

Copenhagen Business School 2017

The relationship between the onboarding training program and employees' intentions to leave an organization



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Master's thesis
15th of May 2017
Supervisor: Anders Due
No. of characters: 189.301
No. of pages: 95

Abstract

Nowadays organizations start to understand the importance of new employee onboarding and training. Having a structured onboarding training programme can benefit any organization and its employee in many different ways. When one is making his or her employees feel welcomed and well prepared, he or she can determine them to speed up much faster and, as a consequence, can convince them to choose the organization for a long-term job.

Therefore the aim of this study is to explore the relationship between an onboarding training programme as part of onboarding overall and employee's intentions to leave the organization. An onboarding training programme was analysed in detail based on participants' experiences and reflections. The analysis will be based on the specific onboarding training programme within Regulatory Affairs, Novo Nordisk. The goal of the study was achieved by collecting empirical data through qualitative interviews and a survey within the context of an embedded single case study. Novo Nordisk, Regulatory affairs onboarding training programme was used as a case study. Following this, it has been possible to uncover contributions to the existing theory, more specifically, the Multi-level onboarding training framework. Data analysis was done in order to find out how each factor (training methods, social agents/stakeholder and proactivity) from the theoretical framework can affect employee learning outcomes as well as proximal and distal outcomes. The findings of the study showed that there is a relationship between the onboarding training programme and employee's learning. The findings of the research also showed that there is a relationship between employee's learning and proximal outcomes such as: role clarity, skills acquisition, social integration, organization fit and motivation. Finally, as a consequence, findings also confirmed that there is a relationship to distal outcomes such as: employee turnover, job satisfaction, performance and organizational commitment. Thus, as this thesis has provided theoretical contributions and recommendations for implementation, it can serve as a tool for further research.

Table of Contents

| | | |
|----------|------------------------------------------------------------------|-----------|
| 1 | Introduction..... | 6 |
| 1.1 | What is onboarding?..... | 7 |
| 1.1.1 | Passive Onboarding | 9 |
| 1.1.2 | High Potential Onboarding | 9 |
| 1.1.3 | Proactive Onboarding..... | 9 |
| 1.1.4 | Structured versus unstructured | 10 |
| 1.2 | Why is onboarding important?..... | 10 |
| 1.2.1 | New employee | 11 |
| 1.2.2 | Feels welcome and valued | 11 |
| 1.2.3 | Comfortable work environment..... | 12 |
| 1.2.4 | Retention and turnover | 12 |
| 1.2.5 | Motivation and collaboration | 13 |
| 1.2.6 | Career progression | 13 |
| 1.2.7 | Engagement and productivity | 13 |
| 1.2.8 | Job satisfaction | 14 |
| 1.3 | Problem formulation | 14 |
| 1.3.1 | Problem statement and Research Question | 15 |
| 1.4 | Delimitation | 15 |
| 1.4.1 | Disposition of the thesis..... | 17 |
| 1.4.2 | Summary | 17 |
| 2 | Case company..... | 19 |
| 2.1 | Introduction to Regulatory Affairs | 19 |
| 2.1.1 | Regulatory Affairs Mission..... | 20 |
| 2.2 | Introduction to Regulatory Learning | 21 |
| 2.3 | Summary | 22 |
| 3 | Literature review..... | 23 |
| 3.1 | Onboarding definitions..... | 23 |
| 3.2 | Onboarding impact on employees and organization | 24 |
| 3.3 | Different onboarding perspectives within the literature | 26 |
| 3.4 | Onboarding tactics..... | 27 |
| 3.5 | Onboarding training | 27 |
| 3.6 | Summary | 30 |
| 4 | Theoretical framework | 31 |
| 4.1 | Multi-level Process Model of Onboarding training programme | 33 |
| 4.2 | Onboarding Training methods..... | 34 |
| 4.2.1 | The lecture method..... | 34 |

