**LEARNER GUIDE**

**67465 National Certificate:**

**Business Administration Services**

**Level 3**

**Module 3 HR Skills**

Unit Standard 7860 Level 3 Credits 1

Introduce new staff to the workplace

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**PERSONAL INFORMATION**

|  |  |
| --- | --- |
| *NAME* |  |
| *CONTACT ADDRESS* |  |
|  |
| *Code* |  |
| *Telephone (H)* |  |
| *Telephone (W)* |  |
| *Cellular* |  |
| *Learner Number* |  |
| *Identity Number* |  |
|  | |
| *EMPLOYER* |  |
| *EMPLOYER CONTACT ADDRESS* |  |
|  |
| *Code* |  |
| *Supervisor Name* |  |
| *Supervisor Contact Address* |  |
|  |
| *Code* |  |
| *Telephone (H)* |  |
| *Telephone (W)* |  |
| *Cellular* |  |

**INTRODUCTION**

***Welcome to the learning programme***

Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take notes and share information with your colleagues. Important and relevant information and skills are transferred by sharing!



This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you!

***Programme methodology***



The programme methodology includes facilitator presentations, readings, individual activities, group discussions and skill application exercises.

**Know what you want to get out of the programme from the beginning and start applying your new skills immediately. Participate as much as possible so that the learning will be interactive and stimulating.**

The following principles were applied in designing the course:

* Because the course is designed to maximise interactive learning, you are encouraged and required to participate fully during the group exercises
* As a learner you will be presented with numerous problems and will be required to fully apply your mind to finding solutions to problems before being presented with the course presenter’s solutions to the problems
* Through participation and interaction the learners can learn as much from each other as they do from the course presenter
* Although learners attending the course may have varied degrees of experience in the subject matter, the course is designed to ensure that all delegates complete the course with the same level of understanding
* Because reflection forms an important component of adult learning, some learning resources will be followed by a self-assessment which is designed so that the learner will reflect on the material just completed.

This approach to course construction will ensure that learners first apply their minds to finding solutions to problems before the answers are provided, which will then maximise the learning process which is further strengthened by reflecting on the material covered by means of the self-assessments.

***Different role players in delivery process***

* Learner
* Facilitator
* Assessor
* Moderator

**What Learning Material you should have**

This learning material has also been designed to provide the learner with a comprehensive reference guide.

It is important that you take responsibility for your own learning process; this includes taking care of your learner material. You should at all times have the following material with you:

|  |  |
| --- | --- |
| ***Learner Guide*** | ***This learner guide is your valuable possession:***  This is your textbook and reference material, which provides you with all the information you will require to meet the exit level outcomes.  During contact sessions, your facilitator will use this guide and will facilitate the learning process. During contact sessions a variety of activities will assist you to gain knowledge and skills.  Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take and share information with your colleagues. Important and relevant information and skills are transferred by sharing!  This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you! |
| ***Formative Assessment Workbook*** | The Formative Assessment Workbook supports the Learner Guide and assists you in applying what you have learnt.  The formative assessment workbook contains classroom activities that you have to complete in the classroom, during contact sessions either in groups or individually.  You are required to complete all activities in the Formative Assessment Workbook.  The facilitator will assist, lead and coach you through the process.  These activities ensure that you understand the content of the material and that you get an opportunity to test your understanding. |

**Different types of activities you can expect**

To accommodate your learning preferences, a variety of different types of activities are included in the formative and summative assessments. They will assist you to achieve the outcomes (correct results) and should guide you through the learning process, making learning a positive and pleasant experience.



The table below provides you with more information related to the types of activities.

| ***Types of Activities*** | ***Description*** | ***Purpose*** |
| --- | --- | --- |
| ***Knowledge Activities*** | You are required to complete these activities on your own. | These activities normally test your understanding and ability to apply the information. |
| ***Skills Application Activities*** | You need to complete these activities in the workplace | These activities require you to apply the knowledge and skills gained in the workplace |
| ***Natural Occurring Evidence*** | You need to collect information and samples of documents from the workplace. | These activities ensure you get the opportunity to learn from experts in the industry.  Collecting examples demonstrates how to implement knowledge and skills in a practical way |

**Learner Administration**



***Attendance Register***

You are required to sign the Attendance Register every day you attend training sessions facilitated by a facilitator.

***Programme Evaluation Form***

On completion you will be supplied with a “Learning programme Evaluation Form”. You are required to evaluate your experience in attending the programme.

Please complete the form at the end of the programme, as this will assist us in improving our service and programme material. Your assistance is highly appreciated.

