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Moulton, Erika M. *Employee Onboarding and Development*

Abstract

ABC Financial currently offers three different paths for a new employee when they start at ABC Financial; Information Technology Inters, Management Development Assistant Analysts, and all other. Each path offers different corporate and departmental onboarding training and development opportunities creating an inconsistent experience for new employees.

Since employee development is essential and important to an organization's culture and growth inconsistencies in development opportunities could lead to potential problems for the organization such as dissatisfaction, or turnover. The purpose is to determine if employees are aware of the inconsistency and if it impacts their satisfaction with the organization's onboarding process or development process. The research includes an extensive literature review, survey, and interview.

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Chapter I: Introduction

ABC Financial has been in business for over 100 years and currently employs close to 5,000 employees. ABC Financial offers mandatory and voluntary learning and development courses to its employees. There are three different paths a new employee may take when they start at ABC Financial; Information Technology Interns, Management Development Assistant Analysts, and all other. All employees are required to complete a variety of company onboarding courses provided online and in the classroom. The company onboarding classroom courses include, Your Beginnings, Customer Centricity, Products & Services, Brand Story, and Introduction to the Technology Environment. These classroom courses provide an introduction to the company's history, culture, values, purpose and strategic direction, while also developing the employee's understanding of the Customer Mindset and the different products and services offered. In addition to the classroom courses, there are mandatory online learning modules that include Code of Ethics, Information Protection, Financial Crimes Awareness, Emergency Procedures, Workplace Violence, and Spear Phishing awareness to comply with compliance regulations. The Information Technology Interns are not required to take these courses again if they are hired as full time employees.

Information Technology Interns are hired for the summer and have a departmental onboarding program that is structured specifically for the Information Technology Department. These courses include Technology Architecture Overview, Enterprise Best Practices, Application development, Shared Services, Technology Services, Auditing, FRCC, Information Security and compliance training. As part of their mandatory development, these employees are exposed to ABC Financial's senior leadership and CEO through seminars and workshops, while

also participating on corporate projects that allow them to become more familiar with the different departments across the organization.

The Management Development Assistant Analysts are selected as recent college graduates that are pursuing leadership career opportunities. Their departmental onboarding training curriculum is based on a competency model that builds the skills, knowledge, and attributes that are critical to meeting the company's needs and include a focus on Leadership qualities and practices, general business skills and industry and company knowledge. These courses include supervisory and project management courses. The mandatory development opportunities include a series of four-month rotations that exposes the analysts to firsthand experience with products, services, and supervision within the company. The benefits to the participants that have an opportunity to receive ongoing coaching and exposure to the different business areas with an emphasis on problem-solving, communication, and leadership skills. In addition, they participate on various projects across the organization which helps build relationships with various leaders across the organization.

The remaining individuals throughout the company have different experiences than the interns and the analysts. Not all departments have a structured training and development program for employees that are hired. The Individual Life and Annuity Department (ILAD) Operations has established a formal onboarding program for most of the employees. Included in this group are those who work in the Enterprise Contact Center that take phone calls for the ILAD Operations unit. Onboarding will typically last one week and will have additional training that varies from 2-6 weeks long that can be focused on specific processes, systems, or information needed to perform the job tasks. There is no formal development opportunity in place, most development opportunities come from Performance Plans that consist of employees

writing their own goals for the quarter. Historically, there is little to no exposure with leadership and there may be one or two check-ins with their supervisor about their performance within the first 6 months.

Voluntary development opportunities are available for all employees and are typically offered through online or classroom courses through the Learning & Development department. There are project management certificates for those in project management roles, while also offering personal development courses like the Myers-Briggs or Covey's Seven Habits of Highly Effective People. To further encourage the development of their employee's skillsets, ABC Financial offers tuition reimbursement for undergraduate and graduate courses.

The benefits to the participants of the internship and analyst positions is that they have the opportunity to participate in these programs that include exposure to company's senior leadership and CEO through seminars and workshops that provide a deeper understanding of the organization and give an opportunity to network and build relationships while also providing the tools and knowledge to be successful all within a few months of starting with the company. Although these are great opportunities for those that participate in the programs, they are not available for all employees as part of their onboarding and development experience creating an inconsistency between employees and their development when first starting with the company. The main downfall of these programs is only a few employees are accepted each year leaving hundreds without any formal development opportunities. ABC Financial needs to uncover other means to develop their employees while providing similar onboarding training to relay a more consistent message to all within the organization that they care about their development.

Statement of the Problem

The problem of this study is that there are inconsistent development opportunities at ABC Financial that could lead to potential problems for the organization such as dissatisfaction, or turnover.

Purpose of the Study

There are inconsistent development opportunities at ABC Financial and this inequity could be contributing to employee dissatisfaction or turnover within the organization, however, it is unknown if the inconsistencies are known to the employees because they are not affiliated with the other departments within the organization. The purpose of this study is to determine if employees perceive that there is an inconsistency with the onboarding and development process.

1. If there is a problem with employee satisfaction or turnover, determine if it is with the onboarding process
2. If there is a problem with employee satisfaction or turnover, determine if it is with the development process
3. Do employees perceive an inequity exists in employee development opportunities

Assumptions of the Study

It is assumed that employees recognize and care about the development opportunities and the inconsistencies of these development opportunities within the organization. Another assumption of the study is due to the size of the company the study is only able to look at select departments thus assuming that what is true for one department is true for the entire organization.

Limitations of the Study

The sample size was a limitation for the data collection process of this research. The sample size was limited to the Individual Life and Annuity Department (ILAD) and Enterprise Contact Center of ABC Financial causing generalizations on survey responses from the sample.

Chapter II: Literature Review

Onboarding and training are crucial pieces to an employee's development and success within an organization. A lack of onboarding, and training and development opportunities for new employees may lead to dissatisfaction, turnover, and longer development time of employees. “Onboarding is the process by which new employees acquire the skills, knowledge, and behaviors to become effective contributors to an organization” (Training Industry, 2018). The purpose of onboarding is to welcome new employees into the workplace by informing them of important values and characteristics about the organization’s culture leading them to feel included amongst other employees (Human Resources MBA, 2018).

