

Navigating New Terrain: Exploring Orientation Programs For New Academic Staff and Their Experience

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Abstract

Commencing a new job can instigate anxiety, especially for those without prior work experience. The excitement of a fresh employment endeavour may coincide with feelings of discomfort, stemming from unfamiliar expectations. A comprehensive overview and understanding on orientation programs for new staff can play a crucial role in facilitating their adaptation, fostering departmental understanding, fostering colleague connections, and grasping job essentials. This research seeks to assess orientation activities carried out for new academic staff joining the faculty by the management while investigating the orientation program experience of recently onboarded staff members with less than six years of experience in one of the language academies in a public university in the Klang Valley. An interview and survey were conducted and revealed notable areas of concern including employee benefits, performance expectations, departmental and faculty structures, policies and procedures and training development. The findings delineated key areas of concern as a foundational framework to be concentrated by the management during future faculty staff recruitment. This study also highlights the need to develop a tailored orientation kit for new onboarding staff to the faculty.

Keywords: New staff orientation; Orientation program; New staff perception; Faculty recruitment; Orientation kit.

Introduction

Starting a new job can be an anxiety-inducing experience, particularly for individuals lacking prior work experience (Hunter & Chekwa, 2021). The thrill of embarking on a new employment journey may occasionally generate discomfort and uneasiness, resulting from various unfamiliar expectations. Venturing into a new environment can be intimidating for new workers or staff to get to know the company, the standard procedures and the structures of the company. That being said, Szromek and Wolniak (2020) in their research has stated that a significant issue persists in that many academic faculties still lack structured orientation programs to accommodate new staff as they enter the institution. A comprehensive orientation program for new staff can provide valuable assistance in helping them acclimatise to their surroundings, understand their department, establish connections with colleagues, and grasp the essential job requirements. In fact, several studies have identified the advantages of orientation activities to the new hires in various sectors and organisations. Mahmood, Ostrovskiy and Capar (2023) revealed in their study that a structured orientation training results in increased job satisfaction, motivation, work dedication and transfer or knowledge among team members. As a result, companies gain not only increased productivity, but also revenues and happiness among clients and customers.

Orientation programs are also important to be investigated as the term 'sustainability' comes into play with regards to the turnover-rate of new-generation employees (Lu et al., 2023). Employee-oriented social responsibility (ESR) becomes the primary indicator of whether the young recruits would want to stay or leave the organisation (Lu et al., 2023). In this context, ESR is associated with the management commitment to maintain good relationships between existing and new hires. Furthermore, orientation programs serve as vital platforms for new employees to integrate into the organization, build associations,

and share personal insights. Supported by Mohzana (2024), these interactions are crucial in the career development of individuals, fostering a deeper connection to the organizational culture and facilitating professional growth. In other words, several elements involving good foundation implementation of the organisational culture while maintaining good relationships between management and employees may ensure the success of the new hires in the long run.

In Malaysia, both public and private universities require students who have enrolled to undertake English as a compulsory subject. Universiti Teknologi MARA (UiTM) is recorded to be the largest university in Malaysia with massive enrollment of students yearly. As of 2020, graduates from UiTM were recorded at 800,000 that come from 35 campuses throughout Malaysia, based on 515 academic programs (Abdullah et al., 2020). All of these students, regardless of their academic programs, must undertake language subjects as part of the graduation requirement. These subjects are part of programs assigned under the Academy of Language Studies, an academy which serves all the faculties of UiTM. In the past few years, the Academy of Language Studies, being a servicing academy, has welcomed a substantial influx of new academic staff, coinciding with the mandatory retirement of the senior staff. Based on the academy's 31 December 2023 report, about 34.2 percent (83 out of 243) of the staff have less than five years of service. Table 1 below indicates the staff's grades and years of service at the Academy:

Table 1: Staff's Service Grades and Years of Service at the Academy as of 31 Dec 2023

Service Grades	Years of Service								Total
	=< 5	6-10 yrs	11-15 yrs	16-20 yrs	21-25 yrs	26-30 yrs	31-35 yrs	36-40 yrs	
Junior Lecturer	0	0	0	1	1	1	1	0	4
Lecturer	76	30	8	3	4	1	0	0	122
Senior Lecturers	7	6	22	24	15	11	5	1	91
Assoc.Professors	0	0	0	0	15	5	2	0	22
Professor	0	0	0	0	2	1	1	0	4
Total	83	36	30	28	37	19	9	1	243

This research aims to examine the orientation methods employed by one of the largest academic centres in a public university, when introducing its new staff to the centre. The study will investigate the various orientation activities offered and gauge both the Human Resources (HR) and the staff's perceptions of these activities.

