



**ORGANISATIONAL
DEVELOPMENT
UNIT**

REPORT

post induction survey
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Pilot Post-Induction Survey Report

Report created by Ann Baker as part of a WorkReady project in Organisational Development during September – November 2005. This report was edited and revised by Kay Hempsall, Manager, Organisational Development in December 2005.

The Pilot Post-Induction Survey was created to assist The University of New England (UNE) in the continuous improvement of the current recruitment and induction process. The pilot survey targeted new staff members at UNE who had been employed on or since January 1st 2005.

The survey was sent to 43 new members of staff at UNE in late September. Thirty two new staff members replied and completed the survey online in October.

The Pilot Post-Induction Survey provides an insight into how new staff members from different work areas of UNE view the current recruitment and induction processes. The survey allowed for personal comments and reflection on areas that may need improvement.

The report is broken down into areas of:

- Employment Information
- Applying for the Position
- Induction Session
- Human Resource Services
- Support and Services
- Supervisor Induction Support
- Training and Development
- General Comments

Recommendations for improvements to the recruitment and induction will be made based on the results of the survey. Suggestions for improvements to the survey and the next steps for the Post-Induction Survey will also be included.

Background to Induction at UNE

The induction process at UNE has traditionally involved three main processes:

1. An interview with a member of staff from Human Resources (HR) to go through commencement of employment paperwork which normally occurs on the first day of employment;
2. A work area induction conducted by the new staff member's supervisor (see Supervisor's Induction Checklist on page 13-14) which is expected to occur within the first few weeks of employment; and
3. A formal Welcome to New Staff hosted by the Vice-Chancellor and senior members of staff held twice a year.

The Teaching and Learning Centre also provides a separate induction for academic staff into their teaching role and this is supported with a website (<http://www.une.edu.au/tlc/staff/induction.htm>). In 2003 the Organisational Development (OD) staff joined forces with the then Community Liaison Officer to conduct an informal survey into staff member's experience of the induction process at UNE. The results of this survey prompted the OD staff to develop a 1 – 1.5 hour induction session which would be conducted every Monday morning and which

would cover much of the basic information that appeared to have been overlooked in the experience of many staff. These sessions have been running since mid 2004 and new staff are booked into these sessions by an HR staff member. The weekly induction sessions run by OD have been well-received and comments have indicated that they help fill some of the gaps in the induction process. However, as with all processes there is room for continuous improvement. A website to support the generic induction process (<http://www.une.edu.au/induction/>) was developed during 2004.

OD staff use their record of attendance at the weekly induction sessions together with reports on commencement of new staff from HR to ensure that all new members of staff receive an invitation to the formal Vice-Chancellor's Welcome to New Staff every six months. Not all new staff elect to attend this formal welcome session. One reason for this is that some staff have already been working at UNE for nearly six months and feel that they would not gain any additional insight into the University by attending the session. Other reasons given for non-attendance include prior work commitments or being on leave at the time.

Summary of Results of the Pilot Survey

Employment Information

This section of the survey covered general information on the new staff member's appointment to UNE. In this section of the survey we considered statistical data such as:

- academic staff
- general staff
- gender
- age group
- length of time employed at UNE (for purposes of the pilot survey)

The results can be summarised as follows:

Gender

- 56.3% female
- 43.8% male

Appointment Status

- 59.37% - permanent staff members
- 12.5% - temporary fixed term (non-advertised)
- 25% - temporary fixed term (advertised)
- 3.13% - did not give appointment status

Classification

- 56.3% - general staff
- 43.8% - academic staff

Academic Staff

- 14.3% - had met with their Associate Dean Teaching and Learning
- 85.7% - had not met with the Associate Dean Teaching and Learning
- 14.3% - had met with the Associate Dean Research
- 78.6% - had not met with the Associate Dean Research
- 7.1% - did not respond to this question

Length of employment

- 6.3% - 6 weeks or less
- 12.5% - 8-10 weeks
- 3.1% - 3-4 months
- 18.8% - 4-6 months
- 59.4% - over 6 months