| | | |
|----------|-----------------------------------------------|-----------|
| 4.2.2 | Case Study | 34 |
| 4.2.3 | Role Play | 35 |
| 4.2.4 | Simulation | 35 |
| 4.2.5 | Games-Based Training..... | 35 |
| 4.2.6 | Stakeholders/social agents..... | 36 |
| 4.3 | Employee Proactivity | 37 |
| 4.4 | Learning..... | 38 |
| 4.5 | Summary | 40 |
| 5 | Methodology | 41 |
| 5.1 | Research philosophies and approach | 42 |
| 5.1.1 | Research philosophies | 42 |
| 5.1.2 | Research Approach..... | 43 |
| 5.2 | Research strategy | 43 |
| 5.3 | Research purpose | 44 |
| 5.4 | Methodological choices and Time horizon | 44 |
| 5.4.1 | Methodological choices | 44 |
| 5.4.2 | Mixed methods | 45 |
| 5.4.3 | Time horizon | 45 |
| 5.5 | Techniques and procedures | 46 |
| 5.5.1 | Data Collection | 46 |
| 5.5.2 | Secondary data..... | 46 |
| 5.5.3 | Survey Sampling..... | 47 |
| 5.5.4 | Primary data | 47 |
| 5.5.5 | Semi-structured in-depth interviews | 48 |
| 5.5.6 | Interview protocol and documentation..... | 48 |
| 5.5.7 | Interview Sampling | 49 |
| 5.6 | Data analysis | 50 |
| 5.6.1 | Interview analysis | 50 |
| 5.6.2 | Survey analysis..... | 50 |
| 5.7 | Issues of trustworthiness | 51 |
| 5.7.1 | Credibility and Dependability | 51 |
| 5.7.2 | Credibility..... | 51 |
| 5.7.3 | Construct validity | 52 |
| 5.7.4 | External validity..... | 52 |
| 5.7.5 | Dependability..... | 53 |
| 5.7.6 | Confirmability | 53 |
| 5.7.7 | Transferability | 54 |
| 6 | Analysis | 55 |

| | | |
|----------|-------------------------------------------------------------------------------------|-----------|
| 6.1 | The current onboarding training programme in Regulatory Affairs (RA)..... | 55 |
| 6.2 | Data findings..... | 58 |
| 6.2.1 | Semi structured interviews | 58 |
| 6.2.2 | Survey findings | 63 |
| 6.2.3 | Overall survey findings | 67 |
| 6.2.4 | Overall satisfaction | 67 |
| 6.2.5 | Achievement of learning objectives | 67 |
| 6.2.6 | Use of learning outcomes..... | 68 |
| 6.2.7 | Trainers communication skills | 68 |
| 6.2.8 | Level of difficulty | 68 |
| 6.2.9 | Training duration..... | 69 |
| 6.2.10 | General feedback | 69 |
| 6.3 | Stakeholder analysis | 71 |
| 6.3.1 | The Mendelow framework | 73 |
| 6.4 | Summary | 76 |
| 7 | Data analysis..... | 77 |
| 7.1 | Discussion | 77 |
| 7.2 | Training Methods and Content | 77 |
| 7.2.1 | Games-based method | 77 |
| 7.2.2 | Lecture based method..... | 78 |
| 7.3 | Social agent/stakeholders | 80 |
| 7.3.1 | Managers..... | 80 |
| 7.3.2 | Trainers..... | 81 |
| 7.4 | Newcomer proactivity | 81 |
| 7.4.1 | Information seeking | 81 |
| 7.4.2 | Networking..... | 82 |
| 7.5 | Proximal outcomes | 83 |
| 7.5.1 | Role clarity and Skills acquisition | 83 |
| 7.5.2 | Social integration | 84 |
| 7.5.3 | Organization fit..... | 85 |
| 7.5.4 | Motivation | 85 |
| 7.6 | Distal outcomes | 86 |
| 7.6.1 | Employee turnover, job satisfaction, performance and organizational commitment..... | 86 |
| 7.7 | Summary | 87 |
| 8 | Indications and recommendations..... | 90 |
| 8.1 | Indications..... | 90 |
| 8.1.1 | Reaching the affiliates | 90 |
| 8.1.2 | Consistency | 91 |

| | | |
|-----------|-----------------------------------------------|------------|
| 8.1.3 | Scalability..... | 91 |
| 8.2 | Recommendations..... | 91 |
| 8.2.1 | Online is key | 92 |
| 8.2.2 | A proposed training onboarding programme..... | 92 |
| 9 | Conclusion..... | 94 |
| 9.1 | Contribution to the theory | 94 |
| 9.2 | Propositions for further research | 95 |
| 10 | References..... | 96 |
| 11 | Appendixes..... | 105 |
| 11.1 | Surveys..... | 105 |
| 11.2 | Interviews..... | 105 |
| 11.3 | Framework..... | 105 |
| 11.4 | Statistics | 105 |

1 Introduction

The days when new employees were welcomed by using only paperwork, a checklist and a folder with organizational goals are over. Nowadays, this is far more than a single-day event, but more of an ongoing process that lasts for almost the whole period of employment.

The overall process is called “onboarding” and it represents the very first contact that the new employee has with the organization when starting up a new job in an organization having a crucial influence on employee’s future performance. More specifically, onboarding helps new employees get the necessary knowledge, skills, and behaviour which would help them become effective organizational members.