The research utilises a mixed-method design combining both qualitative and quantitative research methods for its data collection and data analysis. The research begins with an interview with the HR manager to investigate the orientation activities offered to the new staff at the centre. Data collected from this interview will be analysed qualitatively. Thematic analysis is the most suitable approach to analyse the HR manager's responses related to the orientation activities for the new staff at the centre. After that, a survey method will be conducted to gather information from the new staff regarding the orientation activities they have undergone. A purposive sampling method was utilised to select academic staff with not more than five years of teaching experience to participate in the research. A quantitative analysis was conducted on the responses of the new staff to the survey questions on the orientation activities they have undergone.

Literature Review

Addressing the challenge of creating an effective workforce stands as a primary task within the realm of human resource management. Attention is directed towards various aspects such as recruitment, selection, training, career development opportunities, market-driven compensation and benefits, and retention strategies to tackle this challenge. An aspect often overlooked but possessing the potential to significantly enhance workforce effectiveness by aligning employees with organisational goals is the implementation of a new employee orientation program (Blanchard & Tracker, 2023). A meticulously planned orientation program has the capability to establish enduring and positive relationships between the organisation and its employees (Moccia, Zhao, & Flanagan, 2020), serving as a valuable tool for enhancing employee

satisfaction and contributing to organisational objectives (Jawaad et al., 2019). This was also attested by a study done by Akdere and Schmidt (2008) that employee orientation training programs effectively communicated organisation's quality management initiatives, which enabled employees to gain substantial knowledge about quality management practices within the organisation.

Goldstein and Ford (2022) defined new employee orientation as a deliberate and methodical effort by the organisation to familiarise new employees with their job responsibilities, organisational expectations, policies, and procedures. According to Banks (2020), induction is regarded as the initial chance for the organisation to acquaint new employees with its cultural norms, values and work ethics. Furthermore, an initial orientation also drives the newly hired to have positive performance as well as attitudes during working (Mahmood et al., 2023; Raub et al., 2021). Seriki (2023) believes that beginning a new job could be nerve-wrecking, especially for those who have never worked before. The excitement of starting a new career path can sometimes lead to pain and anxiety due to different unknown expectations. It can be frightening for new hires or staff to enter a new workplace and learn about the policies, practices, and organisational structures of the organisation. Having said that, Tull, Hirt and Saunders (2023) found out that a major problem still exists in that many academic institutions do not have formal orientation programs in place to assist newly hired employees as they join the organisation. New hires who enter an organization without a proper orientation program often face several challenges (Lin & Huang, 2021), which can significantly impact their transition and overall job satisfaction. One primary issue is the lack of clarity regarding job roles, responsibilities, and organizational culture. Luz and Kayode (2024) believe that without clear guidance, new employees may struggle to understand workplace norms, leading to confusion and misaligned expectations. Additionally, the absence of orientation can hinder relationship-building with colleagues, making it harder for new hires to integrate into teams and develop a sense of belonging (Dglawi & Hassle, 2021). These difficulties not only affect their immediate performance but can also lead to longer-term disengagement, turnover, and dissatisfaction. Given these challenges, it becomes crucial to investigate new hires' perceptions and expectations upon entering the organization. Understanding their initial outlook can provide insights into how the lack of orientation caters to these problems, emphasizing the importance of orientation programs that align with their expectations and facilitate smoother transitions. In conjunction to this, the current study focuses on highlighting the significance of designing new employee orientation programs and explores the associated issues and concerns.