**Assessments**

The only way to establish whether a learner is competent and has accomplished the specific outcomes is through the assessment process. Assessment involves collecting and interpreting evidence about the learners’ ability to perform a task.

**To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.**

**This programme has been aligned to registered unit standards. You will be assessed against the outcomes as stipulated in the unit standard by completing assessments and by compiling a portfolio of evidence that provides proof of your ability to apply the learning to your work situation.**

***How will Assessments commence?***

***Formative Assessments***

The assessment process is easy to follow. You will be guided by the Facilitator. Your responsibility is to complete all the activities in the Formative Assessment Workbook and submit it to your facilitator.

***Summative Assessments***

You will be required to complete a series of summative assessments. The Summative Assessment Guide will assist you in identifying the evidence required for final assessment purposes. You will be required to complete these activities on your own time, using real life projects in your workplace or business environment in preparing evidence for your Portfolio of Evidence. Your Facilitator will provide more details in this regard.

**To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.**

**Learner Support**

**The responsibility of learning rests with you, so be proactive and ask questions and seek assistance and help from your facilitator, if required.**



Please remember that this Skills Programme is based on outcomes based education principles which implies the following:

* You are responsible for your own learning – make sure you manage your study, research and workplace time effectively.
* Learning activities are learner driven – make sure you use the Learner Guide and Formative Assessment Workbook in the manner intended, and are familiar with the workplace requirements.
* The Facilitator is there to reasonably assist you during contact, practical and workplace time for this programme – make sure that you have his/her contact details.
* You are responsible for the safekeeping of your completed Formative Assessment Workbook and Workplace Guide
* If you need assistance please contact your facilitator who will gladly assist you.
* If you have any special needs please inform the facilitator

**Learner Expectations**

Please prepare the following information. You will then be asked to introduce yourself to the instructor as well as your fellow learners

|  |
| --- |
| Your name: |
|  |
|  |
| The organisation you represent: |
|  |
|  |
| Your position in organisation: |
|  |
|  |
| What do you hope to achieve by attending this course / what are your course expectations? |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

* **UNIT STANDARD 7860**
* ***Unit Standard Title***

Introduce new staff to the workplace

* ***NQF Level***

3

* ***Credits***

1

* ***Purpose***

Learners achieving this unit standard should help new employees feel welcome and should assist them in becoming productive as quickly as possible

* ***Learning assumed to be in place***

None

* ***Unit standard range***

Range statements are included with specific outcomes as necessary.

* ***Specific Outcomes and Assessment Criteria***

***Specific Outcome 1:*** Demonstrated knowledge and understanding:

Explain the importance of familiarising new staff with the workplace

Explain the importance of checking that new staff understands their responsibilities

Explain the difference between introducing a new staff member to the workplace and inducting a new staff member

***Specific Outcome 2***: Demonstrated ability to make decisions about practice and to act accordingly:

Welcome new staff to the organisation and familiarise them with relevant site facilities and introduce to fellow workers

Explain basic work routines and organisational procedures in the area of work in sufficient detail to enable understanding of what is required.( Range of Basic work routines: location of facilities, responsibilities, work procedures

Encourage new staff to ask questions and seek clarification, where necessary

Assist new staff in the initial performance of allocated work activities

***Specific Outcome 3*** Demonstrated ability to learn from our actions and to adapt performance: Suggest ways to improve the existing induction programme

* ***Critical Cross-field Outcomes (CCFO)***

Work effectively with others

Communicate effectively

Personal development - Participate as a responsible citizen

* **INTRODUCE NEW STAFF TO THE WORKPLACE**
* ***Outcomes***

Specific outcome 1: Demonstrated knowledge and understanding

Explain the importance of familiarising new staff with the workplace

Explain the importance of checking that new staff understands their responsibilities

Explain the difference between introducing a new staff member to the workplace and inducting a new staff member

Specific outcome 2: Demonstrated ability to make decisions about practice and to act accordingly.

Welcome new staff to the organisation and familiarise them with relevant site facilities and introduce to fellow workers

Explain basic work routines and organisational procedures in the area of work in sufficient detail to enable understanding of what is required.( Range of Basic work routines: location of facilities, responsibilities, work procedures

Encourage new staff to ask questions and seek clarification, where necessary

Assist new staff in the initial performance of allocated work activities

Specific outcome 3: Demonstrated ability to learn from our actions and to adapt performance.

Suggest ways to improve the existing induction programme

* ***The induction process***

The actual hiring of a person by an organisation involves more than the new staff member merely reporting for work.

