CHAPTER 7
EMPLOYEE ORIENTATION, MOTIVATION AND RETENTION

Learning Objectives

After you have read this chapter, you should be able to:
- explain the importance of orientation
- design an orientation programme for a new employee, paying attention to **what** it should contain, **how** it should be implemented, by **whom** and on **what** timescale
- explain why the evaluation of the orientation programme is important
- discuss how motivation is linked to individual performance
- list a number of motivational theories
- discuss the practical implications of the various motivation theories
- identify the changing nature of the psychological contract
- list a number of retention determinants in four broad areas within the work context

Chapter Outline

1. Objectives of orientation
2. A model for orientation
    - o Phase I
    - o Phase II
    - o Phase III
3. Benefits of orientation
4. Reasons for the lack of effective orientation
5. Responsibility for orientation
6. Who should be given orientation training?
7. Scope of orientation training
8. Approaches to orientation
9. How long should the orientation training be?
10. Planning an orientation programme
11. Designing an orientation programme
12. Implementing the orientation programme
13. Evaluation of the orientation programme
14. Problems with orientation programmes
15. Motivation
    - o Maslow's hierarchy of needs
    - o Alderfer's ERG theory
    - o Achievement motivation
    - o Goal setting
    - o Positive reinforcement
    - o Herzberg's two factor theory of motivation
    - o The great debate: for love or money
16. Individual/organisational relationship
17. Retention of human resources

Teaching Tip

The first part of the chapter deals with orientation. Orientation is the introduction of new employees to the organisation, work unit and job. A general company orientation presents topics of relevance and interest to all employees. Specific department and job orientation describes topics that are unique to the new employee's department and job. The responsibility for orientation is normally shared by the Human Resource Department and the new employee's immediate supervisor. An orientation kit provides written material to supplement the verbal orientation programme. Formal and systematic follow-up to the initial orientation is essential.

Another component of the chapter relates to motivation. Motivation is important for managers to understand, since managers must motivate people to achieve personal and organisational goals. However, people's abilities and role perceptions are also important factors in how they will perform. Numerous theories on motivation exist and it might be worthwhile to take a few moments to review a few of the theories.

The last part of the chapter discusses individual/organisational relationships as embodied in psychological contracts and notes that the changes in the nature of these contracts has resulted in less job security from the employer and less loyalty to the employer.

CASE STUDY

Inside the Container Store

For several years in a row, the Container Store was rated the best company to work for. What makes a retailer that sells boxes, bags, packaging, shelving and other goods a great place to work for? The basis for the Container Store's successful organisational efforts are summarised by the firm's CEO, Jack Kxmalo: "A funny thing happens when you take the time to educate your employees, pay them well, and treat them as equals. You end up with extremely motivated and enthusiastic people." The Container Store takes considerable time and effort to hire employees who "fit" the company's culture and values. This effort means additional recruiting and selection attention by HR staff and operating managers. The firm also pays higher wages than many retailers and offers a competitive benefits package. Incentive programmes allow some hourly employees to earn up to R48 000, which may be close to the store managers' starting salaries. The firm also spends considerable time training its employees, averaging more than 200 hours per year, compared to the seven hours of training typical at other retailers. Extensive use of internal promotions demonstrates the firm's commitment to providing career opportunities for employees. At Container Store locations managers are expected to keep in constant communication with employees, help out in various jobs in the stores, and be more team leaders than "supervisors". Yearly, HR professionals have responsibilities in some areas of store operations, so that they maintain a sense of what employees and managers face daily and weekly. All of these activities take considerable effort, but the pay-offs make them worthwhile. Sales at the firm have increased 20–25% each year. On HR measure, the employee turnover rate has averaged 15–25% yearly, compared to the 100% rate common in retail jobs. Obviously, the Container Store has the "right package" that enables its employees to be significant contributors to its success.

Source: Based on Laabs, J. K., Thinking outside the box at the Container Store. *Workforce*. March 2001, 34–38 as it appeared in Individual Performance and Retention, in Mathis, R. L. and Jackson, J. H. (2003) *Human Resource Management*, 10th edn (South-Western, a division of Thomson Learning: Mason, Ohio), pp. 96–97. Used with permission.

Questions and Answers to Case Study: *Inside the Container Store*

Question 1: Discuss how the culture of the Container Store is "made" by the HR activities and practices used.