Human Resource Management in Developing New Staff Orientation Programme

Previous studies have investigated the roles and responsibilities of management and human resource personnels in ensuring organisational success. They include the provision of training, workshops and industrial seminars to upskill their workers and ensure organisational success (Tabvuma, Georgellis & Lange, 2015). In fact, Tabvuma et al. (2015) further added that the British Household Panel Survey (BHPS) identified that these types of industrial coaching have significantly impacted employees' satisfaction in job fulfillment. A past study done by Lawler III (1994) however presented a different perspective where he posited a pivotal role of competency-based approach as compared to job-based training. This means that employees should not only be trained on task completion and operations. In this sense, a competency-based approach emphasises a revision of organisational operations like career tracks and developments of employees whilst ensuring their optimum understanding of the organisational structure. This will encompass not only technical competencies but also behavioural and knowledge proficiency that need to be made available by the recruiters (Rakshit & Pal, 2023). A study published in 2022 emphasized that the competency-based approach offers more significant advantages over traditional methods to address the challenges in the job scope, which in this case is the training for teachers (Khan et al., 2022). The positive finding echoes other studies that found the increment of employee retention and decrement of labor turnover rates for every increment in competency practices by the management (Rotich, 2020; Motaleb, 2021). In fact, Acevedo and Yancey (2011) highlighted that a strong connection between the individual and the organisation is just as important as a good person-job match.

To integrate the different domains of behavioural and technical competencies, a sustainable competency framework was developed by Rakshit and Pal (2023) and found that both competencies are only achieved if matched appropriately with the employees' grades and job demands. On the other hand, Shah, Shahjehan, Afsar, Ahmad Afridi and Saeed (2020) included the pertinent roles of managers and organisational leaders in moulding employees both in technical competence and knowledge-based behaviours. It was discovered that a leader's self-assessment on technical competencies is an important determinant of positive and innovative work attitudes among the subordinates (Shah et al., 2020). In fact, Benitez-Marquez et al. (2022) mentioned that human resource management is the driving force behind selecting employees and managing most workplace initiatives, procedures, and even the organisational culture. This basically underscores the paramount role of the human resource management in their self-evaluation, other than just focusing on upskilling the employees. Therefore, an integration of both leadership dynamics and employee competencies should be the central focus for organisational success.

The process of training and development of the new hires are also being regarded as 'mentoring' - a feature that needs to be incorporated during orientation. Dutton et al. (2024) mentioned in their study that guidance can be channeled through mentoring, which is a 'structured support program' which involves the presence of a mentor and a new-comer to offer help and guide during their transition phase. The research further describes mentoring as a pertinent component of the professional and learning setting (Dutton et al., 2024). In short, assigning professional resources should be considered as part of the induction activities in transferring relevant knowledge, needs and expectations of the new hires.

In discussing the inter-relationship between leadership roles and employee capabilities, empirical research by Nandasinge (2020) has discovered the importance of optimising technology and digitalisation in operations within an organisation. The study further suggested that digitalisation should be utilised and concentrated upon both by the managers and its members to ensure continuous organisational learning. It was also found that the integration of these elements further assist clarity in roles of the managers and the employee upon their hiring. Echoing that, Oh (2019) highlights the interplay between managerial feedback and innovation which translate into collaborative and participative culture within the organisation.

Despite the emphasis on competencies, technical skills, and mentorship in hiring and orientation processes as elaborated above, Tadasee Bogale and Debela (2024) highlight that the fundamental focus on organizational culture, which should be paramount, is lacking. While many organisations focus on involvements, innovations and are more result-driven, employers often neglect the need to strengthen the team's understanding of the company's norms and values. In view of that, Tadesse Bogale and Debela (2024) listed the three foundations that should be acknowledged - functional, leadership and culture transfer. They further assert that organisational culture revolves around four types of orientation - workplace, business, system and group in ensuring work effectiveness upon entering the organisation. To gain a deeper understanding, each orientation is associated with specific categorizations of attributes. In workplace orientation encompasses significant attributes such as fairness, tolerance, opportunities for professional development, recognition of strong performance, enthusiasm for the role, organizational skills, analytical thinking, and a willingness to take risks. Meanwhile, business orientation is defined by attributes of innovation, a focus on results, reflective practices, and a commitment to operational excellence. In system orientation, it includes individual accountability, a clearly articulated guiding philosophy, a hierarchical framework, compartmentalization among groups, and well-defined lines of authority. Lastly for group orientation, the essential elements include teamwork, coordination and mutual dependency, which are critical for fostering collective efficacy and cohesiveness. These attributes underscore the interrelatedness of individual contributions within a group context, driving successful collaboration and shared outcomes. This study has reviewed that without proper implementation of these orientation types, employees will not be able to consistently contribute within the organisation.