Organizational Onboarding

Onboarding is a pivotal moment for a new hire within an organization; it sets expectations and introduces the new hire to the business, if onboarding is not successful, it can lead to less engagement and possible turnover. Onboarding starts once a new employee is offered a position with the company and completes once the employee is deemed fully functional (Graybill, Carpenter, Offord, Piorun, & Shaffer, 2013). “Onboarding is the process of helping new hires adjust to social and performance aspects of their new jobs quickly and smoothly” (Bauer, 2010, p. 1). Onboarding should include need to know job knowledge, information on the company culture so that the new employee feels welcome, orientation, and compliance laws that impact their position <https://www.allencomm.com/resource/new-hire-training-and-onboarding/>. The social aspect has to do with fitting into the company’s culture, as a new employee one does not know what to expect and it is important for them to feel included to perform successfully in their position.

Onboarding is necessary for reasons including time and money invested in a new employee is large and to lose a new hire shortly after being hired would cause the company to lose lots of money and enhances employee engagement within the organization (Graybill et al., 2013).

If a new employee is not provided with a proper onboarding experience this could potentially lead to failure in their position. Bradt and Vonnegut (2009) describe four ways a new employee may fail to deliver:

1. Role failure due to unclear expectations or lack of resources. A new employee accepts a position within an organization and the roles and responsibilities of the job change.
2. Personal failure due to lack of strengths or motivation. Hiring a manager for technology but their knowledge is not up to date with current technology practices.
3. Relationship failure due to early missteps. Speaking to co-worker about dislikes and pitfalls of the organization and not to their manager.
4. Engagement failure due to lack of presence from manager. Employee's manager was absent from updates due to other priorities in the first month of employee being hired.

Snell (2006), suggests avoiding potential failures by having the manager present during onboarding and assisting the new employee through the onboarding journey or ensuring that there is a mentor there to assist with questions and guidance. Another aid in providing successful onboarding experiences include providing easy to follow procedures that include the necessary requirements for a new employee to reach their full potential within the given period. By not offering procedures, this could potentially lead to more training in the end costing more money due to inadequate onboarding (Snell, 2006).

Onboarding training delivery. The delivery of training is important and challenging because every one learns differently, especially when there are individuals who prefer technology based training versus traditional training such as in a classroom setting. In addition, there is a lot of material to cover adding pressure on the trainer to ensure trainings are both comprehensive and engaging (Rosso, 2014).

Delivering training to a new employee follows three steps, the first being the delivery of the information, second having the employee demonstrate the skill, and finally the employee will practice the skill(s) they learned (Lacerenza, Reyes, Marlow, Joseph, & Salas, 2017). Delivery information may include an instructor led course or online tutorial, while demonstrating skills allows learners to go through examples of what they learned in training through different mediums, and finally practice opportunities use guided practice or role-playing (Lacerenza et al., 2017). “Research investigating training effectiveness in general has shown that most training programs incorporate multiple delivery methods and the effectiveness of training varies as a function of the training delivery method specified” (Lacerenza et al., 2017, p. 6).

To achieve onboarding success, Bauer (2010) suggests having a written onboarding plan to document goals and responsibilities that new employees can refer to when they are unsure of what to do or know where to go to get assistance. In addition, having check-in meetings addresses any questions or concerns with training or the job prior to the problem expanding into something greater. Finally, onboarding training that is done online is not as effective as classroom training according to Bauer (2010), and found that new employees have less of an understanding of the job.

Onboarding training length. The time it takes to onboard a new employee can vary depending on the organization and the size of the organization with onboarding training lasting

from 14 days to six months or a year with follow-up training occurring at either 30 or 60 days after training has been completed (Graybill et al., 2013). Organizations that are smaller typically have a much shorter onboarding training versus larger organizations. According to Bauer (2010), onboarding training should last about 90 days to allow time for the new employee to become socially accustomed to the organization and perform basic job tasks efficiently and effectively.

Although many researchers, including Bauer (2010), suggest 90 days for a new employee to complete onboarding, other research suggests that we are training on too much information too fast. “Cognitive Learning Theory (CLT) is a learning efficiency theory positing that learners have a finite working memory capacity, and once this is met, processing and learning abilities are hindered or lost entirely” (Lacerenza et al., 2017, p. 1690). To avoid having the new employee lose information they learned in training is to ask them to practice what they learned in intervals rather than in one training session (Lacerenza et al., 2017). Coppel (2017) surveyed organizations to determine what they include in their onboarding training and found that they include an overview of processes and or provide individual ongoing training. However, only 25% of those employees reported their onboarding takes a day or less and only one in ten surveyed says the onboarding training lasts three months or longer. Many companies think they are providing onboarding training but they are not doing it in a capacity in which new employees retain the information they are being trained on.

Bradt and Vonnegut (2009) describe five building blocks to ensure a successful onboarding experience for a new employee:

1. Clearly state what needs to be accomplished first (imperative). Explain expectations clearly so they accomplish what needs to be done in order.

2. Provide direction as to who is doing what and when (milestones). Need to identify the roles and responsibilities to ensure everyone is on task and accomplishing what they need to at the indicated time.
3. Select an easy to accomplish goal (early wins). It's important to set an achievable goal to encourage employee and build confidence.
4. Place individuals in the right role with the right support (roles). Placing the individual in a role they are not prepared for could lead to failure and discouragement.
5. Ensure everyone understands their role and the role of others (communication). This is to embrace team work and team building amongst one another.

These steps do not need to be accomplished at one time; instead, they should serve as checkpoints during the employee's first six months. The imperative should be established within the first 30 days of being hired, followed by milestones by day 45 (Bradt and Vonnegut 2009). Within the first 60 days, the new employee should establish a goal to achieve within the first 6 months concluding with roles by day 70. During this entire process, communication should be transparent and ongoing.

To ensure training went well and the new employee is performing successfully, it is important for the manager gather feedback on the new employee's performance continuously (Bradt & Vonnegut, 2009). By obtaining this information and sharing it with the new employee, provides opportunities for growth if they are performing well or allows time to correct any performance issues. In addition, it is also helpful to obtain feedback about the onboarding process for the new employee to determine if the training is meeting the new employee's expectations (Bradt & Vonnegut, 2009).

