-class, are created according to the existing background. In thematic content analysis data is analyzed, themes and sub-themes emanating from data are then grouped accordingly (Marshall & Rossman, 2006). Thematic content analysis was used in this study to analyse data, I therefore, attempted to make sense and interpret the induction and onboarding programmes as it is experienced by external contractors that are rendering service at Paradise Aluminium Smelter; as such participants were engaged to share their experiences (Creswell, 2009). The main objective of the research was to analyze and make good understanding of the external contracting experiences and management perceptions regarding the induction and onboarding programmes offered to external contractors that are rendering services at the case company.

3.9.1 Transcription

The recorded data was transcribed onto paper. I visited tape recordings several times to ensure that all data is transcribed properly. The reading and re-reading of the transcripts is the first step in any qualitative analysis. The transcribed data was also visited many times with a purpose to identify theme and sub-themes addressing the research questions. The data that seems not adding value was removed from the transcripts. This assisted me to understand participants better when all recordings were already transcribed onto paper.

3.9.2 Checking and editing

To meaningfully check and edit data, data had to be divided into reasonable sizeable quantities. The meaningful checking and editing of data were attained by reading data passages from each paragraph of data collected from participants and comparable themes that seemed relevant to the study were then clustered together. I had to ensure that I do not lose focus of the research questions such that data was analyzed guided by research questions in mind. Data was coded according to their relevance to the study. Coding is not a straight forward process. After generating codes, at times I had to revisit the generated codes and make necessary changes.

I followed all the above processes in honour of the qualitative approach requirement which expects qualitative researchers to prove to participants that the data collection process is well-defined, reliable and is a true reflection of what was discussed by participants and provide a clear understanding to anyone else reading the report (Lorelli, Jill, Deborah, & Nancy, 2017). By so doing the credibility of the report is enhanced.

3.9.3 Analysis

Arranging, accounting for and explaining the data are steps need to be followed when doing data analysis. In summary, this means noticing configurations, themes, groupings and symmetries with a purpose of understanding data in terms of participants' experiences or point of view of the situation or scenario at hand (Cohen, Manion, & Morrison, 2018). Data analysis requires re-visiting of work that has been already looked at continuously (now and again), redoing coding extracts and compare analysis until the best clustering is accepted (Braun & Clarke, 2006). This implies that analysis is not a straight forward process where one can move from stage to stage without re-visiting the previous stage. In qualitative research data analysis can start as early as during data collection stage. Starting to analyze data early enough helps to minimise information overload where only relevant data is included in the study (Cohen, Manion, & Morrison, 2018). It is a well-known fact that the principles of validity in qualitative research calls for participants' voices to be heard, but it is also accepted that only voices that are relevant to the study need to consider, hence analysing data offers an opportunity to eliminate all those voices that are not adding value to the study (Cohen, Manion, & Morrison, 2018). Successfully completion of data analysis leads to themes and subthemes generation emanating from participants' collected data being recognised as adding value to the study.

3.9.4 Interpretation

If interpretations are true with the collected data, then one would have met the requirements of a good qualitative approach. Qualitative research is more reliant on data interpretation of the collected data from participants. As a researcher, I needed to look at the data from different angles and where possible consider different interpretations before I could use it in the study. There is big connection and interdependency between data analysis and data interpretation as one of the two can lead to the other before one could finally reach a conclusion. I have followed these processes guided by research questions and research objectives formulated right at the beginning of the study. Only data supporting the research questions and objectives were considered.

3.10 Trustworthiness

Trustworthiness as Gunawan (2015), mentioned that trustworthiness turns out to be a matter of enticing whereby the researcher is observed as having made those practices detectable and therefore auditable. Trustworthiness has been supplementary divided into credibility, which resembles approximately with the positivist concept of internal validity; dependability, which narrates more to reliability; transferability, which is a form of external validity; and confirmability, which is fundamentally an issue of exhibition (Gunawan, 2015). It is only when the person who reads the research report adjudicates the report as reliable then that study is said to be trustworthy. Having said that, participants were therefore given access to the findings of the research to verify the authenticity thereof (De Vos, 2007). To ensure the rigor and trustworthiness, I considered conducting member checking, supervisor checking, peer review checking, detailed transcription, systematic plan and coding (Gunawan, 2015).

3.10.1 Credibility

The first characteristic or measure that I needed to inaugurate was the credibility. Trustworthiness is one of the most essential aspect or criteria that the researcher needs to create in his/her study. It is so because credibility asks the researcher to undoubtedly connect the research study findings with authenticity/ genuineness to make evident that the research findings are true and generated from the data collected. One of qualitative research approach characteristic is to describe or

appreciate the occurrence through the eyes of the participants, it is therefore only participants who can rightfully arbitrate the credibility results of the study not the researcher claims (Perone & Tucker, 2003). In this research study credibility was made possible by affording co-researchers, research supervisor and participants to check the findings and the interpretations, this is well supported by (Lincoln & Guba, 1985). Member-checking is *modus operandi* in which the data, disclosures, and deductions are communicated or are double checked with research interviewees prior to putting it into final report. Member-checking exercise consent participants to shed light on what their meanings were, correct inaccuracies, and provide additional information when necessary. Credibility is the match of data between participants and the researcher's illustration or interpretation of them (Tobin & Begley, 2004). This then concludes that I was required to give the transcripts back to participants to read and authenticate its correctness before putting it into a report to ascertain its credibility. Peer questioning was also administered to offer an external assessment on the research process.

3.10.2 Transferability

Transferability denotes the generalisability of inquiry. In qualitative research, this concerns only to case-to-case transfer (Tobin & Begley, 2004). The researcher cannot know the places that may wish to transfer the findings; however, the researcher is liable to provide thick explanations, so that those who seek to transfer the findings to their own situations can arbitrate the transferability (Lincoln & Guba, 1985). In this study transferability was ensured by outlining the entire process followed in terms of research approach, research design, research methodology, site selection and participants, sampling and data collection tools used.

3.10.3 Dependability

Dependability speak of the uniformity and reliability of the research findings and the degree to which research actions are predictable, allowing someone outside the research to follow, check, and evaluate the research process (Streubert, 2007). Dependability inaugurates the research study findings as unswerving and repeatable it is therefore an important aspect to

trustworthiness of the study. As a researcher I had to attest my findings if they agreed with participants' point of view with data, I collected from them. It is crucially important that as a researcher you verify that if other researchers were to use the data you have collected, they would come to similar judgements, understandings, and suppositions about the data hence I dealt with data very carefully. I had to expose my work to peer review scrutiny for me to establish dependability. The other way to attain dependability is to make sure that the research process used is rational, perceptible and unmistakably documented. This view is well supported by (Tobin & Begley, 2004). I needed to ensure that interpretations and conclusions were scrutinized to conclude whether they were supported by data collected from participants, to achieve this I had to send my conclusions to my research supervisor for further scrutiny. Dependability implied reliability and showing that the findings in this study are consistent and repeatable. A combination of data collection tools semi-structured interviews and focus group interviews were employed to enhance data collection.

3.10.4 Confirmability

The last measure of trustworthiness that a qualitative researcher must establish is confirmability. Confirmability measure has to do with the level of assurance that the findings of the research study are founded on the participants' stories and arguments rather than possible researcher prejudices (Tobin & Begley, 2004). In this study through verbatim quotes, it can be confirmed that the findings were formulated by participants and not by the researcher. Participants were given a chance to check data correctness before producing final report. Confirmability can only be recognized when the first three measures which is credibility, transferability, and dependability are all attained; this according to (Guba & Lincoln, 1989).

3.11 Limitation of the study

This research was done at Paradise Aluminium Smelter. This smelter based in Richards Bay in the Province of KwaZulu-Natal, South Africa. There is no guarantee that this research can be freely applied to other organisations in different sectors due purposive sampling. The generality in this type of sampling is negligible. Regardless of the kind of purposive sample used, purposive models can be highly predisposed to researcher prejudice, thus it can be hard to

defend the representativeness (Bernard, 2002). I therefore, do not claim that the findings of the research study can be completely exchangeable with other organisations in different sectors. Nevertheless, there may be great areas of crossover. The site selection also created some limitation because of how it was selected since convenient selection method was used. Wellington (2015) records that case studies are not reproduceable, may not be representative, archetypal or make a sweeping statement. The case studies challenges are also noted by Denscombe (2014) who cited things like difficulties setting boundaries to the case study, difficulties in gaining access to the case settings and the challenges of ensuring the case study do not move beyond description to analysis and evaluation.

Shaughnessy, Zechmeister, and Zechmeister (2003) further suggest that case studies every so often lack a high degree of control, and actions are hardly ever controlled systematically and have tiny control over inessential variables. One might think the case study approach is easy because the researcher is free to choose a number of subjects to be involved like selecting a family, a school or a company. but it is not as the case studies are the most time consuming researches one could ever think of (Van Zyl, 2014).

3.12 Conclusion

Research design and methodology was dealt with in chapter three. Qualitative approach was selected for this study. The interpretivist paradigm was used. A case study methodology was followed. Site selection was based on convenience (easy access) while participants were selected purposively based on their knowledge of the research topic. Semi-structured interviews and focus group interviews were used as collection tools for this study. Moreover, data analysis, issues of trustworthiness and contemplations of ethical issues were outlined. The chapter concluded with a discussion of the limitations of the study.

It came out that Paradise Aluminium Smelter (pseudonym) has been swamped with several contractors' recordable classified injuries for the past few months starting from June 2019 to date. It therefore, makes it not possible for the organisation to achieve its desirable safety goal of realising naught accident vision. The purpose of this chapter, through data collection tools used was to investigate effects of the induction and on-boarding programmes have on external contractors rendering service at Paradise Aluminium smelter. Putting it differently, the study

aimed at identifying the role played by the induction and onboarding programmes in curbing the number of recordable classified injuries that are being witnessed in external contractors even after they have attended these programmes by asking participants to share their views and experiences. Through focus groups, I managed to collect induction and onboarding experiences or views of general contracting employees about their involvement in the above programmes. The next chapter deals with data presentation, data analysis and discussion.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

Chapter three discussed the research design and the methodology of the study. A qualitative research approach was selected. A case study methodology was utilized. Chapter four discusses data engendered from semi-structured interviews and focus group discussions. Themes and sub-themes originated from the data were steered by research questions. The findings are scrutinized by means of theoretical frameworks and literature review shared in chapter two of this study. Verbatim quotes used in the data analysis section to ensure that the voices of the participants are not lost.

The following were the research questions formulating the study:

- What induction programmes are in place in a private sector company, Paradise Aluminium Smelter for external contractors?
- How effective is the induction programmes provided in a private sector company, Paradise Aluminium Smelter for external contractors?
- What improvement (if any), needs to be made to the induction programme provided by private sector company, Paradise Aluminium Smelter to ensure better socialization of external contractors?

4.2 What induction programmes are in place in a private sector company Paradise Aluminium Smelter for external contractors?

With regards to the first critical question two broad themes emerged namely, organisational socialisation and job socialization. For each of the main themes, sub-themes are discussed.

4.2.1 Organisational Socialisation

Onboarding or organisational socialisation is a system that targets to develop a long-haul relationship between the business and the worker while encouraging a feeling of having a place and a ratification of settling on the right decision to join the organisation (Nikhita & Sukuchi, 2017). Organisational socialisation is therefore, seen as the course over which the newly employed accept the guidelines and acquire a new way of life that is used in that organisation. The following policies must be acknowledged in the workplace in South Africa as they inform some of the Human Resource department's decisions.

4.2.1.1 Conditions of Employment

A condition of employment speaks of something that both the employee and employer come to an agreement at the beginning of a worker's employment (RSA, Basic Conditions of Employment Act, 1997). Terms and conditions of employment are those matters that demarcate necessary facets of employment contract or employment connection the employer and employee may have (RSA, Basic Conditions of Employment Act, 1997). The fortitude of Conditions of Employment Act is to advance economic development and social justice by satisfying the principal objective of this Act which is to give effect to and regulate the right to fair labour practices communicated by section 23 (1) of the Constitution by creating and carrying out basic conditions of employment (RSA, Basic Conditions of Employment Act, 1997). Nevertheless, a condition of employment may also consist of a contract that states that an employee is given employment for a certain duration of time so long as the employee does not encroach upon the terms of the contract.