Furthermore a well-organized, planned and executed onboarding programme is very likely to increase the chances for a positive work experience and a long term relationship between the new employee and the organization.

However, according to some statistics research, only 20% organizations globally have ‘proactive onboarding’ which is a systematic and organized programme with a strategic management approach. Another 50% of the organizations around the world have a “high potential onboarding’ that includes introduction to the organization’s values and culture. The rest of 30% of organizations work with a ‘passive onboarding’ that includes just a list of unrelated tasks that need to be filled out. Consequently, according to Fortune, roughly 50% of new employees outside of organizations hired as senior executives fail within two years of entry and half of professionals leave new jobs within the first 90 days. Therefore, the statistics research suggests that many organizations do not take into account the importance of employee’s onboarding and what are the potential consequences of not having a standardized onboarding programme.

On the other hand, organizations that have an effective onboarding programmes would be able to prevent these failures and disappointments that might happen during employee’s integration to the organizations, as well as improve time-to-productivity, performance, engagement, and retention of new employees. More specifically, **Bauer (2007)** argues that organizations which engage in employee onboarding programmes and provide new employees with the necessary support and information will result in roles and responsibilities

clarity as well as social acceptance. This then results in a better job performance, job satisfaction, organizational commitment, and intentions to work for the organization for a longer period of time. Moreover, **Bauer, Bodner et al. (2007)** argues that this would also minimises the employee's turnover rates.

Bauer, Bodner, Erdogan, Truxillo, & Tucker (2007) argue that employees change their jobs on average 10.2 times over in a period of 20 years. Therefore, **Rollag, Parise, & Cross (2005)** explain that onboarding can also be used as a competitive advantage in any organization as statistical research shows that 25% of employees in the United States are currently participating in some kind of onboarding activities. Furthermore from the new employee's perspective **Carr, Pearson, Vest, & Boyar (2003)** consider that, onboarding may not only reduce intentions to leave the organization and increase commitment, but also diminish employee's concerns about fitting in and performing well in the-new work environment.

1.1 What is onboarding?

Onboarding represents the most important process for new employees, for it ensures a quick and proper role adoption by a new employee and also maximizes employee's satisfaction in a smooth manner, after the hiring part of introducing a new employee to the organization is complete **D'Aurizio (2007)**.

Onboarding refers to a 90 process, which starts with the employee's admission to the organization and ends up when he or she becomes fully engaged member. During this period of time, employees become fully aware of everything they are supposed to know to perform their duties properly. For example, they become familiar with the organization and its structure, culture, visions, goals and find their role within the organization. **Louis, Posner et al. (1983)** explains that onboarding has been referred to "learning the robes", and one might argue that the definition is still relevant nowadays.

Onboarding process splits into three different parts: orientation, training and socialization. The orientation part of onboarding happens when the employee makes his or her the first impression about the organization. Therefore, employees mainly learn about organization's values, culture, mission and vision. The second step is training, which might be regarded as

the most critical aspect of onboarding due to the fact that employees are provided with the necessary skills to perform their tasks. Therefore it can be considered that trainings help to improve self-efficacy and job performance. Moreover, onboarding training helps new employees to accumulate the necessary knowledge, skills, and behaviours to become effective organizational members. **Chan and Lynn (1991)**, argues that the organizational performance should include profitability, productivity, marketing effectiveness, customer satisfaction, as well as employee morale. In relation to that, employee performance has an impact on the organization and business. Finally, the last part of onboarding is socialization, which has the focus on the interaction between new employees and their co-workers and managers, but it also deals with the process of becoming part of a work-team. One might consider that that new employee's onboarding represent an important area of focus for organization, which would need to be fast and effective. This brings into discussion the necessity of a standardized onboarding programmes.

One might bear in mind that onboarding can be very different from one organization to another, but all of them have a form of onboarding, that can range from informal to more formal programmes, whose purpose extends to all new employees whether the organization plans it or not. In the best cases, onboarding programmes would have a clear structure and goals for the new employees, but also for the managers and other team members.

Onboarding of new employees is considered to be ranked in three levels (*Figure 1*):

| Onboarding Strategy Level | Compliance | Clarification | Culture | Connection |
|---------------------------|------------|---------------|-------------|-------------|
| 1. Passive | Yes | Some | Little/None | Little/None |
| 2. High Potential | Yes | Yes | Some | Some |
| 3. Proactive | Yes | Yes | Yes | Yes |

Figure 1. Onboarding Strategy levels, Source: Talmundo

1.1.1 Passive Onboarding

Passive onboarding is perceived as is a very functional view of the process, and it appears when an organization's approach to formal onboarding has a main focus on Compliance. This approach focuses very little on formal onboarding and does not cover role clarification, culture aspects, nor socialization aspects. In most cases, new employees are left alone to figure things out on their own and encourage them to seek information and engage with colleagues by themselves.