Answer: HR spent an enormous amount of time figuring out exactly what kind of future employee would "fit" the company's culture and values. In addition, by paying more than the norm, the Container Store has more eager applicants to choose from which results in less compromise on that "fit" they are seeking. In addition, employees are less likely to leave for money which also helps reduce the turnover rate. Furthermore, extensive training is not wasted because turnover is quite low in comparison to similar employers. HR makes sure employees are treated well but also maintains expectations. The training increases customer service, creates happier customers, and results in more profits for everyone. Lower turnover also results in a more stable workforce which is good morale for employees and for customers.

Question 2: Compare the culture at your present employer to the culture suggested by the examples of the Container Store. Then tell what recommendations you would make to the executives where you work.

Answer: Students will have a wide range of answers. They will most likely state that higher pay is welcome. In addition, better treatment and training is probably on their minds. Everyone wants to be treated well and with respect. Many students will make comments on good and bad places they have worked. They may want to discuss bad bosses and turnover issues as well. On the other hand, discussions of positive experiences would also be beneficial to all classmates.

CASE STUDY

Knowledge Hub Univeristy

Knowledge Hub University opened its doors ten years ago in Cape Town. The University offers various degrees on undergraduate and postgraduate level. The University is a distance learning institution with the main mode of teaching being by means of the written word. Students receive tutorial matter comprising of tutorial letters and study guides for each

module on registration. As only a limited number of discussion classes are presented during the semester per module the tutorial matter is comprehensive. The University also uses the Internet and SMS messages to communicate with the students. Each module has its own website with various tools that students and lecturers can use to share information and communicate with each other or fellow students. The University is unique in its approach as the majority of Universities in the country are residential universities. At residential universities students attend classes on a daily basis and normally complete a qualification such as a BCom degree in a three year period. A large number of students studying at Knowledge Hub University are employed on a full time basis. For this reason they choose to study at Knowledge Hub University as they can study at their own pace depending on their work schedules, family and other commitments whilst earning an income. Most students that enrol at Knowledge Hub do not complete a typical three year degree such as a BCom within three years.

At Knowledge Hub students are expected to submit assignments during the semester in order to obtain a year mark and admission to the examination. The year mark contributes 10% towards their final mark for each module and the examination 90%. Students are not admitted to the examination if they have not submitted all the compulsory assignments on or before the due dates.

One of the Academic Departments at the University is the Department of Human Resource Management. This Department is responsible for offering a BCom degree specializing in Human Resource Management as well as several post graduate qualifications. The Department has recently advertised positions for lecturers and a number of academic staff members were appointed on a permanent basis, while others on a contract basis. The appointments were necessary to deal with the increasing number of students enrolling at Knowledge Hub University every year.

Samantha is responsible for the orientation/induction of new staff members in the Academic Department of Human Resource Management. She feels passionate about the orientation of new staff members and guides them during their first two years at the Department. The reason for this is that the orientation provided by the University is very general and generic. There are several Colleges at the University with different customs, expectations and operational requirements and she feels that each orientation should be customised. It is thus

difficult to present a one size fits all orientation programme for all the new academic staff members.

The tasks that lecturing staff are involved with on a yearly basis includes among others the following:

- Dealing with student queries (telephonically, personally, via e-mail, the module website, fax and written letters)
- Presenting discussion classes every two months
- Compiling and writing study material which includes study guides and tutorial letters with feedback on assignments and information regarding the lecturers expectations and the format of the assignments and the examinations
- Setting and marking assignments and examination papers
- Doing research
- Keeping abreast with the latest developments in their specialist field

The Head of the Academic Department of Human Resource Management informed Samantha that the following new staff members will be joining the Department on 1 February. The new staff members have been appointed in the following positions:

Peter	Type of appointment	Contract appointment as a lecturer for two years
	Qualifications	MCom
	Experience	33 year experience as a HR manager in the private sector and banking environment with no lecturing experience
	Skills needed	Computer skills
Angela	Type of appointment	Permanent appointment on Lecturer level
	Qualifications	BCom Hons
	Experience	Work experience in an administrative academic environment whilst she was studying, no lecturing experience
	Skills needed	Computer skills (Presentations)
William	Type of appointment	Permanent appointment on Lecturer level
	Qualifications	BCom Hons
	Experience	Work experience in a teaching environment but on secondary level
	Skills needed	Computer skills (Word processing, presentations, spreadsheets)
Cate	Type of appointment	Permanent appointment on Lecturer level

	Qualifications	MCom
	Experience	Previous lecturing experience at tertiary level at a residential university – 10 years
	Skills needed	To operate in a distance education environment
Monique	Type of appointment	Permanent appointment on Lecturer level
	Qualifications	BCom Hons
	Experience	No lecturing experience, but she is a qualified dentist that made a career change and worked in that field for 7 years
	Skills	She has excellent computer skills
Audrey	Type of appointment	Permanent appointment on Professor level
	Qualifications	DCom
	Experience	Lecturing experience – 11 years at an international distance education university, she is a well known researcher internationally
	Skills	She has excellent research skills and is an expert in compiling presentations for discussion classes of papers to be presented at conferences