It emerged that the participants undergone the induction programme that also covered the conditions of employment. This is depicted from participants' acknowledgements of what was discussed during that session; hence Mr Naidoo of Siyaphambili Civil Engineering outlined his induction programme as follows:

Paradise Aluminium Smelter has a two-day induction training programme for external contractors. One of the areas covered on the first day of the induction programme was the conditions of employment.

Mr Mchunu (Contractor Manager) of TMS Projects added by reflecting the following about the conditions of employment of external contractors at Paradise Aluminium Smelter:

External contractors' terms and conditions of employment are mostly governed and guided by the main contract concluded with Paradise Aluminium Smelter. However, during the induction process the importance of understanding the plant processes and having knowledge and respect of the company's prohibitions that are in place as well as honouring the starting and finishing times came out very strongly as part of the conditions of employment.

The above quotations advocate that participants had undergone the induction programme which also catered for the discussion of conditions of employment. The external contractors were cognisant of the content transpired during their induction programmes in relation to conditions of employment. The participants highlighted some of the things they were inducted on regarding the conditions of employment. The conditions of employment discussed by Mr Naidoo and Mr Mchunu are in line with the Basic Conditions of Employment Act 1997. Every employer is expected to craft and make the company's conditions of employment available to the employees to read, guided by the Basic Conditions of Employment Act (BCEA) (RSA, Basic Conditions of Employment Act, 1997). The employer is expected to visually display this Act where it will easily accessible to employees to read. Carrell, Grobler, Hartfield, Norbert and Warnic (2011) believe that legislation and policies are very crucial to Human Resources as these guide management thinking and assist in achieving organisational goals. Participants' understanding is supported by (Armstrong & Taylor, 2017) who view induction and onboarding as company measures to friendly welcome new recruits when initially joining the organisation and affording them rudimentary information that will help them to become calm and start to connect with people, processes, produce and learn to adopt the company culture. Their views are further supported by (Bhargavi & Yaseen, 2016) who view onboarding as the way new employees get introduced into their new jobs; acquainting them with organisational goals, values, rules and procedures, processes; and socialising them into an organisational culture.

4.2.1.2 Code of Conduct

Code of conduct is viewed as a set of behavioural guiding principles employees should keep an eye on to ensure the company's values and vision for the business are replicated in all business dealings (Singh & Prasad, 2017). Singh and Prasad (2017) further confirm that employees who practice conscience thinking to conduit/channel their behaviour keep to the policies and regulations while unwavering, achieve the organisational goals. The code of conduct gives the code of ethics a real-life application beyond what only seems like logical assumption. The code of conduct is therefore a subset of the code of ethics (Kellenberg, 2019). The code of conduct ought to reveal in its construction the primary principles held by the organisation, sanctioning activities of employees that are in acquiescence with fundamental principles and those that are not in inconsistency of them (Kellenberg, 2019).

It emerged that the participants undergone the induction programme that also covered the code of conduct. This is depicted from participants' indications of what was discussed during that session as Mr Mchunu (Contractor Manager) of TMS Projects reflects:

The code of conduct presented gave me an impression that the induction programmes are aimed at getting the contractors familiar with the immediate environment they are to operate-in to enable safe practices and compliance to rules and procedures. It taught us how things are done in the case company.

Miss Ntshangase of Siyanqoba Projects added by saying:

Paradise Aluminium Smelter business code of conduct covered a lot of areas such as four company values (Care, Trust, Togetherness and Excellence); everyone leave site safe as he/she entered; embrace one another, diversity acceptancy and justice; honour and respect human rights etc. I was personally interested in a company speak up policy. Speak up policy encouraged everyone including contractors to speak out when company principles and values are compromised. Discernment, victimisation and pestering, deception, enticement or dishonesty, misuse of assets or a human rights violation are things discussed as part of the code of conduct. We were empowered to report any wrong doing.

Mr. Mbuyazi (contracting employee) from Zibuse Construction said:

We were made aware that retaliation is prohibited and alerted that reprisal can take many formulae including coercions, harassment, segregation, bullying, damage to person or property, ill-treatment, humiliation including any other detrimental conduct.

This is what Mrs Cassim, a Paradise Aluminium Human Resource Management representative had to say when addressing participants:

We value our employees. We will help you to succeed. We did not make a mistake by hiring you. It is our responsibility to make you have a great experience in our company. No job is more important than our employees' safety day-in and day-out and throughout the year. Our business code of conduct is there to help you achieve the great experience in our company. We must all not forget that new recruits are totally strangers that require transformation when they first join the organisation, hence the business code of conduct is used during induction training programme to shape the newly appointed employees the way the company needs them to be.

This suggest that participants being fully aware of the company's code of conduct that was shared with them during their induction training programme. It is evident that the drive of the business code is to govern the relationship as well as the behaviour of employee whilst at work in support of the company values. It is therefore expected that business leaders create proper culture by demonstrating the right conduct they would like all employees to demonstrate (Singh & Prasad, 2017). It is upon management to enforce stronger ethical behaviour that is required in the organisation by gratifying those employees that are demonstrating morals and honesty that accords company codes and punish employees who do not comply with the company ethics (Singh & Prasad, 2017). Building a workplace culture where all people are valued and putting in place appropriate policies may lessen employer legal responsibility if an inappropriate behaviour happens. The best way for management to communicate the culture that should be adopted by employees and how employees should act and not act is through the company's code of conduct.

The code of conduct that participants were exposed to cover a lot of areas as Miss Ntshangase of Siyanqoba Projects put it. Company values were shared. Lacking a code of conduct, management are often left with little guidance on how to act in the face of challenging choices. One of the important driving forces in cultivating company performance is leadership. As such it is therefore presumed that the type of leadership panache in employment has a bearing in an organisation's performance (Akpaprep, Jengre, & Mogre, 2019). Adequate inspiration, appropriate working space, payment, communiqué between managers and employees play a significant role in sanctioning a firm's performance (Akpaprep, Jengre, & Mogre, 2019). Developing and sharing a code of conduct with employees helps leaders navigate difficult situations and helps leaders build confidence that they are making the best, most ethical decisions. Throughout working lives employees should continuously endeavour to distance themselves from bad behaviours in general by signifying acceptable deportments towards fellow employees, clients, management, the public and environment.

4.2.1.3 Grievance Procedures and Disciplinary and Appeal Procedures

A disciplinary procedure is a policy used by an employer to address an employee's conduct or performance. The main reason for having a disciplinary procedure is to legalise ideals of behaviour in dealing with employees' incapability within the organisation (RSA, Labour Relations Act, 1995). The intention of punishment is to correct unbearable behaviours and advocate broad-minded methods at the place of work. This fashions inexorableness and uniformity in the application of discipline – it eliminates biasness. Paradise Aluminium Smelter's disciplinary procedure aims to instil suitable employee behaviour by providing a fair and unbiased process when dealing with employees' misconduct (Specialist Employment Relations, 2019). A grievance procedure is used to deal with problems or complaints that employees may have; either with the employer or with another employee. According to Paradise Aluminium Smelter, a grievance is defined as any cause of dissatisfaction on the part of an employee arising out of the work situation or workplace (Employment Relations Specialist, 2019).

It emerged that the participants had undergone the induction programme which also catered for the Disciplinary and Grievance Procedures. This is depicted from Miss Ntshangase of Siyanqoba Projects highlighting the induction training programme agenda of external contractors held at Paradise Aluminium Smelter as follows:

We were inducted on disciplinary and grievance procedures. I was so pleased to hear that contractors should use the grievance policy of Paradise Aluminium Smelter should a need arise. This procedure aims to foster communication and to provide a simple, fair process for settling grievances arising out of work situations. It encourages open communication and discussion of issues.

The Training Facilitator of induction programme at Paradise Aluminium Smelter Miss Sibiya argued that:

Grievance procedure facilitates the submission of grievances without fear or prejudice or undue detriment to the employee's current or future employment conditions. Indeed, grievance procedure is a right platform where everyone could voice out his/her concerns and frustrations about all work-related issues. Although parties were encouraged to attempt to first resolve grievances informally, it should be noted that where a grievance is of an extremely serious or volatile nature, it is appropriate to move directly to the formal stage of the grievance process. Opposite to grievance procedure, a disciplinary and appeal procedure was also introduced. The objectives of this policy are to initiate corrective action where behaviour of an employee is unacceptable and to ensure that corrective action is taken timeously when there are deviations from acceptable norms, rules and standards.

Mrs Cassim, a Paradise Aluminium Human Resource Management representative further indicated that:

In addition to the disciplinary and appeal procedure, employees are further subjected to the stipulations of any relevant legislation, and any agreement, contract or undertakings entered-into with the company. Each offence should be considered in view of all the relevant facts. Discipline is fairly applied in both the company and the employee's interest. Employees have rights to appeal against disciplinary action taken against them if they believe to have not been fairly treated.

The above extracts depict that participants were fully aware of the company codes such as grievance procedures and as well as disciplinary and appeal procedures that were shared with

them during their induction training programme. Grievance is said to be the platform to raise concerns while disciplinary hearing is a tool to correct ill-discipline or incorrect behaviour. Induction training programme is a well-thought-out introduction of newly appointed employees to their jobs, to their workers, and culture of the organisation (Stewart & Kenneth, 2019). Induction could help to instil correct behaviours to newly appointed employees. Cultures are commonly guided by company policies, values, beliefs and behaviours.

4.2.2 Job Socialization

According to Entelect (2017), job socialisation incorporates a culture that value attitudes, strengthen the value of work and the abilities involved in doing the job, such as physical power, skills, proficiency, imagination, investigative abilities, or influence. The exact intent of socialisation is to create companionship between the new and existing employees which helps to drive answerability and eagerness to produce required results in the workplace and to promote employee rendezvous that encourages job satisfaction and personal fulfilment (Entelect, 2017). Under job socialisation, the following sub-themes emerged:

4.2.2.1 Safety measures

Safety measures are actions and protections taken by the organisation to rally behind employees' safety, i.e. minimise risks associated with human well-being or to reduce exposure to danger. Safety measures are considerate and practical actions are taken by management of the organisation to protect, preserve and encourage the health, safety and well-being of their workforce both inside and outside the organisation (Ansah, 2017). Safety measures are therefore, the manifestations of management support and priority for and pledge to workers' health, safety and environment in the workplace. A protection measure or intercession may consist of a self-contained element such as a safety promotion within the place of work aimed at altering attitudes or safety training aimed at influencing good behaviour or it can necessitate a combination of components such as forming shop floor safety committees, overseeing and/or putting into effect compliance to the company policies (Ansah, 2017).

It emerged that the participants undergone the induction programme that also dealt with safety measures. This is what Miss Gumede (Contractor Employee) from Zikode Cleaning Services had to say about safety measures:

Regardless of the task to be performed, safety is the crux of the induction and onboarding programmes, within the departments a detailed training is expected to take place which involve the tasks the individuals are assigned for. The main emphasis on safety measures are the awareness on the type of risks involved in an aluminium industry, risks such as metal explosions; hot surfaces; working at heights; working in confined spaces; moving vehicles; road signs and pedestrian crossings; prohibitions such as cell phones usage in operational areas, fumes and gases inhalations etc.

Mr Mchunu (Contractor Manager) of TMS Projects reflected the following:

Contractor due diligence as a safety measure outlined and probed contractors' understanding of the OHS ACT and their adherence to the requirements of the Act. Paradise Aluminium Smelter also introduced us on 4 steps to safety, a simple but most effective programme (1. What I am about to do? 2. What tools I am about to use and are they safe? 3. What can go wrong while doing the task? 4 What am I going to do now to prevent injury to myself and others?), a programme that compels our employees to think before they could do any task. That programme empowered our employees to even refuse to do any work if they feel that work is going to compromise their health and safety. Added to that was, David Mondrou, the CEO of Paradise Aluminium Smelter statement that he made on 24 November 2015: "You have my absolute support to stop work if it does not feel safe. If you are not sure, stop and ask. Please speak up and have the courage to challenge unsafe behaviour".