Other than that, previous research has highlighted the organisational socialisation process, which emphasises the need for new members in the organisation to acquire the 'standard' and accepted behaviours, attitudes and proficiencies. Fischer (1986) mentions that this knowledge is pertinent to ensure that these

newcomers are able to perform their roles well through the understanding of the organisational goals, objectives, mission and vision. This aligns with Buchanan's Three-Stage Early Career Model (1974) which outlines the socialisation process among newcomers at least for the first five years of their tenureship. Buchanan's Three-Stage Career Model (1974) are categorised into three, where the first stage (or the first year of tenureship) acts as a foundation for these employees and is the most critical stage. This is due to the fact that employees are in the process of learning and conforming to the organisational norms alongside forming their perspectives. The second stage (years two to four) focuses on the contribution of these newcomers after they have solidified their roles within the organisation. Stage 3 (year five and above) is where the organisational members are able to maintain or modify established behaviors, demonstrating the effectiveness of the previous stages in integrating the employee into the organization. Therefore, Buchanan's Three-Stage Early Career Model (1974) offers insights into the stages of socialization, emphasizing the importance of early integration and the gradual development of an employee's role and identity within the organization. This gradual socialisation approach, as addressed in Kjøsterud and Krogstad (2023), is an important step to help the new hires to identify with the new organization which will result in better cooperation and contribution.

One of the recent studies which base their investigations on Buchanan's Three-Stage Early Career Model (1974) was done by Kamau et al. (2023) where they looked at Finnish nurses with differences in terms of cultures, linguistic knowledge and how they contributed to their working performance. It was found that better integration of knowledge to be imparted towards the staff upon hiring to ensure the nurses' competence and overall well-being when working. This research however did not look at other factors such as their tenure of experience, which could make a significant difference in the data representation. Another study by Zheng et al. (2023) discovered that Buchanan's Three-Stage Early Career Model (1974) serves as a platform for employees to voice out their concerns in several stages in terms of mistreatment in the workplace that occurs. Supported by Lazzara et al. (2021), employees' turnover can be reduced with proper training and support to ease their transitions within the organisation. This also highlighted that this framework was able to assist the identification of factors that contributed to the remedial voice. These investigations reflect that Buchanan's Three-Stage Early Career Model (1974) is comprehensive to ensure the fundamentals of employees are well outlined, alongside maintaining the well-being of organisational members.

It is however discovered that there exists a notable dearth in the exploration and assessment of managerial insights and organisational strategies concerning the formulation of orientation programs for newly recruited employees. Thus, this study aims to evaluate the perspectives of both managerial staff and newly appointed employees with the tenure of five years or less within the organisational framework. These findings are crucial to uncover dual dimensions of insights in terms of job roles, expectations, policy implementations and task fulfilments. Subsequently, the data will assist the process of formulation and refinement of a pragmatic orientation kit to facilitate new employees upon joining the organisation or the faculty in particular.

Methodology

This section discusses the methodological aspect such as the research participants, data collection method, and instruments that will be utilised for the research.

Samples And Data Collection Method

As addressed by previous research on the importance of aligning employees with the organisational goals in devising an orientation kit, this study is carried out qualitatively and quantitatively. The data collection involved two segmented groups which included the human resource (HR) manager from the Academy of Language Studies (APB) UiTM, Shah Alam and new employees with less than five years of service at UiTM within the academy. A set of questionnaires was distributed to the respective new employees to investigate their awareness, level of knowledge and expectations upon being employed. The questionnaire

involved approximately 48 staff from three departments - English Language, Arabic Language and Third Language. Moreover, an interview with the HR manager of the faculty has been conducted which resulted in identifying the programmes, concerns, and issues based on previous and current recruitment processes and suggestions to develop the orientation kit.