Onboarding training topics. Onboarding training topics may vary from company to company but typically, they “should include those that fall under hard skills, soft skills and onboarding skills” (Bauer, 2010, p. 13). To successfully onboard, a new employee must be trained on the right topics to ensure they are prepared to handle real life situations once they have completed training. Best practices suggest utilizing a checklist for both the new employee to complete and for the facilitator to use as a guide for covering all necessary topics. Bauer (2010) identifies four levels of onboarding training content: compliance, clarification, culture, and connection. Compliance reviews policy rules and regulations. Different policies include attendance, non-discrimination, phone etiquette, and safety (Graybill et al., 2013). Clarification addresses the expectations and responsibilities of the new role; according to Bauer (2010), \$37 billion is lost due to employees not understanding their roles. The culture discusses the formal and informal culture norms of an organization, and finally Connection refers to interpersonal relationships and networks (Bauer, 2010).

To fully onboard a new employee it takes both a social dynamic and educating the new employee about company policies, procedures, and social norms. In the event the new employee has questions or is, seeking clarification it is beneficial to assign another co-worker as a mentor to assist with this in the event the manager is unable to be present at certain times. Bradt and Vonnegut (2009) suggest that a buddy is more important than a mentor because a buddy can be seen more as a friend and help the new employee become more socialized within the organization.

Employee Development Programs

Employee development is a process where an organization supports an employee through training programs to enhance his/her skills and acquire new knowledge and skills (Cornerstone,

2018). Employee development will typically take longer than a standard training course and can fall under career planning for an individual (Birdie, Allan, & Warr, 1997). It is important for both the employee and the organization to be involved in this process, without support from both ends, this may lead to dissatisfaction or possibly poor performance.

Society of Human Resource Management (2015) explains that employee development is a tool organizations can utilize for their own growth, productivity and retaining valuable employees. There is a strong shift within organizations for employee development, for many years, employee within an organization stayed in the same position for long periods leading to less training and development time (Birdie et al., 1997). As time goes on, there seems to be a stronger need for employee development, Society of Human Resource Management (2015), finds there are multiple reasons why it is important to implement and maintain employee development programs. The first main reason is to remain competitive within the market. As of 2017, millennials are the largest generation in the labor force, just ahead of the generation Xers, and far exceeding the baby boomers. Millennials are those born between 1977 and 1992. According to Glass (2007), millennials like and expect constant feedback and as Society of Human Resource Management (2015) explained, “employees want to work for an employer that will upgrade their skills to keep them competitive with peers from other companies”. Providing feedback and interest in an employee’s development may reduce turnover while ensuring engagement and commitment from the employee (Society of Human Resource Management, 2015). Employee retention for organizations is both challenging and expensive, offering an employee development program provides an additional benefit to employees in turn building loyalty to the organization (Halvorson, 2015).

A second reason to remain competitive in the market is to increase productivity (Society of Human Resource Management, 2015). Halvorson (2015) believes that bored employees may lead to negative attitudes, poor work habits, and could damage relationships with other co-workers or customers and by offering development opportunities gives something for employees to look forward to. According to the 2011 Employee Job Satisfaction and Engagement research report, 62% of surveyors indicated the opportunity to use skills and abilities as a factor for job satisfaction, meaning that employees who are interested in developing their skills are more likely to believe in their potential for further advancement (Coombs, 2012). By increasing productivity and offering development opportunities helps create promotable employees (Halvorson, 2015). The employee development program can “create a pool of capable workers, create workers for promotion, and help identify strengths and weaknesses in your employees” (Halvorson, 2015).

The final reason to implement or enhance an employee development program is to adapt to changing business structures (Society of Human Resource Management (2015). Providing a work environment that embraces development and creativity shows that organization’s care for their employees. According to Lynch (2017), surveying employees about what is important to them regarding their professional development and following through with feedback in regards to different learning and development opportunities builds trust with employees and may attract new talent to the organization that are interested in bettering themselves (Halvorson, 2015).

Employee development programs build and enhance knowledge and skillsets for individuals. To help develop an employee many people may be involved including managers or experienced co-workers, and multiple sources may be utilized to develop different skillsets. The first method for developing employees is through coaching. Society of Human Resource Management (2015) explains coaching as having a tenured employee provide advice and

guidance to help gain new skills, improve performance and enhance the quality of their career on a one-on-one basis over a period of time. Mentoring is another method for developing, but differs in that it matches mentors and mentees based on skills and development needs (Society of Human Resource Management (2015). “Mentoring can improve employee satisfaction and retention, enrich new-employee initiation, make your company more appealing to recruits, and train your leaders” (Kessler, n.d.).

Another tactic for employee development is to implement, Individual Development Plans (IDP) (Society of Human Resource Management, 2015). An individual development plan is “an assessment tool embedded in a larger assessment cycle of development and appraisal interviews, used to gather and document information about the competencies the employee worked on and is planning to further develop” (Eisele, Grohnert, Beausaert, & Segers, 2013). Individual development plans build an employee’s motivation and confidence as they take responsibility for their own learning, however, they can also become disconnected from work or the organization’s strategy due to the fact that they are individual plans (Bennett, 2006). To implement IDPs successfully, learning and reflection needs to occur, along with instruction and feedback, and finally having a motivating supervisor (Eisele et al., 2013).

Cross training, job shadowing and job rotation are other successful delivery methods of employee development programs. Cross training is when an organization trains their employees on additional job duties either for a short time, ongoing or extended period of time. The goal of cross training is to help an employee learn new skills that might help them in their future development (Society of Human Resource Management, 2015). Job shadowing allows an employee “interested in a particular job to learn about the characteristics of the job as well as about related competencies, skills and behaviors by observing another staff member who actually

does the job”. (HR Portal, 2015). Lastly, job rotations occur when an organization moves employees from job to job. Benefits to job rotations include career exploration, increased product quality, and prevents monotony. It is important for organizations to consider that utilizing job rotations may lead to an increased work load and less productivity, disruption, and high costs (Society of Human Resource Management, 2015).