Mrs Dlamini from Abanqgonqgozi Security Projects (ASP) alluded that:

On paper the programme deals with safety measures hundred percent, but some people act differently on the shop floor. I am sorry if someone will feel offended about this; Paradise Aluminium Smelter are the same as the South African

government who have good policies on paper but could not implement them or monitor them. The reason why I am saying this is that what is learnt in class at times is not carried through in the plant. I could cite one or two incidents to base my concerns, one day we were asked to do vacuuming on reduction pot cell that had just been switch off, when we reminded the supervisor that the pot should have at least a minimum of 12 hours before we could work on it. He replied by saying the pot was urgent. He demanded that we put pallets on it and carry on with the job. I was shocked to hear such, the whole supervisors insisting on violating the company rule even after being reminded. The second incident we were asked to work on the piece of equipment that we were not trained in and was totally outside our scope of work. There was no risk assessment for that job. That day I could not let in, I refused and immediately informed my line manager. When the supervisor asked, he said there was just a misunderstanding.

Mrs Cassim, a Paradise Aluminium Human Resource Management representative further confirmed the company's commitment by sharing:

Over and above general induction, contractors are also exposed to department's specific induction programmes which revolve around production processes, plant prohibitions, job safety analysis (JSA), authority to work (ATW), electric hazards, hazard identification and risk assessment (HIRA), life -saving rules, fatigue management, man-machine interaction etc. Here at Paradise Aluminium Smelter no job, task or amount of production is more important than the health and safety of our employees.

The above extracts depict that participants were exposed to different safety measures under the umbrella of job socialization. The participants highlighted how they were exposed to different safety programmes. Safety measures introduced at Paradise Aluminium Smelter are well reinforced by researchers such as Snell (2006); Wanous and Reichers (2000), who altogether opinion health and safety measures, organisational history as some of the important characteristics for generating supreme induction programmes.

However, Mrs Dlamini accused Paradise Aluminium Smelter when it comes to execution. She blamed Paradise to be good on paper but lacks effective execution and monitoring of their own

induction and onboarding programmes, as one could pick-up from the incidents, she cited above whereby on more than one occasion safety measures were violated by supervisors. This was totally against the Occupational Health and Safety Act 85 of 1993.

OHSA says each organisation should make available and maintain a working environment that is safe and without risk to the health and safety of employees and other people at work as far as is reasonably practicable, (RSA, Occupational Health & Safety Act, 85, 1993). Under the OHSA, companies are required to identify as far as is reasonably practicable the dangers to the health and safety of persons at work that is executed, article or substance that is manufactured, dealt with, used, handled, kept or transported and any plant or machinery which is used in business, and as far as is reasonably practicable further put in place preventive measures in respect to such work, article, substance, plant and machinery in order to protect the health and safety of persons (RSA, Occupational Health & Safety Act, 85, 1993). Taking it from Mrs Dlamini cited incidents, Lalwani, (2019) indicates that an inadequate leadership establishment and poor engagement of direct supervisors are two areas where onboarding commonly miss the mark. There is confirmation that 70% of a person's contentment on the job comes from the rapport they have with their direct supervisors (Lalwani, 2019), the opposite is equally true. One of the issues that play substantial role in promoting or holding back the curiosity and assurance of employees in the organisation or organisational programmes is its leadership ability or behaviour (Bhargavi & Yaseen, 2016).

Underprivileged management expertise carries long-lasting effects and may contaminate an entire organisation. Wrong leadership behaviours could lead to accidents or incidents. Then again, resilient leaders who portray good leadership abilities confidently effect the company in many ways, like minimising turnover, refining morale and empowering employees to be more creative. Management must therefore lead by example by creating a conducive working environment for employees to perform at their level best capacity. Forcing employees to execute work that is outside their scope of work is seen as bullying or ill-behaviour from the supervisors. Workplace bullying is predominant and effects negatively on both the victim and the organisation (Ma, Wang, & Chien, 2017). If employees agonize from nervousness and stress, they may not work up to the required standard and this may lead to making mistakes and accidents.

4.2.2.2 Environmental Protection and Containment

The Environmental Protection and Containment's purpose is to pronounce the implementation of the Environmental Standard and give an overview of environmental management at Paradise Aluminium Smelter (Environment Management Specialist, 2018). This document is used to explain to new employees or contractors how environmental management is structured at Paradise Aluminium Smelter. Paradise Aluminium conformed to legislation stipulated under the National Environmental Management Act (RSA, National Environmental Management Act No: 107, 1998) (NEMA).

It emerged that the participants were exposed to environmental protection and containment policy governed by National Environmental Management Act No: 107 of 1998. Mr Mchunu (Contractor Manager) of TMS Projects had to share this about induction training programmes shared to external contractors in relation to environmental protection and contamination prevention policy:

Both KBC and Paradise Aluminium Smelter's induction programmes covered environmental protection and contamination containment. The Environmental Protection and Containment policy provide environmental awareness and waste management training to all external and internal employees within the first month of their employment. Environmental related toolbox talks are as well communicated plant-wide on an ad hoc basis.

Mrs Cassim, a Paradise Aluminium Human Resource Management representative acknowledged that:

The company has its own policy to make sure that all participants comply with the National Environmental Management Act 107, 1998. The National Environmental Management Act 107, 1998, Section 29, alludes that no employee may be laid off, disciplined, prejudiced or harassed because of having denied executing work which the employee believes in good faith at the time that the task would result in imminent and serious threat to the environment or other people. It is even more exciting that Paradise Aluminium Smelter has developed an Energy and

Greenhouse Gas Management Plan to address some of the requirements of this section of the Environmental Standard as well as a pollution prevention strategy.

Mr Mkhwanazi from Zikode Cleaning Services confirmed the above by saying:

In line with environmental management programme, as external contractors we are inducted to sort waste at source and to use different colour coded bins to dump different wastes. Should there be any spillage, it must be cleaned-up as soon as it occurs. We are made aware that the objective of Environmental Protection and Containment policy is to minimise impacts to the environment within Paradise's area of influence in relation to land, biodiversity, water resources and air.

The above extracts suggest that participants have attended induction programme talking about environmental management at Paradise Aluminium Smelter. Paradise Aluminium embarks on several processes to produce aluminium which may impact on the environment in which it operates. Mrs Cassim, a Paradise Aluminium Human Resource Management representative expressed her excitement about the commitment shown by the company to develop an Energy and Greenhouse Gas Management Plan to address some of the requirements of this section of the Environmental Standard as well as a pollution prevention strategy. Paradise recognises that protecting the environment is a legal requirement as well as a moral obligation therefore, through its systems and processes has endeavoured to achieve leading industry practice while considering the environment it operates in (Environment Management Specialist, 2018), hence Paradise Aluminium Smelter inducted permanent and external contractors on these matters. It is imperative therefore, that new employees are assimilated into the organisation to have a far-reaching and deep safety information matching up with their respective job roles. Noe, Hollenbeck, Gerhart and Wright (2017) remarked that new employees get to know what to do and what not to do through induction which then help to eliminate or minimize the inconveniences that may arise at the workplace. The environmental management programme attended by participants falls under the ambit of National Environmental Management Act 107, 1998. Mrs Cassim, a Paradise Aluminium Human Resource Management representative revealed that the company has its own policy to make sure that all participants complies with the National Environmental Management Act 107, 1998. Contractors need to stand firm to refuse to do work which the employees truly believe at that time the task is not safe and could possibly result in a danger to their health and safety.

4.2.2.3 Scope of Work

The main drive of the scope of work is to adequately provide information required to isolate work to be performed concluded between the parties involved to eliminate scope creeps that may negatively affect project performance (Gibson, Wang, Cho, & Pappas, 2006). Scope of work includes deliverables, timelines, milestones, method statements, risk assessments and reports. (Bridges, 2019). Scope of work includes work details, terminology usage, project start and finishing dates accompanied by project timelines (schedule) and the required end results without going into finer details of different tasks. But also, scope of work aims to protect all parties involved in the project by preventing additions and nice-to-haves that were not agreed upon at the start of the project, additions that may impede or delay the project movements unnecessarily. A well-written scope of work defines the who, what, when, where and how (Bridges, 2019).

It emerged that the participants' work should be guided by the contract signed between Paradise Aluminium Smelter and the service provider. However, the findings depicted that most participants experienced scope creep caused by some supervisors. Apart from scope creeps, some individual job roles were not clearly defined creating a room for conflict, yet Miss Gumede (Contractor Employee) from Zikode Cleaning Services revealed her satisfaction about what transpired during the induction about her job:

Since my scope of work deals with liquid metal transportation where there are possibilities of metal spillages and explosions, I was happy that metal transportations, spillages and associated risks were broadly covered on both the generic and plant specific inductions.

Mr Mbuyazi (contracting employee) from Zibuse Construction said:

In process flow we could see where our job fits-in. But I must indicate that job functions sometimes clash with what is written on the contract. Some Paradise Aluminium Smelter' supervisors are sometimes expecting external contractors to do things that are completely outside their scope of work.

Miss Govender, the general external contracting employee of Siyakha Construction shared her frustrations by revealing the following:

It must be noted that scope creeps and weak induction training programmes can be major contributing factors to the increase of mistakes that lead to the increased number of accidents caused by external contractors. I am fully aware that the individual's experiences and personal behaviours could also play a big role, but I tend to believe that the kind of induction training we receive from Paradise Aluminium Smelter requires a great improvement, more so in its application after classroom sessions, things like follow-ups, feedback and monitoring are seen to be lacking.

The above extracts emphasize the importance of clearly-defined job roles and the importance of doing what is in your scope of work and what you are competent to do. Employees should not carry a considerable stress instigated by doubting what is expected of them by not being provided with clear scope of work or resulting from deliberate scope creeps and poorly defined goals and objectives. Miss Govender went further and suspects that scope creeps and weak induction training programmes could be major contributing factors to the increase of mistakes that lead to the increase of accidents caused by contracting employees. When employees accept as true that their leaders do not care, they will soon become detached and less productive. To Carrell, Grobler, Hartfield, Norbert and Warnic (2011) a good induction programme makes available full understanding of what the organisation is all about, so that new employees are able to execute assigned roles self-sufficiently by the end of the induction process and it needs to lessen the possibility of rule transgressions, accidents, injuries, discharge, resignations and grievances.

4.3 How effective is the induction programmes provided in a private sector company Paradise Aluminium Smelter for external contractors?

Effective induction and onboarding programmes from newly appointed employees' perspective, embraces the whole lot a new employee experiences that delineates his or her entry and orientation into an organisation and that sets him or her up for accomplishment (Maruhi, 2018). In answering the second critical question: How effective is the induction programmes provided in a private sector company, Paradise Aluminium for external contractors, the

following two themes emerged: The Induction Programmes are Effective, and The Induction Programmes are Not Very Effective.

4.3.1 The Induction Programmes Are Effective

Two sub-themes emerged: Provision of All Materials for the Induction Programmes and Building Good Relationship with Permanent Employees.

4.3.1.1 Provision of All Materials for the Induction Programmes

Employee inductions can be wide-ranging as there is a proportion of material to go through across ever more and more complicated workplaces. Getting induction and onboarding programmes right means going through all required trainings, receiving and signing all obligatory documents with an aim of getting newly appointed employees up to speed to do their job and knowing that the administration is taken care of (WorkPro, 2020). Provision of all materials for the induction programmes means ensuring that the necessary tools, resources and strategies are all in place to ensure that the newly appointed are exposed to successful and fruitful induction programmes. This includes the induction policy documents that the organisation must have, such as health and safety documents, first aid documents, disaster and fire procedures, remuneration and other benefits, company policies and procedures, job requirement trainings, introduction to the company mission, goals and values as well as any other legal forms that need to be completed (Randstad, 2019).

It emerged that participants acknowledged that Paradise Aluminium Smelter has provided them with all materials for their induction programmes. The provision of induction programmes assisted external contracting employees to know the company better. Mrs Cassim, a Paradise Aluminium Human Resource Management representative cited the following about the external contractors' provision with all materials for induction programmes:

External contractors are obliged to comprehend the vision, mission, goals, values and beliefs of the organisation; recruits' practices, general and job-related health and safety rules, and the fully understanding the job they are hired to perform, with clear systems, work schedules and company projections hence they are provided

with all the related documents to read. We also offer them a list of the most commonly asked questions, a list of departments and conforming phone numbers.