The new employee has then to go through the process of induction. This is a programme designed to absorb the newcomer into the working environment of the organisation with the least trauma. Experience has shown that when the new employees are not given an induction course, it takes far longer for them to settle down and to begin working productively.

* ***Objectives of Induction***

The objectives of an induction programme can be summarised as follows:

To reduce fear and uncertainty

To create realistic expectations

To make an employee productive more rapidly

To reduce labour turnover

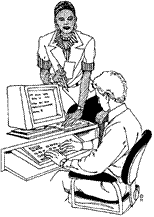
To improve job satisfaction and attitudes

To save the time of supervisors and colleagues

* ***Aim of Induction***

The aim of an induction programme is to help the employee become productive as soon as possible and to make the employee aware of the benefits and conditions of employment.

* ***Induction Programme***

A good induction programme will attempt to introduce new employees:

To their colleagues and to expedite and facilitate the induction process.

To the history of the organisation, the products, and prestige in the market.

To the policies and procedures of the organisation

To practical arrangements regarding payment procedures, overtime payment, incentive systems, eating arrangements and leave benefits.

To inform new employees about the organisational structure of the firm. To tell them where they fit in and which communication channels are available to them.

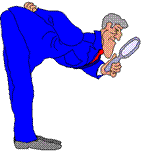
To an overview of the organisation’s labour relations practices: the disciplinary and grievance procedures and the employee’s rights

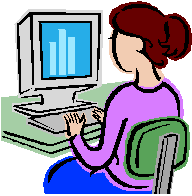
To the working areas and the facilities available: canteen or cafeteria, coffee and tea times, the toilets, entrances and exits, fire exits

To an orientation of departmental functions

To an explanation of tasks and responsibilities

* ***Induction Officer***

In a large organisation the responsibility for induction would be by a special induction officer. This officer will keep a "watching eye” on all new employees. If they do not show any interest in employee activities, he should tactfully try to find out the reason.

It is imperative, however, that the induction officer does not give the impression that compulsion is being applied. There may be perfectly good reasons why workers do not take part in employee activities. It may be that they have outside interests which may take up most of their spare time. On the other hand, it may be that the employee in question is not too happy in his present setting , and it may be necessary for some adjustments to be made.

The personnel department is, moreover, continuously interested in ensuring that the new employee is doing his work satisfactorily without *hindrances,* real or imaginary, to effective performance. An occasional chat with the new employee by either the induction or employment officer may help to remove misunderstandings and/or give further encouragement for greater participation in all employee activities, and in any schemes for the further success of the organisation.

However, the induction officer will only oversee the induction process. The practical, day to day implementation will be the duty of his colleagues.

It has been proved by statistics, that the highest turnover of staff occurs among newly hired employees, so the successful implementation of the induction process is very important.

* ***Difference between introducing and induction***

Whereas an induction program is a formal program to introduce the new employee to the workplace, the process of introducing a new employee to the workplace serves only to:

welcome the new employee to the workplace

show the employee where the facilities are

explain working hours and lunch hours

to make the employee feel comfortable

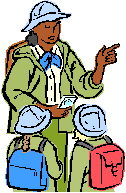
advise other employees that a new employee has started at the company

Introducing a new employee to the workplace is therefore one part of the induction process.

* ***Familiarising new staff with the workplace***

We have said that the highest turnover of staff occurs among newly hired employees. A newly hired person knows virtually nothing about the organisation, the employees, the policies and procedures and is therefore under stress. It is important to make the new employee feel welcome and to introduce this person to other employees as well as the policies and procedures of the organisation as soon as possible. This enables the new person to start making friends and adapt to different ways of working as soon as possible, thereby creating a feeling of belonging.

* ***Welcome new staff to the organisation***

Welcome the employee to the organisation

Introduce the employee to his fellow-colleagues, the supervisor, the manager and the staff of other departments

Show the employee where the facilities are: the cafeteria or canteen, the toilets, where to get coffee and tea, where to take lunch

Explain the working hours and lunch hours

Advise the employee about staff activities outside working hours, in case he wants to participate

Do whatever else is necessary to make the employee feel comfortable and part of the organisation

* ***Explain basic work routines and procedures***

On-the-job training will be the responsibility of the employee’s supervisor and colleagues. The sooner the new employee is skilled, the sooner he can work on his own and you can move to a new job.

You have to explain basic work routines and organisational procedures in the new employee’s area of work in sufficient detail to ensure that the employee understands what is required of him/her. When explaining basic work routines, make sure that you explain:

the location of facilities such as the photo copier, the fax machine, the operational manual and everything else s/he will need to do the job

the employee’s responsibilities

the correct work procedures

* ***Assist employee with initial performance of work activities***

In the beginning you will have to sit with the employee and help him/her to do the actual work under your supervisions. Show him/her what to do and then let him/her do it while you are watching.