Age Group

- 3.1% < 20 yrs
- 9.4% - 20-24 yrs
- 9.4% - 25-29 yrs
- 12.5% - 30-34 yrs
- 15.6% - 35-39 yrs
- 25% - 40-44 yrs
- 12.5% - 45-49 yrs
- 6.25% - 50-54 yrs
- 6.25% - 55-59 yrs

Applying for the Position

This section of the survey covered the process of applying for the position. In particular the following areas were targeted:

- the attractiveness of the position
- the attraction of UNE
- the attraction of the Armidale/Region
- the relevance of / understanding of information provided to new staff

These questions were asked to establish what aspects new employees found attractive about UNE; some of the reasons why they chose UNE as an employer; and to evaluate any possible areas for concern.

Attractiveness of the Position

Reasons given included:

- Research strengths
- Scope of opportunity
- Encouraged to continue studying
- Location
- Hours (e.g. part-time)
- Position description
- Room for development
- Working in a university culture

Did not appeal about the Position

Reasons given included:

- Contract too short
- Salary

Attraction of UNE

Reasons given included:

- Reputation (history of strong teaching and research)
- Small university and surrounding community
- Can both study and work
- Academic traditions
- Previous associations

Attraction of Armidale and the New England Region

Reasons given included:

- Rural lifestyle
- Cheaper lifestyle (than metropolitan areas)
- Cultural activities

Relevant information in accepting UNE's offer

- 84.4% - yes (received adequate and relevant information)
- 15.6% - no (inadequate and relevant information)

The package of information that accompanied UNE's offer

- 34.4% - excellent
- 53.1% - good
- 3.1% - satisfactory
- 9.4% - poor

Additional information required to assist in accepting UNE'S offer

- More information about Armidale/Region
- More information for international applicants (e.g. visas, pensions, healthcare and uni super)
- Information on teaching responsibilities
- Information in a more accessible form

Reasonable understanding of duties/responsibilities prior to commencing new position

- 87.5% - yes (had a reasonable understanding of duties and responsibilities prior to commencing their position)
- 12.5% - no (did not have a reasonable understanding of duties and responsibilities prior to commencing their position)

Comments made included:

- Meetings with team members/partners in work area to get a better idea of role and responsibilities (desirable)
- They (duties/responsibilities) were clearly laid out in advertisement and interview
- Need more information regarding specific duties/ responsibilities
- Need more information about the structure of (training) courses

Induction Session

This session of the survey covered information about the OD-run induction session. New staff members were asked which areas of the OD induction session they found useful and which areas they would like to see improved.

General Impressions of the OD Induction Session

- 31.25% - excellent
- 46.88% - good
- 15.63% - satisfactory
- 3.12% - poor
- 3.12% - did not respond

Did the initial induction session provide the types of information both necessary and relevant to your employment?

- 87.5% - yes
- 6.25% - no
- 6.25% - did not respond.

Comments made included:

Pros

- Very professional, having come from the private sector
- Helpful in orientating oneself to Armidale
- Opportunity to meet staff members in similar situations

Cons

- No logical structure, and left some processes to be discovered by oneself
- General, not specific to work area
- No information about the University governance
- No information about University organisational/operational structure

Interestingly, information about University governance and the organisational structure is provided in the information pack given to new staff members. This highlights one of the perennial issues regarding how much information to provide for new staff members to read, and how much information to provide verbally at induction sessions. This raises further questions of how long these sessions should ideally be and how much information should be provided during the first few weeks of employment.

In the traditional Vice-Chancellor's Welcome to New Staff aspects of University governance and organisational structure were covered in more depth by the relevant senior staff members. By the time the majority of new staff attended one of these sessions they had already been working at UNE for 4 months or more and had gleaned this type of information for themselves. As a result they regarded aspects of these sessions as less useful and that the information was being delivered too late in their employment. As a result, in 2005 a new shorter structure for these biannual sessions was trialled. This principally offered the opportunity to new staff to meet with each other and to meet with the senior staff members of the University in afternoon social setting and abandoned the morning session of mini-talks by senior staff members. It may be that this format could be reinstated with some modifications to ensure that there is minimal repetition of induction information and so that this formal induction session continues to provide value and benefit to new staff.