The Training Facilitator of induction programme at Paradise Aluminium Smelter Miss Sibiya argued that:

Copies of general and department specific induction were made available to external contractors to read. Mandatory trainings relating to health and safety and other legal documents were presented to external contracting employees to read and some to sign as a confirmation to have gone through such documents or trainings. These documents meant to serve as a reference and later help to refresh their knowledge. As such induction documents provided some details of all health and safety precautions for external contractors to carry out their job safely without endangering one another.

Mrs Dlamini from Abanqgonqgozi Security Projects (ASP) cited the following about the external contractors' provision with all materials for induction programmes:

Few days before day one, information was shared about what to expect on the first day. My service offers and accompanying information I received all that on time. I was told what to bring in. I was told where to report, told who to see and on my arrival, I felt welcomed. This helped me prepare for the induction and gave me a sense of what to expect. Company policies and procedures, general and job specific. health and safety, regulations, work processes were shared and some printed for me to read. Paradise Aluminium Smelter provided us also with an aide-memoire with names, faces, contacts and job titles of other stakeholders which helped us remember names and avoid us the embarrassment of forgetting names, roles and responsibilities. Videos and slides presented. Printed induction packs containing all necessary forms required by the organisation to be completed were also given to use to read. All these made us understand how our job roles fit into the company and its wider vision and goals.

Miss Govender, the general external contracting employee of Siyakha Construction echoed Mrs Dlamini by saying:

We were given some information packs containing general procedures, standard operating procedures and some policies. We were made to go over and sign relevant paperwork. It gave us certitude that we were now part of the organisation and access badges we as well issued. To keep us connected, diaries were also given for us to mark important dates and to take notes during the induction proceedings. Shift roster with starting and finishing times was also discussed and issued to us. It was accompanied with a checklist where presenters and we could track the induction progress.

The above extracts suggest that the participants were exposed to different induction material using different techniques. The participants highlighted how they were taken through the induction process. Randstad (2019) agrees with the practices of Paradise Aluminium Smelter saying that an employee induction should be made up of a mixture of payroll and HR setup materials, employee handbook, work health and safety information, processes and procedures, company policies, induction checklist and workplace trainings that could help onboarding the newly appointed employees into the organisation. Induction can therefore be viewed as means to empower all new employees to do their job competently and confidently, safe, efficiently and effectively, and to know what is expected of them in the workplace by giving them all necessary induction material to help them to acclimatize well with their new job roles and the working environment. This is supported by Spreitzer (1996) who says for empowerment to materialise, information and other resources should be made available and easily accessible to all newly appointed employees and the working environment be made healthier, conducive, welcoming and promoting participation.

4.3.1.2 Building Good Relationship with Permanent Employees

It is through the induction that newly appointed employees can integrate with their colleagues and this supports in giving them self-confidence to carry out their duties (Viljanen, 2018).

Mrs Cassim, a Paradise Aluminium Human Resource Management representative indicated that:

We are committed in ensuring all newly appointed employees participate in a positive induction and onboarding experience that makes them feel welcome and valued by the organisation and colleagues and sets them up to successfully contribute in their new role as quickly as possible. Through onboarding tours new employees get introduced to different departments and teams. The company further encourage teams' formal and some non-formal social gatherings. A positive welcome to Paradise Aluminium Smelter received by participants from permanent employees during the facility tours set the foundation for ongoing personal commitment and engagement of our newly appointed external employees. Over and above the facility tours, Paradise Aluminium Smelter further schedule formal meetings with existing employees, supervisors and/or department managers where for new employees' deeper introductions.

The Training Facilitator of induction programme at Paradise Aluminium Smelter Miss Sibiya argued that:

The induction programmes help in the establishment of strong interpersonal relationships and networks that build personal connections, trust and a deeper understanding of company's ways of working.

Miss Govender, the general external contracting employee of Siyakha Construction added by saying:

Induction programmes helped me to build good relationship with my peers. Even though they were not officially assigned as mentors, the reality is, we always relied more on permanent employees to provide us with guidance and necessary support such as telling on how things are done. Permanent employees helped in communicating and reinforcing key business standards, processes and compliance requirements that we needed to know. We feel valued and accepted by team-mates. Team helped us in translating business information, context and ways of working in a way that is relevant to our work.

The above extracts demonstrate on how participants were received by permanent employees during induction plant tours. The participants view permanent employees as resourceful to them in terms of information sharing and guidance in relation on how things are done at Paradise Aluminium Smelter. Induction encompasses setting the scene for a positive ongoing working relationship with the organisation, colleagues and end users. This is supported by (Mchete & Shayo, 2020) who claims that there is surely no substitute for helping newly appointed employees get to know their co-workers than by letting them to take part in tasks and have time to socialize together. Taylor (2019) also suggest that social gatherings provide the team with an opportunity to chill out together and network with their new colleagues in a relaxed and friendly environment. This aids employees to learn the company culture, work standards, policies and procedures, and thus facilitates them to acclimatize fast to the work environment (Baddapuri, 2020). The need for interpersonal association seems to be critical for physical and psychological wellbeing across the life span, including life at the workplace. Respectively, Mchete and Shayo (2020) highlighted employee socialisation as an instrument that helps to bring existing and new people together and help newly appointed employee to acclimatise fast with less chance to resign soon after joining as they will treat the new organisation as their new home. An effective induction and onboarding programme inaugurate a good chain of communication and a healthier correlation between the recently appointed employees, permanent employees, supervisors and the organisation (Mchete & Shayo, 2020).

In leadership collegiality models each employee should cultivate a sentiment that he/she is part of the team and contributes something and be acquainted with the contributions of others, so Paradise external contractors acknowledged the contribution made by permanent employees and valued the support they have demonstrated towards their induction (Mann & Harter, 2016). An effective induction programme springs sincere welcome of new employees and work hard in removing the reservations the new employees may have about the organisation (Baddapuri, 2020). One would then easily conclude that if the induction is done well, it allows newly appointed employees to lay a good foundation for important relationships with their teams, supervisors, department managers, entire organisation and opportune them a good imaginable joining.

4.3.2 The Induction Programmes Are Not Very Effective

The literature indicates that an underprivileged induction programme has an undesirable impact on new recruits' perceptions of the required skills and capabilities to meet the demands of their new jobs and makes them wonder on how they feel about their jobs, and how the relationship with existing fellow workers and supervisors is going to be (Peloyahae, 2015). Under this theme, the following sub-themes emerged: Information Overload and Lack of an effective mentoring linked to induction.

4.3.2.1 Information Overload

The root cause of reduced knowledge retention after induction is seen as having too much information to absorb (Andriotis, 2017). The recurrent condemnations pointed out by newly appointed employees is being overloaded with information, remain confused, fed up and expected to sort themselves out (Peloyahae, 2005). Shadare, Sadlku and Musa (2016) define information overload as when the information shared is too much so that it becomes not even possible to put it into practice, having difficulties to digest or to comprehend within the set given time.

It emerged that the participants were not happy about the amount of information shared with them during their two-day's induction training. They viewed their induction training as congested and overloaded them with information they could not cope with. This is what transpired when they were asked to share their induction experiences. Mr. Mbuyazi (contracting employee) from Zibuse Construction had the following to say:

I have a feeling that the company could have done much better if the company considered staggering information sharing rather than infusing everything into two days. The amount of information shared was too much for the allocated two days. The induction programmes are viewed as not fully giving the intended results.

Mr Mkhwanazi from Zikode Cleaning Services confirmed the above by saying:

The induction programme is very intensive. It contains a lot of information. I am of the view that they overloaded us with information. This resulted in not recalling much of what was presented in class.

Miss Ntshangase of Siyanqoba Projects echoed the other participants by saying:

The induction programme is overloaded with information. We could hardly recall some information shared in that induction programme. The information was too much to absorb and digest within the given time.

The above extracts highlight the participants' frustration about induction information overload. The participants viewed themselves being bombarded with copious amounts of information during their induction training. Being thrown in at the deep-end when starting a new role is not only intimidating but increases the risk of mistakes which could also lead to accidents and injuries. Participants complaint about information overload is represented in Brown's (2020) research study where Brown acknowledges that one of the common criticisms the newly appointed employees have about induction is that of being overwhelmed, left bored to death and not knowing where to go to. Overloading the newly appointed employees with information is not an effective way at all in helping the newly appointed employees to easily acclimatize to their new roles but instead, it negatively adds more confusion, frustration which may lead into making mistakes that could possibly result in making unnecessary accidents. The result of a confused employee is that he/she will never produce or add value to the organisation as the company may wish him/her to produce. The time delay to produce or producing some inferior quality products adds to the recruitment costs.

4.3.2.2 Lack of an effective mentoring linked to induction

For anyone, irrespective of groundwork, the first year of work is challenging and can be easily become overwhelming. Mentorship is a relationship in which a more proficient, experienced or conversant person transfers skills and knowledge to the less experienced person so that (s)he grows the right skills and temperament to excel (Turner-Moffatt, 2019; (Kutsyruba & Godden, 2019).

It emerged that the participants were clued-up with the mentoring importance of newly appointed employees. Participants' outcry and comments on induction and onboarding programmes they received at Paradise Aluminium Smelter is evidence that Paradise Aluminium Smelter have no formal mentoring programme at the shop floor. Here is what Mchunu (Contractor Manager) of TMS Projects had to say when asked if the induction programmes offered explained on how external contractors could get a mentor if they needed one:

Paradise Aluminium Smelter used to assign a Superintendent as mentor to every contractor organisation. Contractors who required mentoring were identified based on their risk profiles and site exposures. But it must be noted that even that programme started fading away as Paradise Aluminium Smelter's management changes. External contractors are now sourcing information from any Paradise Aluminium senior personnel since there is no longer one person assigned to mentor contracting companies as before. I must confess that was a good programme.

Mr Johnson: (Contractor Employee) from Easy Access added by saying that:

The current induction and onboarding programmes are not saying a thing about how at ground level contractors can get a mentor if they needed one. External contracting employees rely more on permanent employees to share how things are done. No one person assigned for mentoring at the shop floor. There are no people trained and assigned as mentors.

Mrs Cassim, a Paradise Aluminium Human Resource Management representative highlighted the fact that:

In departments, supervisors are responsible to devise a plan ensuring that they acclimatise their contracting employees into their teams.

The above extracts highlight the lack of mentoring support at a ground level. It came to light that there was once a mentoring programme in place to support contractors at a management level, unfortunately even that programme has started fading away as Paradise leadership changes. At a shop floor, informal support is received from supervisors and permanent

employees who are not trained as mentors. It is alleged that the key constituent of induction, particularly for the inexpert employees or newly appointed employees is to offer them a mentor. In this case company participants seem to have lacked someone accountable for supporting them as newly appointed employees in their quest to establish themselves in their new jobs (Aggrawal, 2017), since they were not afforded mentors. Mentoring ropes and improves new employees' entry into the workplace and serve as an ongoing capability development platform. The greatest mentoring relationships encompass the exchange of knowledge that aids the newly appointed employee to quickly start contributing to the organisation. Mentors can handle introductions and set the newly appointed employees on the track to founding working relationships with permanent employees (DeRosa, 2019). Assigning a mentor to the newly appointed external contractors do not only offer them with an unexpected connection but also stretches them contact to that person's existing network (DeRosa, 2019).

The new external contracting employees wished to have had a trained somebody to turn to during their induction training process to help them get familiar with their new work tasks and responsibilities. Not having mentors is off-putting as there is no consistency in the treatment of the newly appointed employees and is measured reactive rather than proactive (Grobler & Wörnich, 2008). A noble mentor can be a good link between the individual and organisational desires (Beheshti, 2019). Employees tend to be happily involved and productive when their individual needs and the needs of the organisation are in an orchestrating state. The external factors such as payments, and associated benefits offered by organisations are good in attracting new employees to join the organisation but are not the only factors that can help to keep newly appointed happy and settled in the organisation. Employees have internal factors that they may wish to fulfil to realize their full potential that must be considered by organisations that are taken care of, this like self-actualisation and attainment of professional growth within the organisation. This therefore, means mentors are playing a big role in bringing the values of mutuality that promotes reciprocated benefits between the employer and the newly appointed employees. It is therefore, the employer's responsibility to create such a working environment that is conducive for newly appointed employees to interact and build a good relationship with permanent employees to help them to easily acclimatize with their new working environment by providing them with a mentor. Mentoring programmes have been proven to benefit organisations in many ways. Mentoring programmes instil job gratification in new employees and the desire to remain in the organisation for a long period of time; that

alone promotes professional growth and satisfaction which may result in better production improvement.