Samantha prepares the needed documentation before the new staff members arrive. She also contacts them beforehand to make arrangements for their first day. They all have to report to the academic Department at 10:00 in the Department's Boardroom. The University has an administrative HR Department that receives the newly appointed staff members on their first day whereafter they have to sign their contracts/letters of acceptances, complete outstanding documentation and receive information regarding the policies, benefits and general processes. Once this has been completed, they assist the new staff members in obtaining an employee card that will provide them access to the buildings on the Campus. They are then sent to their respective Departments to commence duty. After this interaction the administrative HR Department is only involved as and when needed. The University offers orientation to new staff members twice per year (the same course is repeated) where the new academics receive limited information regarding the development of study material, the policies and procedures at the University and a tour of the campus.

Questions and Answers to Case: Knowledge Hub University

Question 1: Do you think Samantha has an important role to play? Motivate your answer.

Answer: Yes, the new staff members cannot be expected to be productive if they do not receive the information and guidance they need. Seeing that each College has their own unique needs, Samantha will have to ensure that these new staff members receive all the information and assistance that they need to be productive in the HR Department as soon as possible. It is also important that Samantha works with the people responsible for the general orientation to ensure that she refers to the information they receive there and also to ensure that information is notunnecessary duplicated. All documentation will also have to be updated on a regular basis. Samantha can also provide valuable feedback to the staff members responsible for the general orientation to ensure that they address all the aspects required.

Question 2: How should Samantha approach the new academics during the first two days?

Answer: Samantha should ideally give them a brief overview of the Department and how it fits in with the rest of the College and University. She should also inform them which modules they are going to be responsible for and provide them with basic information about the Department. A quick tour of the immediate facilities would also be advisable. Care should be taken not to overload the new staff members on their first day. Samantha can also show them their offices and introduce them to the Head of the Department as well as the Departmental secretary. The new staff members should also receive documentation that they can refer back to and they should get the opportunity to ask questions. Reporting lines should be clarified during the first day

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Question 3: Should Samantha wait for the orientation programme offered by the University twice per year before providing the new academics with information regarding the writing of study material?

Answer: No, if she waits for this the new staff members will not be able to properly commence their duties. She will have to provide some of the information that will be covered during the general orientation to these staff members in the meantime. It is

important that Samantha establish a good relationship with them and act as a buddy to ensure that they have someone that they can consult when they need assistance.

1   Should each of the new staff members mentioned in the case study be approached in the same manner? Will the inputs be the same for each one? Motivate your answer briefly. Use the table below to answer this question:

New staff member	Will this person need exactly the same inputs as the others?	Motivate your answer and indicate if their previous experience can be utilized in their new Department to the benefits of the other staff members (current and new)
Peter	No	He will probably need a lot of assistance in terms of the following: how to write study material and compile assignments and examination papers. He does have a lot of practical experience that will come in handy when compiling study material, lecturing and dealing with queries from students. He can perhaps provide practical examples of HR related matters in practice the new and other staff members due to his many years of experience in the private sector. He will have to familiarise himself with all the computer and other systems at Knowledge Hub University.
Angela	No, similar to that of Monique	She will need general as well as intense orientation as she has never been in a lecturing position. She will need assistance with the compilation of study material, dealing with students, research and presenting discussion classes. She will have familiarise herself with all the computer and other systems at Knowledge Hub University.
William	No	This person is familiar with teaching methods. However he will need assistance with the compilation of study material as well as assessment tools and also some orientation regarding the aspect of research. He will also have to familiarise himself with all the computer and other systems at Knowledge Hub University.
Cate	No	Although Cate has previous lecturing experience she will have to be familiarized with the aspects related to distance learning and teaching. There is a big difference between residential and distance learning institutions. She will have to familiarise herself with all the computer and

New staff member	Will this person need exactly the same inputs as the others?	Motivate your answer and indicate if their previous experience can be utilized in their new Department to the benefits of the other staff members (current and new)
		other systems at Knowledge Hub University.
Monique	No, similar to that of Angela	She will need general as well as intense orientation as she has never been in a lecturing position. She will need assistance with the compilation of study material, dealing with students, research and presenting discussion classes. She has experience in the world of work that will be to her benefit although this was in the medical environment. Monique will probably be able to deal with customers due to the experience she gained from her previous job. She will have to get familiar with all the computer and other systems at Knowledge Hub University.
Audrey	No	Audrey will have to familiarise herself with the way Knowledge Hub does things. She will also have to learn about the unique challenges in the specific country and the profile of the students that she will be lecturing to. She will probably be able to provide the whole Department with some advice on how things are done internationally. Over and above this, she would probably be able to make a great contribution in terms of guiding other inexperienced staff members in terms of their research efforts as well as the postgraduate students. She can also assist the staff in writing papers for conferences and preparing their presentations. She will have to get familiar with all the computer and other systems at Knowledge Hub University.