Human Resource Services

This section of the survey covered the areas of recruitment, commencement of employment, travel/removal and employer nomination process for visa. These questions were asked to establish how new staff members found the recruitment process and the help that was provided by HR (Human Resources).

How would you rate HR in completing paperwork?

a) *During the recruitment process*

- 31.25% - excellent
- 62.5% - good
- 6.25% - satisfactory

b) On commencement of employment

- 34.4% - excellent
- 46.9% - good
- 15.6% - satisfactory
- 3.1% - poor

Travel/Removal to Armidale Comments

- No travel assistance, even though it was mentioned in emails
- Both the Faculty and the University were unhelpful and gave inappropriate and wrong information.
- Many commented on how smoothly their process went

Employer Nomination process for your visa

- Excellent, quick and efficient
- 3 month delay in submitting nomination by UNE after the job was accepted

Support and Services

This section of the survey covered the area of IT support and connections to essential services such as the internet and telephone. Having these connections available early is vital for new staff members to commence work quickly and efficiently.

Did you receive the necessary IT support, including getting your email and telephone connected within a workable time frame, to enable you to commence working in your position quickly?

- 100% - yes, happy with this process

This indicates a significant improvement during 2005 compared with comments received informally prior to 2005 regarding access to IT services.

Comments made included:

- Faster process in getting details into the online staff directory would be a benefit

Supervisor Induction Support

This section of the survey covered the supervisor's role in the induction process.

Did your supervisor take you through the New Staff Induction Checklist (10.02b)?

- 65.6% - yes
- 31.27% - no
- 3.13% - did not respond.

Did your supervisor go through probation requirements within the first two weeks?

- 78.1% - yes
- 21.9% - no

When did your supervisor go through you probation requirements with you?

a) *During the recruitment process?*

- 81.25% - yes
- 12.5% - no
- 6.25% - no response

b) *During your first weeks of employment?*

- 84.37% - yes
- 12.5% - no
- 3.13% - no response.

What could have been done to ensure you receive appropriate and timely support and information from your work area?

- Overload of information (too much provided too soon)
- Mentor program - mentors need training
- Better information package

Did induction continue in your work area?

- 78.12% - yes
- 15.62% - no
- 6.26% - no response

How would you rate the induction process within your work area?

- 37.5% - excellent
- 46.83% - good
- 9.37% - satisfactory
- 6.25% - poor

Are there any other areas of support or information for new staff either within the recruitment period or after commencement that you would like to see improved?

- An introduction of a mentoring program
- First induction session needs to be more precise, make all requirements clear (*NB: it is unclear whether it is the OD or work area induction session which is being referred to here, however, it the intention of the OD induction session to clarify University-wide related requirements and not job-specific requirements*)

- Follow up support
- Bureaucracy is very cumbersome
- Meet other staff members at same level
- Callista courses for new staff members
- Clearer policies for new staff who are involved in finance and administration functions (*are new staff being directed to the appropriate policies and procedures within their work areas?*)
- Clear reference documents/website
- Too much information in early days
- No direction at start of employment (e.g. where to go on the first day)
- Much greater information and support in the relocation process
- Accommodation process
- More financial assistance with resettlement
- Improved facilities for remote (*IT connections*) working within and outside of Australia
- Help with superannuation details
- Offer/contract was signed on first day of work and no discussion was available

Training and Development

This section of the survey dealt with training and development issues and in particular the Code of Conduct and Occupational Health and Safety (OH&S). In this area we wanted to establish whether or not new staff members understood their OH&S responsibilities and whether or not they had knowledge of the key elements. It is important to note that the responses to these questions did not have 100% yes return rate and this is something that must be addressed.

Code of Conduct

- 96.88% - yes (to having read the University's Code of Conduct)
- 3.12% - no (had not read the Code of Conduct)

OH&S

- 43.75% - yes (had received specific work area OH&S information / training)
- 56.25% - no (had not received specific work area OH&S information / training)
- 75% - said they could identify hazards, locate first aid facilities and respond in an emergency
- 25% - said they could not identify hazards, locate first aid facilities and respond in an emergency

General Comments

The General Comments section of the survey returned many positive attitudes towards UNE as well as some areas for improvement.