Instrumentation

The instrumentation is divided into two categories - one for the HR manager and another for the new staff. The former utilises a set of interview questions which consist of 4 sections. They include (1) existing orientation programme, (2) roles and responsibilities of management during new staff orientation, (3) effectiveness of current orientation programme and (4) perspective on current orientation programme. The instrument was developed using an open-ended question form with 11 questions as part of the interview protocol. The interview was recorded, with the consent of the participants. The interview response was then transcribed and analysed thematically.

The latter was a survey using Google Form, consisting of 26 items within nine sections which are (1) demographic background, (2) overview of the faculty, (3) academic departments and structure of the faculty, (4) job role and responsibilities, (5) performance expectations, (6) policies and procedures, (7) employee benefits, (8) training and development and (9) feedback and communication. The form was disseminated to the newly hired employees within the Academy of Language Studies (APB) through an instant messaging platform, WhatsApp. Furthermore, the study obtained an ethical clearance from the APB Research Ethics Committee to further safeguard the participants and data confidentiality. The data obtained were subsequently recorded in an Excel spreadsheet for further analysis. It was anticipated that the data received would shed light on the participants' experience and interest on their responsibilities, particularly on the level of awareness, knowledge, and expectations on the roles of a new faculty member.

Results

Interview With HR Manager

Existing orientation programme Based on the interview, it is notable that the current orientation programme for newly appointed staff within the faculty is minimal and lacks a structured framework. The HR management addressed that there is no established system or comprehensive plan in place to effectively orient new staff members. The absence of a formalised orientation process results in inconsistencies and a lack of clarity for the newly onboarded faculty members.

Roles And Responsibilities of Management During New Staff Orientation

The interview highlights that management plays a crucial role in the orientation of new staff. Key figures such as the Dean, Deputy Deans, and Heads of Programs are required to welcome and brief new employees on their roles and responsibilities. This active engagement by management demonstrates a strong commitment and a positive outlook towards the new staff, emphasising the significance of their responsibilities and establishing a constructive tone for their integration. The current practice of the academic centre, which is "*Town Hall bersama Dekan*" sessions, to impart faculty's mission and vision may not be sufficient to ensure comprehensive understanding among new staff.

Effectiveness of Current Orientation Programme

One of the concerns mentioned by the HR is on the effectiveness of the current orientation programme, particularly due to the logistical challenges posed by the faculty's structure as a 'servicing' centre with lecturers distributed across different campuses. This dispersion makes it difficult to gather all new staff in one place for a cohesive orientation. Additionally, there are no proper channels to ensure new hires fully understand their roles and responsibilities. Information dissemination primarily occurs through informal channels like WhatsApp, which may lead to gaps in understanding and retention of crucial information. The current approach to communicating key performance indicators (KPIs) is also seen as ineffective, with an

overwhelming amount of information being presented in gatherings such as Town Halls, leading to confusion and lack of clarity.

Perspective On Current Orientation Programme

With the understanding that there is no formal orientation program structured, the HR department is in perspective that the current communicative practices between faculty administrators and staff are largely impacted as well. Many staff members struggle to access and comprehend vital information regarding their roles, responsibilities, and administrative procedures. While the HR manager is open to discuss matters experienced by staff in the centre, the reliance on informal communication channels like WhatsApp contributes to misinformation and misunderstandings. Despite these challenges, efforts are being made to encourage networking and team-building activities, such as developing mentor-mentee programs and organising gatherings. These aspects also require revisions and restructuring processes to ensure proactive outcome can be achieved from the mentorship. The interview, in a nutshell, reiterates a significant need for a more structured and comprehensive orientation programme to ensure new staff are adequately informed and integrated into the faculty.