Experiential Exercises

1.   THE ORIENTATION PROGRAMME

Purpose
To determine what you know and do not know about an orientation programme.

The task
Students must contact five companies and ask each to provide a copy of their orientation programme. Using the information contained in this chapter, they must evaluate each programme. Identify the programme's strong and weak points.

2.   UNHAPPY DORAH FORTUNE

Purpose

To show the important role that a properly designed orientation programme can play in fostering employee commitment.

Introduction

Dorah Fortune has worked in her new position as a graphic artist for three months. At first, she was excited about joining the fast-paced Marketing Department, but now she's having doubts. She keeps hearing about how important her job is to the company, but she does not understand how her work contributes to the whole. Her exposure to the company is limited to her department colleagues (other graphic artists), the pay office and the company cafeteria. What should Fortune's company have done to make her see the whole picture and gain an understanding of and commitment to how the company works?

Task

Divide the class into groups of three or four. Each group must identify the problems that Dorah Fortune faces. What can be done to address these problems? Compile the best ideas produced by the groups and present them to the class.

Answers to Experiential Exercises

1.   THE ORIENTATION PROGRAMME

The students must form groups and each group must choose an example of a good and a bad orientation programme they obtained from the individual companies. Each group must then defend their decision regarding these two examples.

2.   UNHAPPY DORAH FORTUNE

Although different answers can be provided by the group it is clear that proper organisational orientation did not take place. There also appears to be no follow-up evaluation regarding the orientation she received.

Answers to Review and Discussion Questions

Question 1: List as many reasons as you can for carrying out a careful and well-thought out orientation programme.

Answer: Proper orientation leads to higher job satisfaction, lower labour turnover, greater commitment to values and goals, fewer costly and time-consuming mistakes, reduction in absenteeism, improved manager/subordinate relationships and the better understanding of company policies, goals and procedures.

Question 2: Describe how you think orientation might best be organised for new employees.

Answer: It is important that a formal orientation process is in place with specific activities as well as a time scale and stakeholders identified.

Question 3: Determine the items that should be covered to properly orient an employee to a new job.

Answer: The following are important: overview of the company, compensation, fringe benefits, safety and accident prevention, employee and union relations, physical facilities, economic factors, e.g. labour cost, cost of equipment, profit margins, job duties and responsibilities, tour of department, policies, procedures, rules and regulations, introduction to department employees.

Question 4: Define the concept orientation.

Answer: The word orientation is derived from the Latin word "inductus" which means "led in". In human resource management terms, orientation is the term we use to describe the initial introduction of a new employee to an organisation or an existing employee into a part of the organisation that is new to him or her.

Question 5: How often should an orientation programme be updated? Why?

Answer: Depending on changes taking place within the organisation, e.g. mergers/ acquisitions, as well as information received from the evaluation process, it is recommended that the programme should generally be updated at least once a year.

Question 6: Discuss the different stakeholders involved in the implementation of an orientation programme.

Answer: There are a number of people involved in the implementation of the orientation programme; the supervisor, the head of department, the human resources department, a mentor/buddy the shop steward/staff representative, new employees.

Question 7: How would you go about evaluating an orientation programme?

Answer: The evaluation of the orientation programme is one of the most important steps in the process. Evaluation can cover many aspects and can be carried out at different levels. The following quantitative measures may be utilised - labour turnover statistics, accident, sickness and absenteeism rates. By making use of questionnaires, surveys, exit interviews and course evaluation forms, qualitative information can also be gathered.

Question 8: Do you agree that only new employees should undergo orientation?

Answer: No, orientation is a never-ending process. Besides new employees, transferred/promoted employees should also receive orientation especially if the transfer or promotion involves a significant change of environment. Also all current employees should receive orientation especially if significant changes in organisational policies or structures have taken place.

Question 9: Herzberg's two-factor theory has been widely criticised, yet it seems as popular as ever. What makes it so appealing to managers?

Answer: Herzberg's Two Factor theory is based on common sense and management experience. Experienced managers will often cite cases when money failed to motivate, or when the work itself seemed to provide the motivation when everything else might have failed. Managers will adopt methods and techniques that tend to make sense, easy to implement, do not involve spending a lot of money and tend not to create more problems or generate further criticisms (especially of them).