Comments included:

- Fantastic place to work
- Supportive network
- General staff helpful and supportive
- Good working conditions
- Several experienced frustration in their dealings with Financial Services
- Some believed that the politics within the University hinder productivity
- One commented: "I feel I am playing detective when trying to find out information in and around the University"
- Opportunities to associate with other new staff members are seen as being beneficial - experiencing similar things and a good way to establish new friends
- One pointed out that much of the critical knowledge is implicit, or embedded in existing staff member's minds and recommended that efforts be made to document this knowledge for the benefit of new staff members

Recommendations

Some recommendations for improvement to the recruitment and induction process at UNE which can be made as a result of the Pilot Post-Induction Survey are:

1. All supervisors need to use the Supervisor's Induction Checklist (Form 10.02b). Information regarding this checklist and the responsibilities of supervisors during induction should be made more explicit. In particular, supervisors should be advised to address issues such as OH&S requirements / procedures and where requested to arrange for a mentor or support person for the new staff member.
2. The Supervisor's Induction Checklist (Form 10.02b) should be reviewed to ensure that the recommendations from this report are incorporated.
3. OH&S induction needs to be re-evaluated and a review of the training provided within work areas is recommended. Many new staff members said they did not receive specific work area OH&S information and training. All supervisors should be trained in their basic OH&S responsibilities and ensure that all new staff members receive this information.
4. The information provided to new staff members could be made more accessible via different media, eg improvements to the Induction web page, assignment of support person for the first 4-6 weeks.
5. Efforts should be made to ensure consistency of information given to prospective or new staff members across all areas of the University. There should be standardised information for all new staff members and current supervisors.
6. Information regarding duties and responsibilities to new staff members could be improved, for example through meetings in the first week with team members and the supervisor in the work area.
7. Prioritise the information required by new staff members to reduce the possibility of information overload in the first few weeks.

8. The structure of the initial induction session needs to be reviewed. Currently the duration of the session one hour. The introduction of a longer session, or a second session, may be required to ensure that the new staff members are receiving adequate and appropriate levels of information.
9. More formal mentor or support person programs within the work area could be established. At the moment this is done on an informal basis. Training for mentors could be provided to ensure a smooth and happy induction process. Interestingly, OD staff attempted to introduce such a program centrally early in 2005. Very few staff members volunteered to be mentors or support persons for new staff. It could be that staff are already finding it difficult to meet their current workloads and additional volunteer duties are not possible. However, this factor also contributes to new staff members being left to their own devices to get on with the job when they commence work at UNE. It is recommended that OD staff liaise with key supervisors across the University to find a solution to this problem.
10. Only 14.3% of new academic staff said they had met with their Associate Dean Teaching and Learning and the Associate Dean Research. The Associate Deans have an important role to play in assisting the transition to working at the University specifically in explaining items such as the teaching and research quanta. The process of how the Associate Deans receive information about new academic staff members needs to be reviewed so that all new academic staff members meet with the relevant Associate Deans within 4-6 weeks of commencing employment at UNE.
11. New staff members commented that they were happy with the process of IT support, email and telephone connections but made note that they were not added to the online directory promptly. Throughout the process of running the pilot of this survey it was noticed that many new staff members' contact details were not available via the online directory. This made it difficult for OD staff to contact them easily. It is recommended that the process for the updating of the online directory be reviewed.
12. Human Resource staff members were rated highly regarding the assistance provided in completing paper work during the recruitment process and during the commencement of employment. However the ratings dropped regarding the experience of the commencement of employment process. It is recommended that the processes during this time are reviewed and streamlined for the benefit of all staff.
13. More information could be provided about Armidale and the New England Region either in the package that accompanies the University's offer or via the Induction web site and the assigned support person.
14. The amount and type of information and assistance provided to international applicants in areas such as visas, pensions, health care and superannuation should be reviewed.
15. Information given to new staff members regarding travel and removal to Armidale needs to be consistent and explicit. New staff members were not always aware if they were eligible for this assistance.