Other possible methods for delivering employee development programs include, encouraging employees to attend conferences and seminars, embrace working in teams, and provide learning opportunities such as online courses or acting as mentors to other employees.

Employee development programs provide many benefits to employees and organizations; however, there are some challenges that prevent organizations from implementing these programs. One of the most common challenges across organizations is the inability of managers to develop their direct reports and inconsistency of executing employee development programs (Society of Human Resource Management, 2015). Not all managers are effective when it comes to developing employees thus leading to underdeveloped employees or employees not being provided with the tools or support to develop. Ferrazzi (2015) states that managers have too many responsibilities and have difficulty handling everything they have to do. To prevent this, organizations need to support and encourage managers to develop their employees.

Another challenge organizations face is lack of funding for employee development. To prevent this, SHRM (2018) suggests pursuing federal and state grants, utilize free resources, and focusing on development areas that have the greatest impact within the organization. Ferrazzi (2015) recommends teaching employees to control their career development as another way to reduce costs by embracing ongoing success, innovation and productivity of employees.

Communication can be a challenge in employee development programs. According to Society of Human Resource Management (2015), false expectations are established between the manager and employee leading the employee to believe a promotion or a raise will happen after development. Other communication issues include explaining to the employee when there are eligibility requirements for development programs or in the event that they chose not to participate in development opportunities if this affects their performance appraisal (Society of Human Resource Management, 2015).

There are benefits and challenges to implementing and maintaining employee development programs but overall they will be successful for the employee and the organization as long as they are executed well. To create and maintain an effective development program it's important to establish goals with the employee to build their confidence and competencies Pollock (2018). Utilize your own resources and train across departments to save time and money and provide learning and leadership opportunities to employees.

Conclusion

There are many aspects that contribute the success of onboarding a new employee into an organization such as the delivery, setting, length of training, follow up, and topics. Bauer (2010) finds there are four aspects that contribute to the success of an onboarding training. The first being self-efficacy, the more confidence a new employee feels in performing job tasks and responsibilities the more motivated they are to meet expectations. Therefore the more information that is provided during onboarding to make them successful the higher the satisfaction and lowered turnover. The second is role clarity, as previously mentioned, if a new employee does not understand their responsibilities the worse their performance will be. Social Integration is another aspect of success within an organization. Introducing a new employee to

others on their team and pairing them with a mentor or buddy allows them to feel more confidence socially thus contributing to their commitment to the organization. Finally, educating a new employee on the organization's culture and helping them adapt encourages an employee to feel committed and satisfied reducing potential turnover over time.

Chapter III: Methodology

ABC Financial employs close to 5,000 employees but provides its employees varied training and development opportunities through various programs such as management development, leadership excellence, and Information Technology. The purpose of this exploratory study was to determine if employees perceive there is an inconsistency with the onboarding and development process at ABC Financial and if there is a problem with employee satisfaction or turnover, determine if it has to do with the onboarding process or the development process and finally if employees perceive an inequity exists in the employee development opportunities offered.

Subject Selection and Description

ABC Financial is a corporation made up of individual departments or departments including the Individual Life and Annuity Department and the Enterprise Contact Center. The Individual Life and Annuity Department is the second largest department in the company and currently is one of two departments with an official training team to assist with training and onboarding of employees. The Enterprise Contact Center is a department that assists in answering phone calls related to life insurance and annuity products at ABC Financial. The Enterprise Contact Center is affiliated with the Individual Life and Annuity Department because they are responsible for taking phone calls for Life and Annuity contracts and participate in the same onboarding and trainings as Individual Life and Annuity employees. To determine if employees perceive there is an inconsistency with the onboarding and development process at ABC Financial it was best to look at a department that offers a formal training and development experience in addition to the one offered by the Learning and Development department.

All employees within ABC Financial have some exposure to the Learning and Development department when they first start with the company. To obtain an accurate depiction of an employee's onboarding experience it is important to understand the role that Learning and Development has played for ABC Financial's employee onboarding and development.

There are a total of 229 employees in the Individual Life and Annuity Department and Enterprise Contact Center which is broken down to 186 employees in the Individual Life and Annuity Department and 43 employees in the Enterprise Contact Center excluding 30 temporary placement employees. 19% of the employees have been hired within the last 12 months, 31% hired within the past 3 years, and 50% hired more than 3 years ago with a range of 4 years to 44 years. Of the 229 employees there is one ILAD Training Manager, the corporate Learning and Development Training Manager is excluded in the total number of employees.

The selection process began by identifying the teams that have participated in the Individual Life and Annuity training programs. From there, a report was generated to disclose the names of employees that were hired in the Individual Life and Annuity Department and Enterprise Contact Center in the last 36 months and the survey was sent to all of these employees for data collection. Table one showcases the total number of employees currently in the Individual Life and Annuity Department (N=114), and the sample size the survey was sent to (n=60).

Table 1

Number of Employees Completing Survey by Department and Years of Employment

Department	0-12 Months	12-36 Months	Total (N=229) (n=60)
Individual Life and Annuity	7	18	25
Enterprise Contact Center	9	3	12

The ABC Financial Learning and Development Manager and Individual Life and Annuity Training Manager were interviewed based on the training programs they oversee from a corporate onboarding and Individual Life and Annuity Department training perspective. The training managers were interviewed to provide input on their specific programs to ensure all information is gathered and not missed regarding the development of employees.

Instrumentation

A survey was administered along with interviews of the Individual Life and Annuity Training Manager and the corporate Learning and Development Manager. The survey consisted of two parts, the first part of the survey included 23 questions regarding onboarding training experience both corporately and within their department to gain an understanding of employee's satisfaction and experience about current practices. The questions were broken down by categories, including their perception of the experience, the design of the current program, and best practices. Questions 1, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 21, 22, and 23 related to the perception of the employee's onboarding experience; questions 2, 10, 12, and 19, asked the employees about the design of the onboarding program, and finally questions 15, 16, 17, 18, and 20 included questions about onboarding training best practices. The second part of the survey consisted of ten questions to help determine employee's perception of development and what expectations they have in regards to their development within the organization. The questions

were broken down into five questions related to personal satisfaction and 5 questions related to best practices. Questions 1, 2, 4, 6, 7, and 10 related to the employee's satisfaction and questions 3, 5, 8, and 9 asked the employee about employee development best practices. The surveys combined Likert-scale questions, with response choices ranging from strongly agree to strongly disagree, and open ended questions. The survey (Appendix A) was sent to employees in the Individual Life and Annuity Department and Enterprise Contact Center that were hired within the past 36 months.