New Staff Survey Findings

The findings below are summarised according to nine sections as per the survey questions. They are categorised into (1) demographic background, (2) overview of the faculty, (3) academic departments and structure of the faculty, (4) job role and responsibilities, (5) performance expectations, (6) policies and procedures, (7) employee benefits, (8) training and development and (9) feedback and communication. The findings of each category is as elaborated below.

Demographic Background

The survey results indicate that almost half of the respondents joined the centre in 2021 with 41.66 percent, followed by recruitments from the most recent year (2024) with 18.75 percent respondents. Respondents recruited during 2022 stands at 14.58 percent, followed by 2019 and 2020 recruits which made up 31.25 percent in total. Only 2.08 percent recruited in 2018 participated in the survey.

Overview of the Faculty

During the onboarding session, 47.9 percent of the respondents feel that the centre's mission and vision were clearly communicated towards them. However, more than half of the respondents (56.3%) agreed that proper introductions of other staff of the faculty inclusive of both academic and administrative groups were given when they joined the centre. In light of this, vital team members of the faculty - Dean, Deputy Deans, Head of Programs and Resource Persons were also properly introduced to the new staff with 70.8 percent of the respondents in agreement with this matter.

Academic Departments and Structure of The Faculty

Under this category, 58.3 percent of the newly recruited staff felt that there was a lack of communication in terms of the evolution of the courses at the faculty. Since this academic centre also acts as a servicing faculty, the respondents feel that information pertaining to changes in course details and program evaluations are crucial to be understood. On the other hand, half of the respondents indicated that the overview of the faculty organisational structure was properly communicated, alongside the different departments and languages the faculty offers (56.3%). These reflect that the newly recruited staff were given information about the basic structure of the academic centre and their departments.

Job Roles and Responsibilities

For this category, respondents were asked how well the information regarding their roles and responsibilities as lecturers serving the university were communicated when they joined the centre. In general, respondents were positive about the clarity of information received where 62.5 percent agreed that their duties as lecturers were explained in detail upon onboarding the centre. Following that, 66.7 percent agreed that they were informed about the possible teaching load for servicing lecturers of the centre. In terms of class schedules, campus locations and accessibility to classes, more than half of the respondents ranging from 75 to 87 percent agreed that they acknowledged the nature of teaching service courses which require them to travel based on their designated schedules.

Performance Expectations

One of the key concerns highlighted by the new recruited staff was on the communication of key performance indicators (KPIs) upon joining the centre. The survey prompted insights on two elements - how KPIs processes are clarified alongside gaining feedback and how these were discussed. From the survey results, 66.7 percent of the respondents agreed that the KPIs were not properly explained when they entered the centre. In light of this, the respondents also highlighted that they were unaware of the procedures of gaining feedback by the management on their achieved KPIs. However, almost half of the respondents (47.9%) agreed that performance expectations and goals to be fulfilled by each employee were communicated during the orientation process.

Policies and Procedures

Under this category, the survey aimed to elucidate the clarity of essential information communicated regarding policies and procedures, including the processes for applying for leave, sick leave, and other administrative functions. It is to be noted that 56.3 percent of the respondents disagreed that this information was reviewed during their onboarding process. However, for online UiTM applications that are to be accessed daily by staff such as HR2U, Deklarasi Warga UiTM and other important applications were explained during their onboarding process.

Employee Benefit

During the onboarding process, it was discovered that the orientation did not provide clear instructions on the administration procedures needed to be completed upon onboarding such as accessing and using the employee benefits, medical or leave policies and education assistance. More than half of the respondents, 72.9 percent, answered that no insights were given on this matter. Also, some of the components of employee benefits were not highlighted such as the employee benefits package, including healthcare, retirement plans and other benefits upon joining the centre. Only 22.9 percent of the respondents agreed that these were shared but the majority was not in agreement upon the sharing of these benefits.

Training and Development

For the training and development category, the survey wanted to gain insights on the overview provided to the new staff on programs and activities that they can join alongside the provision of resources for ongoing learning and development within the academic centre. There are two distinct findings in which 52.1 percent disagreed that overview of programs and activities that they are able to participate or contribute in were discussed. On the other hand, 62.5 percent agreed that resources for continuous learning and development were made available by the centre upon their onboarding. In terms of networking and participating in team-building activities, almost the majority of the respondents (72.9%) agreed that they were encouraged to actively participate when recruited.