Conclusion

The Pilot Post-Induction Survey has provided some valuable information regarding the current recruitment and induction processes at UNE. The recommendations for

improvements to the recruitment and induction processes at UNE will require input from all supervisors across the University and care should be taken not to make any changes too onerous regarding the input of additional time. Careful planning and ongoing support from OD staff will need to be present in order to achieve the desired results. Certain recommendations such as the provision of OH&S information and training and the recruitment of mentors are already in the Supervisor's Induction Checklist. It is important that these processes need to be applied consistently across all work areas. This would indicate that specific training and information for all supervisors regarding the induction process is required and that this training should be periodically reviewed by all supervisors.

Satisfaction with the recruitment and induction processes in any organisation is a good indicator for long term staff satisfaction with employment processes and procedures. It is vital that new staff experience the University in a positive light from both the perspective of the staff member and from the perspective of continually developing a high performance culture at the University of New England.

Survey Improvements

The following improvements to the Post-Induction Survey form are recommended:

- The creation of a non-applicable (N/A) button in the response options to eliminate the return of a lack of response to these questions
- Re-write the email which is sent out inviting new staff members to complete the survey to minimise any misinterpretation
- Review the wording of the survey to minimise incidences of misunderstanding of the intention of the questions
- Change the section title Training and Development to Code of Conduct and OH&S to emphasise the importance of this information
- It would be useful to add a section seeking information about new staff members' expectations regarding training and development relevant to their position

The next step in the Post-Induction Survey

It is intended that the Post-Induction Survey be used as standard practice with all new members of staff to ensure that the recruitment and induction processes are continuously reviewed and improved. This will ensure the highest possible levels of satisfaction with the experience of the recruitment and induction processes.

- Every month the new staff member list for the previous month should be obtained by OD staff from HR.
- An email requesting new staff members to complete the Post-Induction Survey should be sent out every two months.
- Survey results should be reviewed every six-twelve months to ensure that progress is being made in the areas that have been highlighted by new staff members.
- Ideally, OD staff will follow-up personally with any key issues raised by a new member of staff via this survey.

10.02b Supervisor's Induction Checklist

This checklist should be modified as appropriate to suit the particular needs of the workplace.

Item	Task	Responsibility
Prior to Commencement of Employment	<input type="checkbox"/> Organise a contact person and provide incoming staff member with details (phone number/email etc.) so they know who to contact with questions etc. <input type="checkbox"/> Assistance with short term accommodation (if applicable) <input type="checkbox"/> Greet incoming staff member at airport (if applicable) <input type="checkbox"/> Organise a hire car for first few days (if applicable) <input type="checkbox"/> Provide incoming staff member with a parking permit for the first day or two <input type="checkbox"/> Organise a mentor or support person (if applicable)	
Welcome	Ensure that <input type="checkbox"/> an appropriate person is available to greet the new staff member <input type="checkbox"/> an appointment has been made with Personnel Services to sign on and be placed on the payroll <input type="checkbox"/> the person attends the next available induction session coordinated by Organisational Development (held Monday mornings 11am – 12 noon)	
Sign On/Personnel Services	<input type="checkbox"/> Ensure staff member has signed on with Personnel Services. Staff member needs to provide: <ul style="list-style-type: none"> • Commencement Employment Form 10.01a (signed by supervisor/Head of School) • New Staff Personal details 10.01b (sent with letter of offer) • Salary Deduction Form 10.02b (sent with letter of offer) • Salary Disbursement Form 12.43a (Where required, from HRS web site) • Taxation Declaration Form (sent with letter of offer) • Superannuation Form (sent with letter of offer) 	
Introduction to Staff	<input type="checkbox"/> Head of Unit <input type="checkbox"/> Head/Director <input type="checkbox"/> Team members <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other colleagues	
Introduction to Work Unit/ Directorate/ Faculty/College	<input type="checkbox"/> Show the new staff member the location of their work station, staff rooms, toilets, emergency exits etc. <input type="checkbox"/> Arrange a tour of the building/s including on-campus facilities such as bank ATM's, credit union newsagency, eating areas, library etc. <input type="checkbox"/> Explain the structure within the work unit and how the work unit fits into the University structure <input type="checkbox"/> Discuss the Faculty/School/Directorate/College's purpose, strategic direction, values, culture and key issues	
Duties & Job Performance	<input type="checkbox"/> Clarify any points in relation to the offer of employment and associated documentation <input type="checkbox"/> Discuss the major tasks/ roles/duties of the position including dimensions, expectations, accountabilities, reporting lines etc. <input type="checkbox"/> Discuss probationary requirements <input type="checkbox"/> Provide opportunity for staff member to ask questions, clarify points etc. <input type="checkbox"/> Make appointment for goal setting/probation discussion one to two weeks after commencement	
Keys, access etc.	<input type="checkbox"/> Give staff member all required keys for access to buildings, offices, storage <input type="checkbox"/> Explain any access procedures such as swipe card, password, security systems, restrictions etc.	
Information Technology	<input type="checkbox"/> Set up staff computer account with ITD Helpdesk	