Interviews were conducted with both the Individual Life and Annuity Training Manager and ABC Financial's Learning and Development Training Manager to determine onboarding requirements for employees at both a corporate level and within the department (Appendix B). In addition, the interviews provided insights into development plans for all employees and identified both inconsistencies and consistencies for employee development.

Data Collection Procedures

The survey was administered through an online survey tool to the employee's work email addresses along with a recruiting email message asking for their participation in a research project. No personal information was asked to assure the responses would be anonymous. An implied consent was included in the email. The employees completed the survey at their own convenience within two weeks of the initial recruitment email being sent.

The questionnaire was administered to the managers in the corporate Learning and Development and Individual Life and Annuity Department using a one hour in-person interview. The interviews took place in the private offices of each of the managers with only the researcher and the manager present. To ensure confidentiality the researcher explained that they would be the only person to have access to their responses and the only information that would be made

public is the summary data. After signed consent was obtained from the Learning and Development Training Manager and Individual Life and Annuity Training Manager, the researcher asked a set of 10 questions and documented the responses on a questionnaire form. To ensure consistency and confidentiality, the same researcher conducted both interviews. Both Training Managers completed responses to all 10 questions.

Data Analysis

After all interviews were complete and survey results obtained, the researcher evaluated the results. The information gathered from the interviews was analyzed with the data collected from the surveys and evaluated to determine what each employee's experience was in relation to onboarding and development to determine if they perceived that an inconsistent experience existed and if the training managers identified those gaps in the programs as well.

Data was collected and analyzed through the online survey tool, the questions were organized by category, Onboarding: perception, design, and best practices, and Employee Development: satisfaction and best practices. The questions were then broken down by each response and the online survey tool provided the percentage of responses for each survey question. From there, the percentage of responses for each question determined the overall experience of the employees. The survey also contained open-ended questions, it was determined that the data collected in the open ended questions was not relevant to this study.

The interview results were summarized for each training manager, then compared to each other and then compared with the results of the survey to determine if there are consistencies between what the training managers know and understand with what the survey results showed.

Limitations

The research had limitations to the data collection process including sample size and time. The sample size only included a small portion of employees that are employed by ABC Financial limiting the number of responses and viewpoints from the whole perspective of the organization. In addition, only a portion of the surveys sent out were completed by the participants thus decreasing the sample size further.

Time was another main constraint of the study. If more time was available, additional research could be conducted to obtain a wider variety of responses and perspectives regarding development and onboarding opportunities.

Summary

Although this research study contained some limitations to its research, the data collected and analyzed was utilized to determine if there are inconsistent onboarding and development experiences between employees and if these experiences have an impact on employee satisfaction.

Chapter IV: Results

ABC Financial provides employees with varied onboarding training and development opportunities through various programs such as management development, leadership excellence, and Information Technology. The purpose of this exploratory study was to determine if employees perceive there is an inconsistency with the onboarding and development process at ABC Financial.

Results of Interviews

Data collection began with separate interviews with the Individual Life and Annuity Training Manager and the corporate Learning and Development Manager. The purpose of conducting interviews with the two managers was to establish an understanding of what is the current state of onboarding training for the two departments, and also to understand if there were any plans of updating current training and development practices. Three topics covered during the interviews were new employee onboarding; development programs and opportunities; and possible plans to improve training in general.

Results of onboarding discussions. New employee onboarding consists of both corporate and department directed training, and the interview discussions began with identification of the topics typically covered as a way of leading into discussions of the perceived and/or real problems with the new employee onboarding programs.

Currently, both managers do not find the length of the corporate onboarding training to be sufficient, mainly because it is viewed as sporadic and they believe it should occur on a timelier basis. The corporate Learning and Development Training Manager stated that the topics of customer service, leadership exposure, and basic company culture are missing from corporate onboarding training, while the Individual Life and Annuity department Training Manager stated

that department onboarding is lacking team interaction and system navigation. When asked what topics or courses could be created in the future at a corporate level, the corporate Learning and Development Manager stated, to create a consistent journey for all employees that incorporates meaningful connections, onboarding needed to include cultural integration, engaging experiences, leadership exposure, and soft skills.

Results of employee development discussions. It was noted during these interviews that development programs such as management development, a program designed to prepare selected employees for leadership career opportunities at ABC Financial require the same onboarding courses as those received by new employees, with the difference that these employees are also provided with project management courses and supervisory courses to aid them in their rotations.

The managers noted that there are currently additional development programs being researched, including programs for military veterans and parents returning to work. As for current development programs at a corporate level, there are no changes planned at this time, however, the department training manager is currently working on a quarterly rotation for employees to assist with work on various projects for the department.

Results of training improvement discussions. The two managers identified the goal for improving training within the organization in the future as creating more consistent training experiences where employees feel engaged. The department training manager explained that the more consistent of an experience corporate onboarding gives, the more time their team can devote to core training skills necessary for performing successfully in their job. The transfer of learning can be improved in the department by incorporating a follow-up process to bring

employees back into the classroom, the training manger explained that this can be difficult because daily work often takes precedence over follow-up training historically.

Results of Survey Questionnaires

Data that was collected form the surveys completed by 37 employees that had been with the company less than 36 months was broken down into three categories: the corporate onboarding experience (10 questions); the departmental onboarding experience (13 questions) and perceptions of employee onboarding opportunities and experience (10 questions).

Results of questions relating to the corporate onboarding experience. The first question (Q1) asked the respondents if they agreed or disagreed that the corporate onboarding training provided them with the information they needed to be successful as an employee of the ABC Financial, and as Table 2 illustrates most employees agreed or strongly agreed.