1.1.2 High Potential Onboarding

High potential onboarding appears when employee organization's onboarding programme includes compliance and role clarification aspects and only some of cultural and socialization aspects. In this case, employees receive some kind of guidance and small introduction to the organization, its culture and the ways of doing business, but it does not completely engage employees or help them integrate into new work environment.

1.1.3 Proactive Onboarding

This is the most structured way to onboard employees, and it can be observed when organization carefully covers key aspects of onboarding. Proactive onboarding represents a strategic and structured approach to people and talent management that only about 37% of organizations around the world manage to achieve. It is also referred to as formal onboarding. As organizations acknowledge the role onboarding plays in organizational growth and performance, implementing an effective onboarding design is crucial and especially challenging for the organizations. According to **Aberdeen Group (2013)** 60% of organizations stated the need to create a more effective onboarding programme in order to meet organization's growth objectives as a core process. On top of this 52% of organization identified the need for a faster onboarding process. This is a key in driving the organization's productivity, as the new employees have to be up to speed faster. Lack of proactive onboarding might decrease the organization's productivity, but also determine its failure in the competitive environment.

1.1.4 Structured versus unstructured

There are three main performance indicators that compare best in class organizations with and without structured employee onboarding. The results show that 91% of employees that had a structured/proactive onboarding stayed with the organization, whereas only 30% of employees without a formal onboarding were retained. Moreover, around 62% of the employees with the formal onboarding have met the performance milestones in time whereas only 17% of those without formal onboarding. The third indicator proves that 33% progress in hiring manager satisfaction, as compared to only 3% without formal onboarding. Basically, only around 37% of all organizations have been using some kind of formal onboarding programme in the last couple of years. In other words, one may argue that this could be one of the best ways for organizations to gain a competitive advantage. Moreover, new employee who participates in a well-structured onboarding programme is 69% more likely to stay with the organization for up to three years as opposed to a new employee who did not receive a structured onboarding programme. Organizations with a structured onboarding process gain 54% greater new employee productivity and 50% greater new employee retention.

1.2 Why is onboarding important?

Ragsdale & Mueller (2005) argue that onboarding programs are essential for both new



Figure 2. Importance of onboarding, created by the authors

employees and organizations. It results in retaining and motivating employees, lowering turnover, increasing productivity, improving employee morale, facilitating learning, and reducing the anxiety of new employees (Figure 2).

1.2.1 New employee

In general, the onboarding of employees has been happening since the beginning of the ages, but has received most attention lately, in the 2000's. The reason for this is that there is a link between effective employee onboarding and improved engagement, productivity and better business results. There is a clear need for organizations to support and help new employees in adopting a more formal and strategic approach, which will effectively help integrate new talent into the organization. This will then ingrain them onto the organization's culture and provide them with the tools they need to perform their duties.

While most organizations use formal onboarding training, *"there is surprisingly little in the academic literature examining the impact or most appropriate structure of these programs"* according to **Klein (2000)**. Overall, the purpose of the onboarding is to make sure that new employees get the necessary introduction to the way organization runs its business together with its vision, purpose and values and most importantly feel welcomed to an organization.

1.2.2 Feels welcome and valued

According to **McKersie (2003)**, the onboarding process normally takes up to 90 days in larger organizations. For new employees, the first 90 days is a crucial time period. If they are not feeling welcome in an organization, a lot of employees will most likely look for a new job. In other words, employees tend to get lost in their new roles and responsibilities, if the organization is not using any kind of onboarding. Therefore, it is most likely that they will start making decisions based on their previous work experience, without understanding the new organization's structure, culture, values and goals. The danger of a lack of onboarding is that misunderstandings and confusion can easily occur, which might lead to some failures, until the employee learns from his or her own mistakes. Therefore, effective onboarding prevents these things from happening and ensures that new employees feel welcome and prepared in their new positions. Additionally, it gives new employees confidence and

resources to make an impact on the organization while carrying out its mission.

1.2.3 Comfortable work environment

According to Max Messmer (chairman and CEO, Robert Half International). *"For a growing number of workers, corporate culture is the key determinant in their choice to stay with an organization long term."*

In other words, to make employees satisfied nowadays is completely different from what it was a couple of years ago. Almost one-third of the executives surveyed have changed their mind about the importance of work environment. Robert Half International Inc draws attention that, in today's business world, the work environment became the most critical factor in keeping employees satisfied as compared to 1993, where only 9% claimed that the work environment was an important factor.