10.02b Supervisor's Induction Checklist

Item	Task	Responsibility
	<input type="checkbox"/> Explain the computer system, phone and voice mail systems and other University information systems as appropriate <input type="checkbox"/> Phone number listed with the Switchboard <input type="checkbox"/> Email address set up <input type="checkbox"/> Voice mail set up <input type="checkbox"/> Direct staff to the online induction web page at www.une.edu.au/induction	
Attendance expectations	<input type="checkbox"/> Explain attendance expectations, office open hours, flexi-time arrangements (if applicable), meeting attendance etc. <input type="checkbox"/> Explain process for applying for leave (sick/family/annual etc.) and any restrictions	
Occupational Health and Safety Requirements	<input type="checkbox"/> Identify local personnel with defined OH&S responsibilities such as OH&S Officer, relevant OH&S working group, OH&S representative on OH&S Committee <input type="checkbox"/> Explain procedures (including location of forms) for reporting hazards, injuries, incidents and dangerous events <input type="checkbox"/> Explain roles and responsibilities for OH&S for specific work environments (as appropriate) such as research lab, teaching lab, grounds, colleges <input type="checkbox"/> Highlight any hazards and controls including plant, machinery, equipment, tools and materials – discuss any hazard specific training needs <input type="checkbox"/> Explain MSDS, Hazard Substance Register, Maintenance and training renewals <input type="checkbox"/> Explain the available of work related injury/illness rehabilitation <input type="checkbox"/> Explain emergency procedures including location of exits and equipment (fire extinguishers) and evacuation assembly point <input type="checkbox"/> Identify the First Aid Officers and show the location of equipment such as first aid supplies <input type="checkbox"/> Ensure that the staff member completes the online OH&S course via the induction page found at www.une.edu.au/induction <input type="checkbox"/> Where appropriate, explain the procedures for manual handling and avoiding noise induced hearing loss	
Staff Development and Training	<input type="checkbox"/> Explain the policies, procedures and opportunities for professional development within the Faculty/School/Section <input type="checkbox"/> Ensure the staff member is aware of Study Leave entitlements <input type="checkbox"/> Ensure staff member is familiar with the Goal Setting and Performance Review Process <input type="checkbox"/> Outline in-house staff development and training courses offered by, Organisational Development, Teaching and Learning Centre, Dixson Library etc. <input type="checkbox"/> Ensure that the staff member completes the online Code of Conduct course via the induction page found at www.une.edu.au/induction	
Research <i>(For Academic Staff)</i>	<input type="checkbox"/> Explain the services provided by Research Services including advice on policies, procedures and opportunities for research grants, consultancies, scholarships, ethics requirements and PhD enrolment /support. <input type="checkbox"/> Explain the services provided by the Teaching and Learning Centre, Dixson Library and other relevant services.	
Other Issues	<input type="checkbox"/> Organise business cards for new staff member	

Signed:

1. Supervisor: _____ Date: ____/____/____
 2. Staff Member: _____ Date: ____/____/____