Table 2

Employee Agreement that Corporate Onboarding Program Provides the Information Needed

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0%	5%	16%	22%
12-36 Month Employees	0%	11%	35%	11%
Total	0%	16%	51%	33%

The next three questions in this section (Q2, Q3, and Q4) asked about some characteristics of the corporate onboarding program: was a variety of training tools used in the delivery of the training content (Q2); were industry terms and concepts presented as part of the training (Q3); and would it have been beneficial to have been instructed on the different

departments within the ABC Financial (Q4). Tables, 3, 4, and 5 summarize the responses to these questions.

Table 3

Employee Agreement that Corporate Onboarding Program Used a Variety of Training Tools

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	5%	11%	19%	3%
12-36 Month Employees	2%	11%	41%	8%
Total	7%	22%	60%	11%

Table 4

Employee Agreement that Corporate Onboarding Program Trained on Industry Terms and Concepts

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0%	14%	27%	3%
12-36 Month Employees	5%	19%	27%	5%
Total	5%	33%	54%	8%

Table 5

Employee Agreement that Corporate Onboarding Program Should Instruct on the Different Departments at ABC Financial

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0%	3%	16%	24%
12-36 Month Employees	0%	0%	30%	27%
Total	0%	3%	46%	51%

Questions five and six of this section attempted to gain an understanding of the respondent's perceptions regarding their satisfaction of the corporate onboarding program. One question (Q6) specifically asked if they were satisfied with the training they received, while the other question (Q5) asked if they believed they had received the same training as other new employees (hired either before or after them) had received. Tables 6 & 7 summarize the results of these two questions.

Table 6

Employee Agreement that Corporate Onboarding Program Provided the Same Training for New Employees

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0%	3%	22%	19%
12-36 Month Employees	2%	8%	30%	16%
Total	2%	11%	52%	35%

Table 7

Employee Agreement that they are Satisfied with Training Received from Corporate Onboarding Program

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0 %	5%	14%	24%
12-36 Month Employees	3%	11%	32%	11%
Total	3%	16%	46%	35%

The remaining four questions in this section (Q7, Q8, Q9, and Q10) were open-ended questions asking the respondents to recall what part of the corporate onboarding training they found to be the most and the least beneficial, and to identify additional topics or ways the corporate onboarding training could be improved. This data was not considered relevant to the question

and purpose of this study, and the collected data was passed on to the corporate Learning and Development Manager.

Results of questions relating to the department onboarding experience. The first question (Q11) asked the respondents if they agreed or disagreed that the departmental onboarding training provided them with the information they needed to successfully perform their job tasks, Table 8 explains that 49% agree and 38% of respondents strongly agree.

Table 8

Employee Agreement that Department Onboarding Provided Information Needed to be Successful

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0%	5%	22%	16%
12-36 Month Employees	0%	8%	27%	22%
Total	0%	13%	49%	38%

The next two questions in this section (Q12 and Q13) asked about the tools used throughout the onboarding program (Q12) and if they were provided with the necessary tools to successfully perform their job duties (Q13). Tables 9 and 10 illustrate that employees agree and strongly agree that a variety of training tools were used throughout the onboarding program and that they were provided with the tools they need to successfully perform their job duties.

Table 9

Employee Agreement that Variety of Training Tools Were Used in Onboarding Program

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	2%	11%	16%	14%
12-36 Month Employees	0%	14%	35%	8%
Total	2%	25%	51%	22%

Table 10

Employee Agreement that Department Onboarding Provided Tools to Perform Successfully on the Job

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0%	3%	38%	3%
12-36 Month Employees	0%	5%	27%	24%
Total	0	8%	65%	27%

Three questions in this section (Q14, Q18, and Q19) asked about the content of the onboarding training and if meaningful work and/or training was assigned to the employee during the first week on the job (Q14), if the activities incorporated in the onboarding training helped retain information they learned (Q18), and if there were beneficial learning activities incorporated into the onboarding training (Q19). Tables 11, 12, and 13 summarize the responses to these questions.

Table 11

Employee Agreement that Department Onboarding Assigned Meaningful Work/Training during Employee's First Week

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0	8%	24%	11%
12-36 Month Employees	8%	11%	32%	5%
Total	8%	19%	56%	16%

Table 12

Employee Agreement that Department Onboarding Provided Activities to Retain Information

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0%	8%	30%	5%
12-36 Month Employees	0%	14%	32%	11%
Total	0%	22%	62%	16%

Table 13

Employee Agreement that Department Onboarding Provided Beneficial Learning Activities

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0%	11%	27%	5%
12-36 Month Employees	0%	11%	35%	11%
Total	0%	22%	62%	16%

The remaining questions in this section (Q15, Q16, Q17, and Q20) attempted to gain an understanding of the respondent's perceptions of onboarding best practices and if they agreed or disagreed that the structure of the departmental program need to be changed. They are asked if there should be follow-up training on lessons and concepts within the first 3 months (Q15); if the time allotted for onboarding training was sufficient (Q16); if the training was engaging (Q17); and finally if evaluations would be beneficial after each training (Q20). Tables 14, 15, 16, and 17 summarize the responses to these questions and found that most employees agree or strongly agree.

Table 14

Employee Agreement that Department Onboarding should Follow-up on Training within the First 3 Months

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0%	5%	19%	19%
12-36 Month Employees	%	3%	27%	27%
Total	0	8%	46%	46%

Table 15

Employee Agreement that the Time for Department Onboarding was Sufficient

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	2%	14%	16%	11%
12-36 Month Employees	0%	14%	27%	16%
Total	2%	28%	43%	27%

Table 16

Employee Agreement that the Department Onboarding Training was Engaging

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	3%	8%	27%	5%
12-36 Month Employees	0%	14%	32%	11%
Total	3%	22%	59%	16%

Table 17

*Employee Agreement that Department Onboarding Evaluations would be Beneficial After
Training*

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	5%	14%	19%	5%
12-36 Month Employees	5%	19%	24%	8%
Total	10%	33%	43%	13%

The remaining three questions in this section (21, 22, and 23) were open-ended questions asking the respondents to recall what part of the department onboarding training they found to be the most and the least beneficial, and to identify additional topics or trainings to cover in the future. This data was not considered relevant to the question and purpose of this study, and the collected data was passed on to the Individual Life and Annuity Training Manager.