Feedback and Communication

In identifying the effectiveness of the utilisation of the current communication channels within the centre, the survey seeks to investigate the dynamics of communication between the management and the faculty members. More than half of the respondents (66.7%) agreed that they were encouraged to communicate and get in touch with the faculty administrators on any matters. Echoing that, the majority of the respondents at 85.4 percent were in agreement that the communication channels used within the faculty such as emails and messaging applications were provided and made available to ease interactions.

Managerial Implication

The findings of this study highlight the importance of enhancing orientation programs for new academic staff, particularly those with limited prior work experience. Management should prioritize the development of a comprehensive and tailored orientation kit that addresses the specific needs identified in the study, such as employee benefits, performance expectations, and departmental structures. By focusing on these areas, management can improve the onboarding experience, reduce new staff anxiety, and foster quicker adaptation to the new working environment. Additionally, regular evaluations of the orientation program should be conducted to ensure its effectiveness and relevance, ultimately leading to higher job satisfaction and retention among new faculty members.

Conclusion

The interview with the HR manager highlights that significant shortcomings exist in the current orientation programme for newly appointed faculty members. The lack of a structured framework and comprehensive plan leads to inconsistencies in terms of information and confusion among new staff. While key management figures, including the Dean and Deputy Deans, are present in welcoming and briefing new employees, the communication of the faculty's mission and vision is limited to "*Town Hall bersama Dekan*" sessions. This limited approach may not adequately ensure a comprehensive understanding of the faculty's core values and objectives. In support of this, Wallace (2009) emphasised that the time and availability of both management and new recruits are critical factors in the successful implementation of orientation programs. Consequently, it is imperative to develop a more flexible, on-the-go induction approach.

Moreover, the effectiveness of the orientation programme is hampered by logistical challenges, particularly due to the faculty's structure as a 'servicing' centre with staff spread across several campuses. This dispersion poses a significant challenge to convene all new hires for a unified orientation session. Additionally, the current reliance on communication channels, particularly WhatsApp and emails lead to lack of comprehension of essential information, including KPIs and administrative procedures. Despite efforts to foster networking and team-building through mentor-mentee programs and gatherings, the overall communicative practices are seen as ineffective, highlighting the urgent need for a more structured and comprehensive orientation programme to better integrate new staff into the faculty. In light of this, the HR manager has identified the need to gather new hires at an appropriate time as the first step to help them adapt to the organisation.

Other key findings also highlight that a significant portion of the new staff felt that their roles and responsibilities were clearly communicated in the lens of understanding their duties, teaching loads and logistical aspects, such as class schedules and campus locations. This was previously agreed by Goldstein and Ford (2022). However, there were notable gaps in other areas, particularly concerning the communication of KPIs and policies and procedures. Only 33.3 percent felt that KPIs were properly explained, and a similar proportion expressed confusion about administrative processes like applying for leave. This is reflected within the insights given by the HR manager who addressed that a key reference of this information for new hires is needed upon onboarding.

In addition, the survey highlighted a mixed response regarding the provision of information on employee benefits and development opportunities. While many respondents feel that there is inadequate information about accessing benefits, over half of the respondents acknowledged the availability of resources for continuous learning and development. Encouragement for participation in networking and team-building activities was positively received by 72.9 percent of the new staff. This coincides with the HR and

management plan to conduct orientation activities to capitalise new staffs' talents and strengths in helping the organisation grow. Overall, while there are strengths in job-specific communication and support for professional growth, there is a clear need for a more structured and comprehensive approach to communicating policies, procedures, and performance expectations to enhance the effectiveness of the faculty's orientation programme.

Acknowledgement

The authors would like to express their gratitude to the Academy of Language Studies (APB) for providing the financial support through the *Geran Inisiatif*, which made this research possible. We are also deeply indebted to the management of APB for their unwavering support and cooperation throughout this study. Their guidance and resources were instrumental in the successful completion of this research. We would also like to thank the participants for their invaluable contribution to this research.

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