We should all be reminded that whilst employees conclude an employment contract with the organisation when they join the organisation, they also have a psychological contract with the employer and the entire working environment. Psychological contract entails everyone's set of predictions, anticipation and reservations about their employment relationship they are getting themselves into. If psychological contract is breached the employee can become disengaged (Errington, 2020) but if psychological is positive, the opposite is equally possible. This then challenges employers to get a deeper understanding of their new employees, appreciate employees' desires, understand employees' motives (needs) of joining the organisation then appropriately answer back by attending to each employee's specific needs through mentors and other means. It is of great importance that the induction programmes be steered in a process form unlike inelegant style by allocating trained mentors to help the newly appointed employees to acclimatise in a progressive manner (Salau, Falola, & Akinbode, 2010). The induction programme at Paradise Aluminium Smelter presented less controlled support if not nothing outside of a two-day classroom induction training. This renders the induction programmes as not very effective. The company relies more on supervisors (not assigned mentors) to support newly appointed employees within teams without giving supervisors necessary training nor additional time or pay for carrying this programme. Lack of recognized structures (mentorship) to carry the inductees through after formal class orientation renders Paradise Aluminium Smelter' induction programme vulnerable and ineffective simply because it becomes difficult to measure, analyse and to re-evaluate induction goals.

4.4 What improvement (if any), needs to be made to the induction programme provided by private sector company Paradise Aluminium Smelter to ensure better socialization of external contractors?

Like other training and learning programmes, an induction programme should correspondingly be evaluated to find out its effectiveness and to make necessary vicissitudes (Ahmed, 2014). It is necessary to know what issues the induction programmes have whether to continue the programmes in future or whether the programme needs any improvement. Evaluation is beneficial to the organisation as having effective recruitment, induction and onboarding programmes will ensure newly appointed employees are happy from the beginning (Ahmed,

2014). This will help also to boost the psychological contract that the new employees may already have with the organisation.

With regards to the third critical question the following three themes emerged: Better Management Support for Induction Programmes; Making the Induction Programmes More Efficacious and Online Induction Training Programmes. Under the first theme Better Management Support for Induction Programmes the following two sub-themes emerged: Continuous HR Support for induction and Workplace Feedback and Follow-ups after Induction Programmes.

4.4.1 Better Management Support for Induction Programmes

I view better management support for induction programmes as the management endeavours to support individuals, groups and the induction processes with an aim to provide an effective opportunity to help the newly appointed employees to quickly integrate into their work environment and to their respective work teams. Management should demonstrate support for induction programmes by ensuring that induction training content adds value and that newly appointed employees are supported and guided throughout the induction process. Management should also demonstrate an in-depth understanding of the training material and processes, thus be able to elucidate and address any queries and anxieties the newly appointed employees might have before, during and after the induction programmes.

4.4.1.1 Continuous HR Support for induction

I see continuous HR support for induction as HR continuous review of the training materials and induction processes to ensure that they are relevant and up to date. This can be demonstrated by continuously investigating new technologies and methods that can enhance induction training programmes and make them more interesting to newly appointed employees. HR is expected to collect feedback from both supervisors, training officers, other employees and from inductees themselves on how the induction programmes is achieving the intended results. This can be done by conducting follow-ups through surveys, interviews and other means with an aim to find out induction programmes areas of improvement. According to the model of mutuality, if managers give a high-level of support to their newly appointed employees, employees tend to emotionally commit to the organisation and positively respond

with low turnover and with high-level of job performance (Abou-Moghli, 2015). It therefore, suggested that leaders should at all times and at all cost maintain a sound leadership role that enhance subordinates' performance and elevate their commitment towards the organisation.

External contractors were requested to reflect on their induction and onboarding experiences received from Paradise Aluminium Smelter. This is what Mrs Dlamini from Abanqgonqgozi Security (ASP) had to say when asked of the improvements that Paradise Aluminium need to make to ensure better socialization of external contractors:

There is no evidence that HR do provide any kind of support to newly appointed employees and to department managers or supervisors after the initial classroom training. HR is viewed as passing the buck and not controlling induction at a strategic level. HRM should share the responsibility to deliver business goals with the leadership team. HRM are not visible in such a way that they do not walk and talk to managers and employees about new employees' challenges and their settlement into teams.

Miss Ntshangase from Nozishada Kamaqhoboza Engineering Projects added to the above by sharing how she viewed the induction and onboarding programmes:

HR looks like it is doing the induction for just legality purposes. For the last six months since I joined Paradise Aluminium Smelter, not a single survey nor one-on-one interview have been conducted to assess on how I find my induction and onboarding programmes. The HR is viewed as dumping the induction and onboarding programmes on the shoulders of poor supervisors who also do not have enough time to run with both production; induction and onboarding programmes of external contractors. As a result, supervisors end-up being reliant on permanent operators to provide informal induction trainings on external contractors. There are no well-known strategic assessment tools used by HR department to measure the effectiveness of Paradise's induction and onboarding programmes.

The Training Facilitator of induction programme at Paradise Aluminium Smelter Miss Sibiya argued that:

There is a gap, as a result HR cannot tell whether induction programmes are effective or not. No wonder accidents are still happening even after contractors have attended induction training. HR is not helping to measure the induction and onboarding programmes' effectiveness.

The above extracts demonstrate frustrated and concerned participants about the lack of HR continuous support to the lower structures. HR personnel are viewed as abandoning the induction and onboarding programmes to supervisors and permanent employees without giving them any necessary support. We should all remember that HR represents a strategic leadership position within the organisation. Nonexistence of support from managers is regarded as one of the key contributors to employees' disengagement in the workplace. The influence managers have on the determination of their employees is incredibly significant. Armstrong & Taylor (2017) are not in support of what is seen to be happening at Paradise Aluminium Smelter as they suggest that HRM is expected to provide continuous support to department managers from the crafting and outlining of policies and procedures with reference to management of employees is a right way. HR is further expected to vouch for best induction and onboarding practices and to also debate with line managers any specific induction issues which may occur in the process.

HRM must exhibit the persuasive leadership role when it comes to inducting and onboarding of newly appointed employees. The expected constant interaction between HRM, other managers and newly appointed employees can be leveraged to improve training by consciously fostering a learning culture within the organisation. Leadership ethics, attitudes and behaviours play a dominant role in influencing and shaping an organisation's culture (Mani & Karunya, 2017), so the HRM should portray such ethics, more so during the induction and onboarding of new employees. Companies that want to have quicker and improved assignation and productivity from their newly appointed employees, coupled with the associated cost reductions should have effective induction and onboarding programmes higher up at their strategic level supported by HRM (Mani & Karunya, 2017). During induction and after, HRM must be noticeable so that everyone in the management team will understand the strategic requirements of the company when it comes to induction and onboarding of newly appointed

employees' issues (Armstrong & Taylor, 2017), failing that they will not be respected or recognised if they do not offer the joint responsibility. With regards to induction and onboarding HR has to offer support and portion the pain and gain with managers and should be asked to form working groups that look for the way out of the thought-provoking and painful issues (Armstrong & Taylor, 2017).

If possible there should be a reciprocal feeling of a shared accountability in the organisation and the whole working community taking part in the induction process throughout, unlike what is observed to be taking place at Paradise Aluminium Smelter whereby supervisors and operators are expected to run with induction at the shop floor without continuous support from their HR after classroom training (Viljanen, 2018). The importance of continuous support of newly appointed employees through induction, is well supported by Abou-Moghli (2015) who claims that if the HRM role is to remain effective, solidarity must prevail throughout all structures and continuous co-operation and consultation of all the stakeholders involved. Through HRM, organisations must clearly state and communicate the desired goals of induction programmes, effectively monitor and evaluate its effectiveness and continuously develop the newly appointed employees (Monster, 2013). As part of induction and onboarding evaluation process, Armstrong and Taylor (2017) indicated that HRM must walk and talk to managers and employees, involve employees in the thinking and decision-making processes and be always hungry to hear induction feedback from all participating stakeholders. HRM should want to know how newly appointed employees feel about the induction effectiveness and challenges experienced by participants.

4.4.1.2 Workplace Feedback and Follow-ups after induction

Induction feedback in the workplace is chiefly delineated as a technique of giving fruitful recommendations by supervisors, line managers as well as other employees or colleagues involved in induction with an aim to improve the settling in, performance, invigorating good behaviours and refining morale and commitment the newly appointed employees have in doing their jobs (Samuel, 2019).

It emerged that the participants were concerned about the lack of performance feedback from supervisors on how they (newly appointed employees) were performing after they have attended the initial two days' induction programmes. Participants claim that there were no

proper follow-ups on how they were settling in with their respective teams. This is depicted in what participants had to say when sharing their experiences of the induction programmes, immediately after the initial classroom training. All participants shared their frustration when it comes to feedback and follow-ups. This is what Miss Ntshangase from Nozishada Kamaqhoboza Engineering Projects had to say:

The programme is viewed as being dumped on the shoulders of poor supervisors who also do not have enough time to run both the production and induction and onboarding programmes of external contractors. No assessment tools nor other visual support offered by HR to supervisors to assess induction and onboarding programmes' effectiveness. Supervisors end-up being reliant on permanent operators to help external contractors.

Mr Mbuyazi (contracting employee) from Zibuse Construction concurred with Miss Gumede indicating that:

There are no schedules in place for a face to face contact with the newly appointed external contracting employees few weeks pass classroom session to establish how new employees are settling into their teams. This creates unnecessary confusion and frustration at the same time. I have never had a chance to sit down with my line supervisor to discuss how I am settling-in with the team.

Mr Mkhwanazi from Zikode Cleaning Services confirmed the above by saying:

There are no HR platforms designed to ask us about our experiences after joining teams. Simple questions like how could the company have done a better job of their induction? What could be improved or done differently? Such questions would give the organisation a great feedback to think through and include in future inductions. What is even more frustrating being the fact that when things are not going well, contractors are made to account.

The above extracts demonstrate participants' unhappiness about the lack of feedback nor follow-ups from Paradise Aluminium Smelter management on their induction and onboarding programmes. Failing to follow-up nor to ask feedback on the newly appointed employees goes

against the major characteristic of any structure enhancement - the necessity to follow up and get feedback (actiTIME, 2020). It must be remembered that high labour turnover, thwarting, and unproductivity are straight consequences of not speaking to or paying attention to newly appointed employees or other employees in general to provide feedback (actiTIME, 2020). Providing feedback to newly appointed employees is important in keeping the newly appointed employees on the right path and providing them an inspiration to maintain a high-level standard and effort (Tiffin, 2019). Frequently checking with the newly appointed employees makes their settling in more comfortable and helping them not to feel overwhelmed. The more the newly feel supported, the more they become productive members of the team (Tiffin, 2019).

Feedback elucidates opportunities, assist new employees to learn from their errors and shapes their self-confidence (HR Central, 2018). It becomes obvious that the purpose of induction feedback is to redirect and stimulate newly appointed employees to achieve their job's requirement successfully. Establishing the induction programme's effectiveness can be done in many ways such as by asking feedback from new employees themselves and by asking feedback from those working with new employees or from other stakeholders that were directly or indirectly involved in the induction process such as induction facilitators and customers (Samuel, 2019). Asking for feedback on induction process is beneficial to the business as having a seamless recruitment, induction and onboarding processes makes new employees happier from the beginning (Hattingh, 2018). It is crucially important to provide positive and constructive feedbacks in a manner that motivates and meant to produce positive changes. The biggest mistake observed is that the greatest number of managers do not offer enough feedback to newly appointed employees with fear of losing them and constructing feedback more on negative characteristics or on errors of the new employees and fail to acknowledge the positive hard work newly appointed employees are making (Samuel, 2019). In a study conducted by Mchete and Shayo (2020), it came out very strongly that immediately after conducting induction, continuous follow-up should be conducted from management seeking induction feedback from the trainers and the new employees themselves. Such follow-up meetings should give newly appointed employees a chance to raise any concerns or challenges they may have or experienced during and after their induction and onboarding programmes and discuss them in confidentiality.