Results of questions relating to perceptions of employee onboarding opportunities and experience. The last section of the survey questioned participants on the employee development best practices and asked the employee if they agreed or disagreed if given opportunities to be involved in projects that develop skills for future opportunities (Q24) and if they are given the time to attend Learning and Development classes for their own personal development (Q25). The results showcased in Tables 18 and 19 found that a majority of employees agree or strongly agree that they are given opportunities and time for their development.

Table 18

Employee Agreement that Development Opportunities for Projects are Given

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0%	5%	16%	22%
12-36 Month Employees	3%	19%	11%	24%
Total	3%	24%	27%	46%

Table 19

Employee Agreement that Time is Given to Attend Learning and Development Classes for Personal Development

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0%	5%	22%	16%
12-36 Month Employees	5%	14%	27%	11%
Total	5%	19%	49%	27%

Question 26 asked the respondent if they agreed or disagreed to being asked to complete a growth plan. 42% Strongly Disagree or Disagree and 58% agree or strongly agree, explained in Table 20.

Table 20

Employee Agreement They Were Asked to Complete a Growth Plan for Development

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	5%	24%	14%	0%
12-36 Month Employees	5%	8%	30%	14%
Total	10%	32%	44%	14%

The next three questions in this section of the survey (Q27, Q28, and Q29) asked about the different opportunities at ABC Financial and if they agree or disagree that there are consistent development opportunities to all employees (Q27); if development opportunities were

communicated to them (Q28); and finally, if they have sufficient opportunities for professional development. Referring to tables 21, 22, and 23, the results discovered that a majority of respondents agree or strongly agree that there are consistent development opportunities for all employees and sufficient opportunities for professional development. However, 48% disagreed or strongly disagreed that the development opportunities were communicated to them.

Table 21

Employee Agreement that Consistent Development Opportunities are Given to All Employees

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0%	8%	27%	8%
12-36 Month Employees	0%	14%	35%	8%
Total	0%	22%	62%	16%

Table 22

Employee Agreement that Development Opportunities are Communicated to Them

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	2%	22%	19%	0%
12-36 Month Employees	0%	24%	22%	11%
Total	2%	46%	41%	11%

Table 23

Employee Agreement that there are Sufficient Opportunities for Professional Development

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	0%	11%	30%	2%
12-36 Month Employees	0%	22%	27%	8%
Total	0%	33%	57%	10%

The last question in the survey asked respondents if they had exposure to leadership at ABC Financial (Q30), 82% of the employees agreed or strongly agreed that they have exposure to leadership as shown in Table 24.

Table 24

Employee Agreement that They Have Exposure to Leadership

	Strongly Disagree Number-% of total	Disagree Number-% of total	Agree Number-% of total	Strongly Agree Number-% of total
0-12 Month Employees	2%	11%	30%	0%
12-36 Month Employees	0%	5%	41%	11%
Total	2%	16%	71%	11%

Chapter V: Discussion, Conclusion and Recommendation

ABC Financial employs close to 5,000 employees but provides its employees varied training and development opportunities through various programs such as management development, leadership excellence, and Information Technology. The purpose of this exploratory study was to determine if employees perceive there is an inconsistency with the onboarding and development process at ABC Financial and if there is a problem with employee satisfaction or turnover, determine if it has to do with the onboarding process or the development process and finally if employees perceive an inequity exists in the employee development opportunities offered.

Conclusions

The findings from the surveys show that employees of ABC Financial within the Enterprise Contact Center and Individual Life and Annuity department hired within the past 3 years do not perceive an inconsistency with onboarding and development for employees. A majority of the employees agreed that both corporate and department onboarding offered the information needed to be successful at the organization and in the job while being provided with beneficial tools, engaging activities and sufficient time. Majority of employees also agreed that onboarding training for employees is consistent according to the survey results. The corporate Learning and Development training manager and Individual Life and Annuity training manager acknowledge that there are variations when it comes to onboarding training but that they are working on developing a more consistent experience for all employees at ABC Financial. If the training managers acknowledged that there are inconsistencies onboarding different employees at ABC Financial, then the results show that the employees that participated in the survey did not realize that there is different onboarding training programs and classes.

Employee development results found that most employees agreed to have development opportunities for projects and consistent development opportunities for all employees. These results may be misleading because it is still unknown what specific development opportunities the employee knows about and if they realize there are different development opportunities available at ABC Financial. Future research should survey a broader population because it could be assumed that newer employees may not be familiar with the different development opportunities versus employees that have been working for the company longer. In addition, it is worth researching what is considered a development opportunity to an employee whether that's considered additional trainings, exposure to leadership, mentoring, etc.

Limitations

The research had limitations to the data collection process including sample size, time, and bias. The sample size included a small portion of employees that are employed by ABC Financial limiting the number of responses and viewpoints from the whole perspective of the organization. In addition, only a portion of the surveys sent out were completed by the participants thus decreasing the sample size further. Time was another main constraint of the study. If more time was available, additional research could be conducted to obtain a wider variety of responses and perspectives regarding development and onboarding opportunities. There also may be a bias because only one specific group of employees were surveyed making it unknown if they are aware of the different development and onboarding training opportunities being provided at ABC Financial.

Recommendations

The research provided data to build a better understanding of employee's perception of their onboarding training experience and development opportunities for a specific group at ABC

Financial. To make improvements in the future to the onboarding trainings and development opportunities more research should be completed to clarify and specify aspects of the research for the entire company of ABC Financial. In order to develop and educate employees, additional steps should be considered as noted in the following paragraphs.

Survey all employees in the Enterprise Contact Center and Individual Life and Annuity Department. The survey interviewed a small populations within the Enterprise Contact Center and Individual Life and Annuity Department not fully capturing the perceptions of all employees. Obtaining survey results from employees that have been with the company longer than 3 years may provide different insight into if the entire departments agree with the currently found survey results. Those that have been with the company longer may have different responses because they may have been exposed to different training, and development opportunities that may or may not be beneficial to current practices of training and development. Results could be compared with the current survey to determine which components of the training have improved or not improved. In addition, employees that have been employed longer may believe there are more inconsistencies since they may have had opportunities to work with different areas or employees from different areas to develop a better understanding of the onboarding training and development opportunities currently being offered.