Question 10: Describe what your expectations are in a job and then discuss how well the employer is meeting your psychological contract expectations.

Answer: Students will again obviously have various answers to this question. The psychological contract is unwritten expectations employees and employers have about the nature of their work relationship. It focuses on issues of perceived fairness, so students should focus their answers in this area. Both tangible items (such as wages, benefits, employee productivity and attendance) and intangible items (such as loyalty, fair treatment and job security) are encompassed in psychological contracts.

ADDENDUM A TO INSTRUCTOR'S MANUAL

Please find the following documents in Addendum A:

1.   **An example of the cover of an employee handbook of the Bevcan Springs plant of the Nampak Group as well as its table of content**

2.   **Question pertaining to the measuring of an orientation programme**

3.   **HR practices that satisfy various levels of human needs in Maslow's hierarchy**

1. An example of the cover of an employee handbook of the Bevcan Springs plant of the Nampak Group as well as its table of content

Source: Bevcan Springs (Nampak). Used with permission.

2. Question pertaining to the measuring of an orientation programme

The following questions help to assess the extent to which an employee has passed through the various stages of orientation.

Realism
What did you expect your job to be like before you started work? What did you think were the biggest advantages of that particular job? Disadvantages? Were your expectations confirmed? Disconfirmed? In what ways?

Congruence
In what ways do you think there is a good fit between you and your job? Did you sometimes feel that the job was not the right job for you, or you might not be the right person for the particular job you do?

Initiation to the task
If you could get more training, what are the areas you would like to get it in? Do you feel the need for more training? What do you feel others think of your work?

Initiation to the group
What was it like trying to get accepted by other department members? To what extent do people confide in each other? How about you?

Congruence of evaluation
What kind of procedures are there for performance evaluations? Do you feel you are doing a better job than you're getting credit for?

Role definition
Do people feel job descriptions are accurate? How about yours? Are there jobs you routinely do that you feel should be part of someone else's work? Can you do anything about it?

Resolution of conflicting demands
When there is a conflict with another department, how do you handle it?

Resolution of outside-life conflicts
Do you feel your job interferes with your outside life? How much? In what ways?

General satisfaction
Overall, how satisfied are you with your job? Where do you think you'll be a year from now?

Mutual influence
How much opportunity do you have to influence the way things are done around your department? If you had an idea about improving the ways jobs are done around here, how likely do you think it is you could change something?

Source: Hall, D. T. and Goodale, J. G. (1986) *Human Resource Management – Strategy, Design and Implementation.* Scott Foresman & Co.: Glenview, IL, p. 280. Used with permission.

3.   HR practices that satisfy various levels of human needs in Maslow's hierarchy

Physical needs
1. Furnish pleasant and comfortable environment.
2. Provide for ample leisure.
3. Provide for 'comfortable' salary.

Security needs
1. Adhere to protective rules and regulations.
2. Minimise risk-taking requirements.
3. -Provide strong directive leadership and follow chain of command policy.
4. Provide well-defined job descriptions.
5. -Minimise unacceptable physical contact and threatening behaviour.
6. Provide information about firm's financial status and projections.
7. Provide 'just' compensation and supportive fringe benefits.

Social needs
1. Encourage the team concept.
2. Systematically use organisation-wide feedback survey.
3. Use task groups to execute projects.
4. Provide for firm and/or office business and social meetings.
5. Provide close personal leadership.
6. Encourage professional-group participation.
7. Encourage community-group participation.
8. Compensate on basis of total team performance.

Self-esteem needs
1. -Include employees in goal-setting and decision-making processes.
2. Provide opportunity to display skills and talents.
3. Provide recognition of advancement – e.g. publicise promotions.
4. Provide recognition symbols – e.g. name on stationery.
5. -Assign associates and support staff for coaching and development.
6. Provide personal secretary to associates.
7. Use positive-reinforcement programme.
8. Pay attention to office size, office location, parking spaces, etc.
9. Institute mentor system.
10. Compensate as recognition of growth.

Self-actualisation needs
1. -Provide for participation in goal-setting and decision-making processes.
2. Provide opportunity and support for career-development plan.
3. Provide staff job rotation to broaden experience and exposure.
4. Offer optimum innovative and risk-taking opportunities.
5. -Encourage direct-access communication to clients, customers, suppliers, vendors, etc.
6. -Provide challenging internal and external professional development opportunities.
7. -Provide supportive leadership that encourages a high degree of self-control.
8. Compensate as reward for exceptional performance.