In this case study participants were very disappointed about the lack of follow-up meetings that never took place which could serve as platforms to provide feedback for both parties. The

participants stated that there were no surveys nor interviews with regards to how induction and onboarding has been experienced and how their progress was taking place. All the interviewed indicated that neither HRM nor their line managers formally asked them to provide feedback nor followed up with them on induction and onboarding programmes progress. The newly appointed external contractors, all felt that the induction and onboarding programmes needed improvement, stating that they wish someone had asked them for feedback. It is therefore suggested that Paradise Aluminium Smelter should have induction programmes that consist of appropriate activities that encompass newly appointed employees, programmes that permit evaluation and feedback from participants to discuss their progress, areas for opportunity as well as to provide them with support (Center for Work & Family Live, 2015). One could easily conclude that an organisation may have good programmes in place but if those programmes are not executed, monitored and evaluated correctly the company is as good as not having any programmes in place.

4.4.2 Making the Induction Programmes More Efficacious

After an extensive recruitment process for the suitable candidate, devoting time in creating an induction programme must take precedence if it must be effective. Literature review indicates that poorly designed and poorly executed induction programmes have adverse bearing upon newly appointed employee having positive employer-employee perceptions, building good relationships with their new supervisor, having relationship with existing employees and developing love for their new jobs. (Peloyahae, 2015). Under this theme, the following two sub-themes emerged: Ensuring that there is no information overload and Improving Mentoring as Part of Induction.

4.4.2.1 Ensuring that there is no information overload

It is logical to want to get the newly appointed employees productive as quickly as possible however, many organisations think this is done by bombing the newly appointed employees with information by trying to tell newly appointed employees everything in one shot (Kahlon, 2018). On the first day, it is expected that the newly appointed employee to have afflictions and doubts about the new role along with many other questions with no answers, so blasting them with too much information making them to process everything in day one is certainly counter-productive and is not a good first experience (Kahlon, 2018).

It emerged that the participants were disappointed about the amount of information shared with them during their two-day's induction training. They viewed their induction training as congested and overloaded them with information they could not cope with. This is what transpired when they were asked to share their induction experiences. Mr Mbuyazi (contracting employee) from Zibuse Construction uttered the following:

I have a feeling that the company could have done much better if the company considered staggering information sharing rather than infusing everything into two days. The amount of information shared with us was too much to be absorbed in two days. The induction programmes are viewed as not fully giving the intended results.

Mr Mkhwanazi from Zikode Cleaning Services confirmed the above by saying:

The induction programme is very intensive. It contains a lot of information. I am of the view that they overloaded us with information. This resulted in not recalling much of what was presented in class.

Miss Ntshangase of Siyanqoba Projects echoed the other participants by saying:

The induction programme is overloaded with information. We could hardly recall some information shared in that induction programme. The information was too much to absorb and digest in two days.

The above extracts demonstrate the participants' unhappiness about induction information overload. The participants viewed themselves being bombarded with copious amounts of information during their induction training. Being bombarded with copious amounts of information when starting a new role is not only discouraging but also increases the risk of faults.

Abudi (2015) acknowledge the fact that there is lots of information to be shared to newly appointed employees, but Abudi cautioned that it does not need to be shared all at once. If participants are overloaded with information, the capacity to recall information is reduced big time and the induction programme becomes ineffective. Abudi (2015) suggest scattering out

the information over a few days or weeks so that the newly appointed employees are most likely to recall the information. The induction programme is therefore suggested to focus on key issues or tasks during first few interactions with the newly appointed employees. For less important nor urgent tasks, the company should consider providing the newly appointed employees with written guidelines to look over at a later stage. It must be remembered that the newly appointed employees and anybody else for that matter can engross only so much information in any given time-period before they are overloaded.

Overwhelming new employees with boring information was cautioned in Brown's (2020) study where new employees were left to swim or drown. Brown (2020) argued: employees felt overloaded with information and expected to comprehend and effectively apply newly learned information is a very short space of time. This often results in a disordered, anxious and nervous newly appointed employee who is not productive as he/she should be. This could result in an employee leaving the organisation before he/she could finish the first year. Clearly, quitting a job and failing to successfully induct a newly appointed employees into an organisation is costly to both parties.

4.4.2.2 Improving Mentoring as Part of Induction

Mentoring can be defined as the means to patronage and inspire people to be able to stand on their own, take charge of their learning, make the most of their capabilities, grow their knowledge, improve productivity and become independent (Gibbons, 2017). I personally view mentoring as an empowering strategy that supports the collegiality leadership model since mentorship aims to empower people to achieve their potential by imparting knowledge from the experienced to less experienced person. Collegiality leadership models take in all those philosophies that accentuate authority and policy-making should be discussed and agreed upon to by approximately all stakeholders in the organisation (Ghasemy & Hussin, 2010). For a successful induction and onboarding programmes, newly appointed employees must feel needed in their new team through the creation of effective mentorship programme or buddy system to help new employees build relationships within the workplace. Mentoring as part of induction also helps create a culture where an employee can rely on fellow team mates and to also ask for assistance in case any question or query arises.

It emerged that the participators understood the mentoring importance of them being new at Paradise Aluminium Smelter as external contractors. Participants' outcry and comments depicted this. Participators raised negative experiences about induction training programme they received at Paradise Aluminium Smelter which had no formal mentoring programme at the shop floor. Here is what Mchunu (Contractor Manager) of TMS Projects had to say when asked if the induction programmes explained to external contractors on how they could get a mentor if they needed one:

Back in the days Paradise Aluminium Smelter used to have superintendents assigned to contracting organisations. Contractors requiring mentoring were identified based on their risk profiles and based on their site exposures. That programme no longer exists due to Paradise Aluminium Smelter's management shift of focus. External contractors used to have ONE STOP (assigned superintendent) but now they are sourcing information from any Paradise Aluminium senior personnel which makes things difficult for them. It was a good programme.

Mr Johnson (Contractor Employee) from Easy Access added by saying that:

Paradise Aluminium Smelter's induction and onboarding programmes says nothing about how at ground level contractors can get a mentor. As a result, external contracting employees are more dependent on permanent employees for information and on how things are done. There are no formal mentoring programmes at the company. The challenge is that no operators nor supervisors are trained as mentors. I wish I had a mentor working closer by and helping in the time of need.

Mrs Cassim, a Paradise Aluminium Human Resource Management representative highlighted the fact that:

In departments, supervisors are responsible to devise a plan ensuring that they acclimatize their contracting employees into their teams.

The above extracts highlight the lack of mentoring support at a ground level. It came to light that there was once a mentoring programme in place to support contractors at a management level, unfortunately even that programme has started fading away as Paradise leadership changes. At a shop floor, informal support is received from supervisors and permanent employees who are not trained as mentors. It is alleged that the main factor of induction, particularly for the inexpert/novice employees is to contract them a mentor. Participants seem to have lacked someone accountable for supporting them as newly appointed employees in their quest to establish themselves in their new jobs (Abou-Moghli, 2015), since they were not afforded mentors. Mentoring ropes and enhances the employee's entry into the workplace and serve as an ongoing capability development platform. The greatest mentoring relationships encompass the exchange of knowledge that aids the newly appointed employee to quickly start contributing to the organisation. Mentors can handle introductions and set the newly appointment employees on the track in finding working relationships with permanent employees (DeRosa, 2019).

Assigning a mentor to the newly appointed external contractors does not only offer them with a sudden relationship, but also gives them contact to that person's existing network (DeRosa, 2019). The newly external contracting employees wished to have had a trained somebody to turn to during their induction training process to help them get familiar with their new work tasks and responsibilities. Not having mentors is demoralising as there is no consistency in the treatment of the newly appointed employees and is considered responsive rather than preventative (Grobler & Wörnich, 2008). A noble mentor can be a good link between the individual and organisational desires (Beheshti, 2019). Employees tend to be happily involved and productive when their individual needs and the needs of the organisation are in an orchestrating state (Beheshti, 2019). Whatever the approach an organisation advocates in handling predetermined expectations, the philosophy of mutuality that supports a joint give-and-take attitude should be demonstrated by parties involved.

We should all be reminded that whilst employees conclude an employment contract with the organisation when they join the organisation, they also have a psychological contract with the employer and the entire working environment. Psychological contract entails individual's expectations, hopefulness and reservations the employees may have with the employer or vice versa, so if psychological contract is breached the employee can become disengaged (Errington, 2020). It is then therefore, the employer's responsibility to create the working

environment that is conducive for newly appointed employees to interact and build a good relationship with permanent employees. This concludes that the onus rests with the employer to continuously monitor the needs of the newly appointed employees and try to understand what inspires them and reply by offering solutions that speak directly to the needs of the individuals with a purpose of becoming an employer of choice.

The induction programme at Paradise Aluminium Smelter is viewed offering diminutive controlled support which at most concentrates only on a two-days' classroom induction training. This renders the induction programmes as not very effective. The company relies more on supervisors to lead the induction of the newly appointed employees in their teams or departments without giving supervisors necessary training, additional time nor compensation for this responsibility. The absence of a recognised backing such as mentorship in the induction programme makes it tough to realise induction effectiveness at Paradise Aluminium Smelter.

4.4.3 Online Induction Training

Inductions are usually done face to face, but organisations and line managers need to start adapting to the new ways such as conducting induction online. Running an online induction is a vivacious part of managing employee's trainings and developments, especially in these times of social distancing due to corona virus (LaMarco, 2020). Online inductions are remarkably ways of ensuring that newly appointment employees understand the risks, rules, procedures and hazards before stepping onto job site (Rapid. com, 2020).

It emerged that the participants were not satisfied with the way the induction programmes were conducted during classroom sessions which resulted in information overload. As an alternate, the online induction training was suggested. This is what Mr Mbuyazi (Contracting Employee) from Zibuse Construction suggested about future induction programmes at Paradise Aluminium Smelter:

The traditional way of conducting induction programmes in auditoriums and training rooms no longer suffice. I think it will help if Paradise Aluminium Smelter can have induction programmes shared online than to continue in a traditional way of classroom presentations.

Mr Msomi (Contracting Employee) from Vusukukhanya supported the online training programmes:

I fully support the view of online induction than to continue in traditional way of classroom presentations. Online induction programmes will allow the newly appointed employees to access induction at any given time. Corona Virus was an eye opener that Paradise Aluminium Smelter should consider alternative ways on how they conduct their induction programmes as some induction schedules had to be cancelled several times due to limited spaces or due to infected presenters, that creates extra training costs as venues and presenters are already booked. Online induction is a best option to be considered from now on.

Mr Johnson (Contractor Employee) from Easy Access supported his colleagues by saying:

Online induction is the way to go. An Online induction would provide us with a dedicated means for inductions which can be done from home, on site or on our own convenient times allowing us also to revisit the content as many times until we fully understand all the induction content and providing us with a means to test our knowledge on it.

It transpired that Paradise Aluminium Smelter's current induction and onboarding programmes for external contracting employees has remained the same for some years. It involves a two-day training carried out by different presenters. Thereafter, followed by a tour of the working areas where the newly appointed employees are met by their department line management or supervisor and team members.

Viljanen (2018) advocates that trainings should at best to a certain degree be selected based on individuals effective leaning preferences as people learn in different ways. There can be typical elements to each induction programme, but inductions are suggested to be tailored to the individual person's training needs to be taught effectively (Stedman, 2016). Stedman (2016) supports the above view by saying organisations need to safeguard that the induction and onboarding are customized for each newly appointed employee, the one size fits all does not work since job roles can vary significantly within an organisation and newly appointed employees may have different backgrounds, different work experiences, different learning styles and preferences.

Mr Mbuyazi (Contracting member) from Zibuse Construction suggested an online induction programme as opposed to standard classroom induction training. Mr Mbuyazi was supported by Mr Msomi (Contracting Employee) from Vusukukhanya basing their views on Corona challenges and information overload. They further cited the related costs if induction schedule is to be cancelled in the last minutes after booking was made due to positive cases of Corona identified among attendees. The online induction programmes eliminate printing costs, training room costs, induction trainer or facilitator costs and many more costs associated with having face-to-face training sessions. Another biggest challenge with traditional induction programmes is that information provided can be inconsistent. A lot of organisations struggle to provide unswerving employee induction programmes.