Survey each department at ABC Financial. As identified in the limitations of the study, only a certain group of employees was used for this survey due to timing and confidentiality purposes. However, in the future it is recommended to survey a boarder range of employees to determine if one area has different training and development opportunities in comparison to those of another department. As mentioned, some departments have onboarding training and others do not, and depending on if one was hired into a program or not also

determines the impact of their experience for training and development. A follow-up survey showcasing the different development opportunities and onboarding training by department could ask employees if they agree that their experience and exposure is the same or different in comparison to those of other departments and programs. Surveying a larger population could determine if there are perceived inconsistencies between departments and if there is something all departments should be including in the onboarding training or to assist in the development of the employees.

Define development opportunities and determine importance. Some employees do not find value in developing themselves for their professional future and it should be known how many employees are seeking more training and development opportunities compared to those that are not. If employees are not interested in training and development for themselves it is important to ask the question why to see if it has to do with potential inconsistencies for employees or lack of personal interest. In addition, it is recommended to define what development opportunities and explain the different options currently being offered to ABC Financial. From there, list the different options on the survey to determine which are currently being offered to each department. Development opportunities may be perceived differently to each employee and it's important to explain the current options and if they are being offered these and if their supervisor is supportive in following through on these experiences.

Provide a consistent corporate onboarding experience and development opportunities to all employees at ABC Financial. It is the responsibility of the corporate Training and Development team to ensure all employees are trained consistently across departments and provided with similar opportunities for development. A recommendation for reviewing and updating the current onboarding program should lead to an implementation of a

consistent, onboarding experience for all employees that incorporates a foundation to build an employee's development while employed at ABC Financial. This program should review the amount of time and classes provided during this time.

Following a re-evaluation of the corporate onboarding experience, the department training team should also review and adjust their program accordingly to ensure proper information is covered and prioritized within the department onboarding process.

Summary

Employee perception at ABC Financial found that they are provided with a successful onboarding experience both corporately and within departments while being provided with sufficient development opportunities to help make them successful. To evaluate if all employees at ABC Financial agree with the current results relating to onboarding training (corporate and departmental) and development opportunities, ABC Financial will need to extend their survey to all departments.

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Appendix A: Training Manager Interview Questions

1. What topics are covered during onboarding training of new employees?
2. What onboarding topics and information are lacking from the ABC Financial Learning & Development department?
3. Is the length of the corporate onboarding training sufficient?
4. Does Learning and Development at ABC Financial train on basic industry terms and concepts? If not, how would you deliver training on these terms and concepts?
5. What is a goal for improving training within the organization in the future?
6. How can we improve the transfer of learning (skills learned in the classroom are transferred to the job) within the department?
7. What courses are you hoping to create in the future at a corporate level?
8. What onboarding training is offered to those that are hired through employee development programs such as the management development program?
9. What development opportunities are offered to employees at ABC Financial
10. Are there additional development programs being researched for employees at ABC Financial?

Appendix B: Survey Questions

Corporate Onboarding Training

1. The current onboarding training program offered by Learning and Development provided the information I need to be successful at ABC Financial.

Strongly Disagree	Disagree	Agree	Strongly Agree
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2. A variety of training tools were used throughout the onboarding program

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------
3. I received a basic understanding of industry terms and concepts

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------
4. It would be beneficial to have training on the departments within ABC Financial

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------
5. I was provided with the same onboarding training as other new employees at ABC Financial

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------
6. I am satisfied with the onboarding training offered by Learning and Development

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------
7. What training did you find most beneficial?
8. What training did you find least beneficial?
9. Please identify any additional training that should be offered.
10. In what ways could onboarding training can be improved for ABC Financial?

Divisional Onboarding Training

11. The current onboarding training program provided the information I need to perform successfully in my job tasks.

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------
12. A variety of training tools were used throughout the onboarding program.

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------
13. I was provided with the tools I need to successfully perform my job duties.

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------
14. I was assigned meaningful work/training during my first week on the job.

Strongly Disagree	Disagree	Agree	Strongly Agree
-------------------	----------	-------	----------------
15. There should be follow-up training on lessons and concepts within the first 3 months.

Strongly Disagree	Disagree	Agree	Strongly Agree
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16. The time allotted for onboarding training was sufficient.
Strongly Disagree Disagree Agree Strongly Agree
17. The training was engaging.
Strongly Disagree Disagree Agree Strongly Agree
18. Activities help me retain the information that I learned.
Strongly Disagree Disagree Agree Strongly Agree
19. There were beneficial learning activities incorporated into the onboarding training.
Strongly Disagree Disagree Agree Strongly Agree
20. Evaluations would be beneficial after each training.
Strongly Disagree Disagree Agree Strongly Agree
21. What training did you find the most beneficial?
22. What training did you find the least beneficial?
23. Please identify any additional trainings that should be offered.

Survey Questions- Employee Development

24. I am given opportunities to be involved in projects that develop my skills for future opportunities
Strongly Disagree Disagree Agree Strongly Agree
25. I am given the time to attend Learning and Development classes for my personal development
Strongly Disagree Disagree Agree Strongly Agree
26. ABC Financial asked me to complete a growth plan
Strongly Disagree Disagree Agree Strongly Agree
27. ABC Financial provides consistent development opportunities to all employees
Strongly Disagree Disagree Agree Strongly Agree
28. The development opportunities at ABC Financial were communicated to me
Strongly Disagree Disagree Agree Strongly Agree
29. I have sufficient opportunities for professional development at ABC Financial
Strongly Disagree Disagree Agree Strongly Agree
30. I have exposure to leadership at ABC Financial
Strongly Disagree Disagree Agree Strongly Agree
31. Please identify any additional development opportunities that should be offered.
32. In what ways could employee development be improved at ABC Financial?
33. List development opportunities you have been offered as an employee at ABC Financial