The following steps are suggested to help you train the new employee:

Explain the company’s procedure to answer the phone

Show the employee what to do. Explain the organisation’s procedure for specific tasks.

Ensure that you have a printed job description to give the employee. A job description is a list of the tasks that he will be expected to perform

Explain why the task is important and why it is done according to a specific procedure

Ensure that the employee knows where to find the files and stationery he will require in order to do the job

Let the employee practice

Encourage him to ask questions

Review his efforts, always giving positive feedback

Once you are sure that the employee can tackle the task on his own, let him do it

Check his work to ensure correctness – at this stage, if there is an error you will still be held responsible

Once the employee has performed the task correctly a number of times, leave him on his own to do the job

Report to the supervisor that the employee can now function on his own

Check back on his progress now and then, until he has the self-confidence to take over the job from you

Do not try to teach every task that the employee has to perform on one day. Each person can only handle a certain amount of new information in any given time.

Remember how you felt when the job was still new to you and do not repeat the same mistakes. Do not do things that made you feel uncomfortable or inferior. If the new employee can do the job well, you can move on to a new job.

Ensure that the employee knows what to do in case he makes a mistake

* **Other organisation procedures**

Ensure that the employee knows that he has to clock in or sign in

Ensure that the employee knows where to find the disciplinary code and grievance procedures

Ensure that the employee knows where to find leave application forms and knows how to complete them, as well as who the forms are to be given to

Explain the employee’s position in terms of the department’s hierarchy, the branch’s hierarchy and the organisation’s hierarchy

Explain the communication channels to the employee

Ensure that the employee is aware of regular meetings and where they are held

Explain the company’s dress code

Explain the company’s code of conduct

Any other organisational procedures that the employee should be aware of

* ***Check that new employee understands responsibilities***

All training, no matter how good, requires follow-up. Very few people learn correctly the first time. Learning is a gradual process and therefore teaching must be continuous. It is therefore important that a trainee will be given time to practice and that he be made responsible in assisting other workers in matters pertaining to his newly acquired skills.

You will have to check that the new employee understands the responsibilities of the job. You can do this by checking the work done by the employee, asking the employee questions about the job and providing support.

As it takes time to learn a new job, it is very important to encourage the new employee to ask questions to clarify areas of uncertainty. Then you have to take the time to answer the new staffmember patiently and fully and to assist the employee if s/he is still uncertain.

We do not all learn at the same pace, so you have to be patient and give the new employee the opportunity to learn at a slower pace if it is necessary.

* ***Improve the induction program***

Most work procedures have to be amended from time to time in order to improve the procedure. This is also true of the induction program. Once you have implemented the inductin program, you may find that certain aspects of the program need improvement. Since all employees are an important part of any organisation and all organisations need suggestions for improvement of work procedures from employees, you should advise your supervisor or manager of your suggestions to improve the induction program.

The procedure will vary from organisatin to organisation but it would usually be done in the form of a report to your supervisor, which will then be forwarded to the manager of your department and the HR manager.

In your report you will have to state when and how you implemented the induction program, what the shortcomings of the program are when applied practically and then make suggestions to improve the process. You will have to give reasons why you think your suggestions will be an improvement of the induction process. If necessary, discuss your suggestions with the supervisor before submitting the report.

**Exercise SO1, SO2:**

Complete the assessment activity in the workbook

* ***Unit Standard 7860***

**Exercise SO1, SO2:**

* ***Group role play, practical activity and discussion***

In a group, prepare to introduce a new employee to your organisation. If you are not employed, prepare to introduce a new student to the college. Make lists of everything that has to be done. Prepare and give a presentation for the entire class where you introduce a new person.

After each presentation, the entire class discusses the presentation:

* Was the new person welcomed to the organisation, familiarised with relevant site facilities and introduced to fellow workers/students
* Were basic work routines and organisational procedures in the area of work explained in sufficient detail for the new person to understand what is required?
* Were the location of facilities, responsibilities and work procedures explained?
* Was the new person encouraged to ask questions, and seek clarification when necessary?
* Was the new person assisted with the performance of work activities?

Now the group has to introduce the new person to the college or the organisation.

After the introduction, discuss your process by explaining the following:

* the importance of familiarising new staff with the workplace
* the importance of checking that new staff understands their responsibilities
* the difference between introducing a new staff member to the workplace and inducting a new staff member

Discuss ways of improving the induction process.