It come to pass that some employees get a great induction experience while other employees be given no or inferior assistance (Andriotis, 2017). The online induction programme guarantees that the required induction resources are accessible to everyone. (Founders' Guide, 2020). An online induction training programmes for newly appointed employees are one of the inexpensive and most effective ways to introduce new employees into an organisation and to increase their enactment during their early days of joining the organisation. Mr Johnson, (Contractor Employee) from Easy Access supported his colleagues by saying an online induction would provide inductees with a dedicated means for inductions which can be done from home, on site or in the inductee's convenient time allowing them also to revisit the content as many times until they fully understand all of the induction content and providing them a means to test their knowledge on it. Their views are supported by literature (Online Induction .com, 2021). It is acknowledged that by having an online induction process in place could also possibly reduce litigation repercussions by digitally recording in a database that the inductee has read (Online Induction .com, 2021). This is because it is easy to trace the documents, polices, procedures the inductee has read and tested indicating dates and times as when the induction programmes were attended.

4.5 Conclusion

Chapter four dealt with data presentation, analysis and discussion. This chapter used semi-structured interviews and focus group interviews to collect data. Findings from data emerging from participants were then presented and examined under themes and subthemes guided by critical questions. Discussions were infused with the literature review and theoretical framework. Chapter five presents the final chapter of the research study, chapter conclusions and recommendations originating from the findings.

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five is the last chapter of the study. Chapter five presents the summary, conclusions and the recommendations based on findings that emanated from chapter four. Chapter four dealt with data presentation, analysis and discussion. In chapter four semi-structured interviews and focus group interviews were exploited to collect data steered by the research questions. Findings were then presented under themes and subthemes that transpired from data collection process. Data from literature review also considered to gain more understanding of induction and onboarding programmes.

The main research questions were as follows:

- What induction programmes are in place in a private sector company, Paradise Aluminium Smelter for external contractors?
- How effective is the induction programmes provided in a private sector company, Paradise Aluminium Smelter for external contractors?
- What improvement (if any), needs to be made to the induction programme provided by private sector company, Paradise Aluminium Smelter to ensure better socialization of external contractors?

Chapter five is accessible in the following arrangement. It commences with an introduction, summary of the study, conclusions emanating from the study of chapters, recommendations and conclusion.

5.2 Summary of the study

The focus of my study is about induction and onboarding of external contractors at Paradise Aluminium Smelter based in Richards Bay, KwaZulu-Natal, South Africa. The study outline provides us with a total of five chapters:

Chapter one provided an orientation to the study, the study significance, study aims and study objectives and the study research questions that controlled the study followed by key terms definitions. Paradise Aluminium Smelter has been inundated with more than a few recordable classified external contractors' injuries since June 2019 to date. The study determination was to examine the contributions or effectiveness of the induction and onboarding programmes provided to external contractors by Paradise Aluminium Smelter. Thus, the aim of this study was to ascertain from external contractors' perspectives the nature of induction given by Paradise Aluminium to service providers. Personal justifications were briefly discussed.

Chapter two is constructed around the literature studied in contemplation of the research questions. The study engrossed more on the following: what is induction, who should be inducted, the purpose of induction, the importance of induction, what makes induction successful or unsuccessful, designing induction programme and different approaches as well as the stakeholders involved. Chapter two then closed off with theoretical and conceptual framework of the study – collegial leadership models and psychological contract theory.

In chapter three the research design and methodology were discussed. I located this study in the interpretivist paradigm, a paradigm which deals with several truths formulated on a social basis. Interpretivist paradigm assisted me in appreciating the actuality of the prevailing situation, thus the number of recordable classified injuries experienced by external contractors and to ascertain from their perspective the nature of induction given by Paradise Aluminium. I used a case study methodology. A qualitative approach was adopted. Qualitative research study is defined as a method of communal investigation that focuses on how people live, interpret and make sense of their living experiences (Holloway, 1997). Semi-structured interviews and focus group interviews were used to generate data as collection tools. I used semi-structured interviews based on Cohen, Manion and Morrison (2012), who point out that answers to semi-structured interviews are fluid and that partakers can engender ideas, debate and intricate further on the matters which speak to the research. Purposeful sampling enabled me to select participants based on their appropriate involvement, information and experiences they could share me about the induction programme offered to external contractors when they first join Paradise Aluminium Smelter. This is a kind of a non-probability sampling which is trademarked also as judgmental, selective, or subjective sampling (Crossman, 2020). The population of the study was formulated by ten contracting employees, one Manager representing Contractors, one HR Manager and one Training Instructor from Paradise

Aluminium Smelter. The acquired data was condensed, organised, interviews listened, recorded and transcribed to facilitate analysis. The end of chapter three dealt with ethical issues, trustworthiness, limitations and delimitations of the study.

Chapter four provided analysis of data, findings and discussion. Semi-structured interviews and focus group interviews were exploited to collect data steered by research questions. The data collected from participants was then presented under themes and subthemes.

Research question one; participants indicated induction programmes they were exposed to under two themes - Organisational socialization and Job socialization. Under the first theme (Organisational socialization) the following sub-themes emerged - Conditions of Employment; Code of Conduct and Grievance Procedures and Disciplinary and Appeal Procedures while on the second theme (Job socialization) the following sub-themes emerged - Safety measures; Environmental Protection and Containment and Scope of Work. Findings in research question two, revealed that the participants were positive about materials for their induction programmes provided by the case company and the support they received from permanent employees. They were not happy about information overload and the lack of an effective mentoring linked to induction. In research question three, participants demonstrated frustration and their unhappiness regarding the lack of HR continuous support. They were concerned about not being asked to provide feedback on induction's effectiveness either through surveys nor one-on-one interviews. Failing to follow-up or to ask feedback on the newly appointed employees' experiences after attending the induction programme, negatively affect the induction evaluation process because it is a necessity to get feedback from all the parties involved with an aim to identifying the strengths as the weaknesses of the induction programme (actiTIME, 2020). Participants as well suggested the online induction programme.

5.3 Conclusions emerging from the study

5.3.1 What induction programmes are in place in a private sector company, Paradise Aluminium Smelter for external contractors?

Apart of induction programmes companies should start building good relationships with their potential candidates, way before they could even formally join the organisation by providing them with all necessary information and documents outlining expectations of an organisation.

This will help to ease their anxieties. What I learned from Paradise Aluminium Smelter is that the company has good policies and procedures in place. The induction programmes exposed participants to different company policies such as the Conditions of Employment; Code of Conduct; Grievance and Disciplinary policy; Appeal Procedure; Health and Safety Measures such as the awareness on the type of risks involved in an aluminium industry, Four Steps to Safety, Job Safety Analysis (JSA) metal explosions; hot surfaces; working at heights; working in confined spaces; moving vehicles; road signs and pedestrian crossings; cell phones usage prohibitions in operational areas; fumes and gases inhalations; Authority to Work (ATW), electric hazards, Hazard Identification and Risk Assessment (HIRA), life-saving rules, fatigue management, man-machine interaction and Environmental Protection and Containment Policies. Over and above the policies, employees were subjected to the stipulations of any relevant legislation, and any agreement, contract or undertakings entered-into with the company. External contractors were further subjected to work according to their scope of work. All the above contributed to shape how the newly appointed employees should behave and to know their place in an organisation. Putting in place appropriate policies and measures contributed in building a workplace culture where everyone feels valued and helped leaders to navigate difficult situations having confidence that they are making the best, most ethical decisions lessening employer's legal responsibility if an inappropriate behaviour happens. Paradise recognizes that protecting the environment is a legal requirement as well as a moral obligation.

5.3.2 How effective is the induction programmes provided in a private sector company, Paradise Aluminium Smelter for external contractors?

The efficacy of the induction programmes at Paradise Aluminium Smelter seemed to have mixed success. What we learn from this company is that overburdening employees with too much job and company socialisation information in a short space of time contributes to employee fatigue. Further, the lack of a dedicated mentors to reinforce employee induction hampers employee socialisation. While these factors are shortcomings of the induction programme, making available all resources for induction and building harmonious workforce relationships with permanent employees contributes to its success. The provisioning of resources (reading materials and policies) seem to get employees to engage with the content of the programmes. Similarly, building good employee relations seems to accelerate socialisation into the company.

5.3.3 What improvement (if any), needs to be made to the induction programme provided by private sector company, Paradise Aluminium Smelter to ensure better socialization of external contractors?

Paradise Aluminium Smelter's induction has remained the same for the past few years up to date. It involves two-day classroom training carried out by different presenters. Online inductions training models have proven suitable for all learning styles. Paradise Aluminium should therefore, start to consider the use of the online induction training programmes as an alternative approach to reap the benefits of the use of technology.

Updating documents online is very easy and is taking least time at much lower cost when compared to printed documents. One of the major benefits of the online induction programmes is that learners can take a course from the workplace or from the comfort of their home and learn at their own pace which is not possible with traditional classroom approach. Delivering inductions online guarantees that every person receives the same information and consistent training experience regardless of working patterns. The other online induction programmes benefit is intuitive analytics tools that predicts inductees current and future learning. Asking for feedback and conducting follow-ups with all people involved in the induction programmes is of paramount importance. This helps to gauge the induction effectiveness by reminding new employees to apply what they have learned and offers them an opportunity to relearn what may have been forgotten. Not asking for feedback and conducting follow-ups at Paradise Aluminium Smelter poses a great risk as this company contains heavy-duty machinery and hazardous materials. The nonexistence of continuous backing is another unexploited prospect by Paradise Aluminium Smelter to get the best from their newly appointed employees.

5.4 Recommendations

Recommendations were articulated emanating from the research questions. The following are the suggested recommendations for this study:

5.4.1 Recommendation one

If the organisation wants successful, happy and well-integrated team members - it is suggested that the company continues to promote good relationships between the old and new employees.

5.4.2 Recommendation two

To fuel the newly appointed employees' enthusiasm and excitement into their new jobs and company it recommended that the company, it is recommended that the company continues ensuring that all the necessary tools, resources, support and strategies are all in place.

5.4.3 Recommendation three

To avoid information overload during induction training – it is recommended that in the first few days that the presenters stick to the important information and systematize sharing other information later.

5.4.4 Recommendation four

It is recommended that mentors be afforded to all newly appointed employees – not doing so could result in a waste of time and money and possibly lead to poor branding for the organisation.

5.4.5 Recommendation five

It is recommended that HRM remain actively involved from the start to finish of the induction programme. HRM should offer support and portion the pain and gain with managers. HRM should organize themselves into working groups that look for better ways to resolve issues.

5.4.6 Recommendation six

The traditional classroom approach - the distinguishable encounter is that some employees obtain a great experience while other employees have no or inadequate induction backing, and it can be inconsistent. The traditional approach can possibly lead to information overload and repetitions. Online induction is recommended to provide inductees with a dedicated means for induction which can be done from home, on site or in their convenient time allowing them to revisit the content as many times until they fully understand all the induction content and providing them a means to test their knowledge on it.

5.5 Conclusion

Chapter five sketched out the summary of the study. Findings from chapter four led to conclusions and recommendations. Recommendations were articulated from the findings to the research questions. It is hoped that the recommendations are urgently implemented with a view to minimizing accidents and ensuring improved health and safety.

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APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



17 June 2020

Mr Thulani Welcome Gumede (219044229)
School of Education
Edgewood Campus

Dear Mr Gumede,

Protocol reference number: HSSREC/00001435/2020

Project title: Managing Service Provider Empowerment: A Case Study of Induction of Contractors in a Private Sector Organisation

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 15 June 2020 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. **PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 19 June 2021.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/ms

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8350 / 4567 / 3567
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

APPENDIX B: LETTER REQUESTING PERMISSION TO CONDUCT STUDY

P.O Box 2086

EMPANGENI

3800

17 February 2020

Paradise Aluminium Smelter Pty Ltd 9 West Central, Arterial

Richards Bay, 3900

South Africa

T: +27 (0) 35 908 8111

South32.net

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Thulani Welcome Gumede, Masters Student (Education Leadership, Management Policy) at the University of KwaZulu-Natal (Edgewood Campus) and I am an Authority to Work Officer [ATW]. As part of my degree fulfilment, I am required to conduct research. I therefore kindly seek permission to conduct this research at your company. The title of my study: **Managing Service Provider Empowerment: A Case Study of Induction of Contractors in a Private Sector Organisation.**

The study is significant as the success of any organisation depends on its employees which could mostly be achieved through effective induction and onboarding programmes. The study will be beneficial to the organisation because it aims to provide answers on how to reduce the high rate of recordable injuries that are currently experienced by external contractors that are rendering services at Paradise Aluminium Smelter. The research will also benefit the management as an input to make appropriate decisions regarding successive induction and onboarding training programmes. The benefit of the study could mean determining whether there are some limitations on the current induction and onboarding programmes and finding answers on how such limitations can be addressed. Semi-structured interviews will be used in the study, which allows the researcher to have flexibility in the way questions are asked.

Participants will be interviewed for approximately 45-60 minutes at the times that are convenient to them but will not disturb their work. Each interview will be voice-recorded.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research project.

Participants' identities will not be revealed under any circumstances, during and after the reporting process.

- All the responses, observations and reviewed documents will be treated with strict confidentiality.
- Pseudonyms (false names) will be used to represent the company and names of the participants.
- Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.
- Participants purposively selected to participate in this study and they will be contacted well in advance for interviews.
- The interviews shall be voice-recorded to assist me in concentrating on the actual interviews.

For further information on this project, please contact my supervisor Prof Inba Naicker and/or HSSREC whose contact details are provided below. I hope that you will consider my request favourably and grant me written consent to conduct my research in your company.

Yours faithfully

TW Gumede

Date: 17 February 2020

E-mail: 219044229@stu.ukzn.ac.za

My supervisor is Prof Inba Naicker. He can be contacted at:

School of Education, Edgewood campus, University of KwaZulu-Natal.

e-mail: Naickeri1@ukzn.ac.za

Phone number: (031) 260 3461

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

APPENDIX C: LETTER GRANTING PERMISSION TO CONDUCT STUDY

Paradise Aluminium Smelter

Mangosuthu Highway

Richards Bay

3900

Tel: +27 (0) 357999123

5 March 2020



Dear Sir/ Madam

I hereby give permission to Thulani Welcome Gumede to do research on the following research topic:
Managing Service Provider Empowerment: A Case Study of Induction of Contractors in a Private Sector Organisation.

We hope he will benefit and gain experience and expertise in meeting requirements towards achieving his Masters Degree.

Yours faithfully



Adriano De Jesus

Manager PG&I

Tel: 0834421888

**APPENDIX D: INFORMED CONSENT LETTER FOR PROSPECTIVE PARTICIPANTS
IN FOCUS GROUP INTERVIEWS**

P O Box 2086

EMPANGENI

3880

17 January 2020

Dear Sir/ Madam

INFORMATION SHEET AND CONSENT TO PARTICIPATE IN RESEARCH

My name is Thulani Welcome Gumede. I am part-time postgraduate student at the University of KwaZulu-Natal, South Africa. I am currently registered for the Master of Education (MED) degree at the University of KwaZulu-Natal, Edgewood Campus. The title of my study is: **Managing Service Provider Empowerment: A Case Study of Induction of Contractors in a Private Sector Organisation**. As per my academic requirements towards my master's degree in education [Educational Leadership, Management and Policy], I am conducting a primary research into the best practice in employee induction and onboarding, particularly on external contractors and the implementation of these practices.

You have been purposively selected to participate in this study. You are required to participate in semi-structured interview that will be approximately 45 minutes to an hour in duration. Your participation is voluntary, anonymous and entirely confidential. The findings of the research will be included in my final dissertation and results of this research will be available to you on request.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person but reported only as a population member opinion.
- The interview may last for about 45 minutes to an hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- All data collected will be stored securely and destroyed once no longer required for the purposes of the research. Data will be stored in secure storage and destroyed after 5 years.

- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

In the event of any problems, concerns or questions, I can be contacted at:

Email: 219044229@stu.ukzn.ac.za

[REDACTED]

My supervisor is Prof Inba Naicker. He can be contacted at:

School of Education, Edgewood campus, University of KwaZulu-Natal.

Naickeri1@ukzn.ac.za

Phone number: (031) 260 3461

You may also contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag x54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557

Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Thank you for your contribution to this study

Yours faithfully

Thulani Welcome Gumede Date: 17 January 2020

[REDACTED]

APPENDIX E: DECLARATION BY THE PARTICIPANT

I have been informed about the study titled: **Managing Service Provider Empowerment: A Case Study of Induction of Contractors in a Private Sector Organisation** by Thulani Welcome Gumede.

I understand the purpose and procedures of the study.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher 219044229@stu.ukzn.ac.za or 083 776 2182

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

My supervisor is Prof I. Naicker. He can be contacted at:

School of Education, Edgewood campus, University of KwaZulu-Natal.

e-mail: Naickeri1@ukzn.ac.za

Phone number: (031) 260 3461

OR

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

54001

APPENDIX F: FOCUS GROUP INTERVIEW SCHEDULE

Focus Group Interview Schedule

Annexure 1: Contracting Employees [Induction Experience]

A. Biographical Information of focus group participants

1. Age:
2. Gender:
3. Qualification:
4. Job position:
5. Work experience (Number of years involved in private sector and positions held):

B. Interview protocol

The following questions will guide the interviews with the participants. There will be probes and follow-up questions. Some probes and follow-up questions are subject to the responses of the participants and some are reflected in the guide.

1. What induction programmes are in place in a private sector company Paradise Aluminium Smelter for external contractors?

- 1.1. What induction and onboarding programmes were you exposed to at Paradise Aluminium Smelter? Please explain.
- 1.2. Describe some of the programmes.
 - 1.2.1. Did the programmes deal with the way the company works (organizational socialization)? Explain.
 - 1.2.2. Did the programmes deal with the job you are expected to do (job socialization)? Explain
 - 1.2.3. Did the programmes deal with safety issues? Please explain.

2. How effective is the induction programmes provided in a private sector company Paradise Aluminium Smelter for external contractors?

- 2.1. Were you involved in the formulation of your induction and onboarding programmes? Please explain.
- 2.2. Describe your experience of induction/onboarding programmes
 - 2.2.1. Did the programmes assist you in getting to know the company better? Explain.
 - 2.2.2. Did the programmes help you in mastering your job roles? Explain.
 - 2.2.3. Did the programmes help you in terms of assisting you as to where you can get the necessary tools and resources to perform your job? Explain.
 - 2.2.4. Did the programmes help you in understanding safety issues at the company? Explain.
 - 2.2.5. Did the programmes explain to you how you can get a mentor if you need one? Explain.

3. What improvement (if any), needs to be made to the induction programme provided by private sector company Paradise Aluminium Smelter to ensure better socialization of external contractors?

- 3.1. What were some of the good things of your induction and onboarding programmes?
- 3.2. What are some of the things the company could do differently to improve your induction and onboarding experience?

C. Conclusion phase

Are there any further experiences that you may like to share with me regarding external contractors' induction and onboarding programmes?

D. Wrap up phase

The participants will be thanked for their participation and valuable contribution they have made. They will also be given a chance to ask the researcher to clarify questions if they have any.

APPENDIX G: SEMI-STRUCTURED INTERVIEW SCHEDULE EXTERNAL CONTRACTORS

Semi-Structured Interview Schedule

Annexure 2: External Contractor's Management

A. Biographical Information of focus group participants

1. Age:
2. Gender:
3. Qualification:
4. Job position:
5. Work experience (Number of years involved in private sector, positions held):

B. Interview protocol

The following questions will guide the interviews with the participants. There will be probes and follow-up questions. Some probes and follow-up questions are subject to the responses of the participants and some are reflected in the guide.

1. What induction programmes are in place in a private sector company Paradise Aluminium Smelter for external contractors?

- 1.1. What induction and onboarding programmes were your employees exposed to at Paradise Aluminium Smelter? Please explain.
- 1.2. Describe some of the programmes.
 - 1.2.1. To your knowledge, did the programmes deal with the way the company works (organizational socialization)? Explain.
 - 1.2.2. To your knowledge, did the programmes deal with the job your employees were expected to do (job socialization)? Explain.
- 1.3. To your knowledge, did the programmes deal with safety issues? Please explain.

2. How effective is the induction programmes provided in a private sector company Paradise Aluminium Smelter for external contractors?

- 2.1. Were you involved in the formulation of the induction and onboarding programmes for you employees? Please explain
- 2.1.1. Do you think the programmes assisted your employees in getting to know the company better? Please explain.
- 2.1.2. Do you think the programmes helped your employees in mastering their jobs? Explain.
- 2.1.3. Do you think the programmes helped your employees in terms of assisting them as to where they can get the necessary tools and resources to perform their job? Explain.
- 2.1.4. Do you think programmes helped them in understanding the safety issues as the company? Explain.
- 2.1.5. Do you think the programmes explained to your employees how they can get a mentor if they needed one? Explain.

3. What improvement (if any), needs to be made to the induction programme provided by private sector company Paradise Aluminium Smelter to ensure better socialization of external contractors?

- 3.1. What do you think are some of the good things of the induction and onboarding programmes offered to your employees?
- 3.2. What are some of the things the company could do differently to improve your employees' induction and onboarding experience?

E. Conclusion phase

Are there any further experiences that you may like to share with me regarding external contractors' induction and onboarding programmes?

F. Wrap up phase

The participants will be thanked for their participation and valuable contribution they have made. They will also be given a chance to ask the researcher to clarify questions if they have any.

APPENDIX H: SEMI-STRUCTURED INTERVIEW SCHEDULE – PARADICE’S MANAGEMENT

Interview Schedule

Annexure 3: Management. Paradise Aluminium Smelter

B. Biographical Information of focus group participants

1. Age:
2. Gender:
3. Qualification:
4. Job position:
5. Work experience (Number of years involved in private sector, positions held):

B. Interview protocol

The following questions will guide the interviews with the participants. There will be probes and follow-up questions. Some probes and follow-up questions are subject to the responses of the participants and some are reflected in the guide.

1. What induction programmes are in place in a private sector company Paradise Aluminium Smelter for external contractors?

- 1.1. What induction and onboarding programmes does your company have in place for external contractors? Please explain.
- 1.2. Describe some of the programmes.
 - 1.2.1. Do the programmes deal with the way the company works (organizational socialization)? Explain.
 - 1.2.2. Do the programmes deal with the job your contracting employees are expected to do (job socialization)? Explain.
 - 1.2.3. Do the programmes deal with safety issues at the company? Please explain.

2. How effective is the induction programmes provided in a private sector company Paradise Aluminium Smelter for external contractors?

2.1 Were you involved in the formulation of the induction and onboarding programmes for contracting employees? Please explain.

2.1.1. Do you think the programmes help contracting employees in getting to know the company better? Explain.

2.1.2. Do you think the programmes helped contracting employees in mastering their job roles? Explain.

2.1.3. Do you think the programmes helped contracting employees in terms of assisting them as to where they can get the necessary tools and resources to perform their job? Explain.

2.1.4. Do you think the programmes helped contracting employees in understanding the safety issues at the company? Explain.

2.1.5. Do you think the programmes explained to contracting employees how they can get a mentor if they needed one? Explain.

3. What improvement (if any), needs to be made to the induction programme provided by private sector company, Paradise Aluminium Smelter to ensure better socialization of external contractors?

3.1. What do you think are some of the good things of the induction and onboarding programmes offered to contracting employees?

3.2. What are some of the things the company could do differently to improve contracting employees' induction and onboarding experience?

G. Conclusion phase

Are there any further experiences that you may like to share with me regarding external contractors' induction and onboarding programmes?

H. Wrap up phase

The participants will be thanked for their participation and valuable contribution they have made. They will also be given a chance to ask the researcher clarifying questions if they have any.

APPENDIX I: TURNITIN REPORT CERTIFICATE

Turnitin Originality Report



Turnitin Originality Report

Mr by T G

From MEd (MEd 2021)

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LANGUAGE CLEARANCE CERTIFICATE

25 Maple Crescent
Circle Park
KLOOF
3610

Phone 031 – 7075912
0823757722
Fax 031 - 7110458
E-mail:
dr1govender@telkomsa.net
sathsgovender4@gmail.com

Dr Sath Govender

18 MAY 2021

TO WHOM IT MAY CONCERN

This serves to inform that I have read the final version of the dissertation titled:

**MANAGING SERVICE PROVIDER EMPOWERMENT: A CASE STUDY OF
INDUCTION OF CONTRACTORS IN A PRIVATE SECTOR ORGANISATION** by T.
W. GUMEDE.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

DR S. GOVENDER
B Paed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D Admin.

Yours faithfully