Moreover, **Robinson (1998)** considers that research shows that successful employee onboarding can help new employees become familiar with their organizational environment and help them better understand their new roles. There are many different ways to ensure that new employees are comfortable in their new work environment. It is important that each person who decides to join the organization to feel comfortable accepted and secure. One may argue that this on-going process takes commitment from all the employees involved.

1.2.4 Retention and turnover

One of the reasons why the organization must be able to onboard new employees as quickly as possible is that, Nowadays, on average, an employee changes jobs every 2 to 4 years: Research conducted on hundreds of organisation shows that 90% of new employees decide to stay within the organization in their first year of employment. Successful onboarding is not only about retaining employees but is also good for business. The danger of not having the formal onboarding process or providing new employees with necessary information from the beginning, is lack of job satisfaction and poor performance, which could lead to resignation within the first 90 days. **Rollag, Parise, & Cross (2005, p. 35)** underline that *"in today's volatile economy, more than 25% of all workers in the United States have been with their organization less than a year and more than 33% less than two years"*. These employees

challenge lead to higher employee turnover. There can be many reasons for this to happen and one of them is definitely lack of strategic employee onboarding.

Employers who have formal onboarding programmes experienced that new employees stay with the organization for a longer period of time, helping to minimize turnover costs and increase retention rates. According to, **Rollag, Parise, & Cross (2005, p. 35)**, employees also become more productive much quicker.

1.2.5 Motivation and collaboration

Effective employee onboarding can increase employee motivation levels, as well as encourage them to perform at a higher level towards clear expectations and goals. A proper and consistent integration of new employees into the teams will increase teamwork and collaboration. A good onboarding programme would also help employee's supervisor save time also If onboarding addresses defining goals and expectations of new employees, it can reduce the time needed to address performance related issues going forward.

1.2.6 Career progression

Effective onboarding programmes often have an introduction to an individual development plan (IDP), which is a tool that assists employees in both career and personal development. It is used in many organizations to help employees set and achieve both short and long-term career goals, as well as increase in the current job performance. It is a partnership between the employee and his or her manager and involves preparation and continuous feedback. Many agencies require IDPs for both new and current employees.

1.2.7 Engagement and productivity

The proactive onboarding programme speeds up the time to individual productivity. New employees can become valued and integrated members of the organization much faster, just by shortening the time it take to get new employees onboard. Onboarding programs can shorten time to productivity by almost two months, which would suggest a cost reduction for the organization, on the long run.

Therefore, employee onboarding should be done to advance employees knowledge and to

enable them to remain competitive within the organization. For any organization to perform excellently and gain competitive advantage, each employee's and department's performance matters. The goal of onboarding is to help employees understand the organization's needs at professional and management levels in order to achieve the organization's vision.

1.2.8 Job satisfaction

Gates & Hellweg (1989) argue that good onboarding is positively related to job satisfaction and according to **Klein (2000)** to employee socialization. Moreover, **Kanouse & Warihay, (1980)** explain that onboarding has been recommended to improve employee job satisfaction and morale building. In other words, proactive onboarding addresses job satisfaction and commitment to quality within organizations. The more these values are promoted in advance to new employees, the more ingrained they become.

1.3 Problem formulation

Organizations spend enormous amounts of time and resources while recruiting new employees. More specifically, studies show that it costs organizations between 30% and 40% of an annual salary to hire an employee. Therefore, leading organizations need to protect that investment. Organizations are experiencing a lot of pressure to retain their employees and they still do not consider the importance of employee onboarding and what are the potential consequences of not having a standardized onboarding programme. Unfortunately, only 20 % of organizations are using a proactive and well-structured employee onboarding programmes. Recent changes in the world such as technology evolution, innovation and globalization as well as knowledge based economy have pushed different countries and organizations to find new ways of maintaining competitive advantage. The success and competitive advantages of organizations is very much dependent on the people within those organizations, as well as their levels of skills and competences. Therefore, the employees are becoming valuable assets in the organizations. As a consequence the way that new employees are welcomed into the organization is very important and employee onboarding programmes need to be adjusted accordingly.

1.3.1 Problem statement and Research Question

Following the above problem formulation, the aspects of having an onboarding training programme will be analysed in detail throughout this study. In order to show the relationship between an onboarding training programme and employee intentions to leave the organization. Novo Nordisk, Regulatory Affairs will be used while taking into account the participants' experience.

The main research question that stems from the problem formulation is the following:

“What is the relationship between onboarding training programme and employee intentions to leave the organization?”

The following subsidiary research questions were formed to help in answering the main research question:

1. What is the relationship between onboarding training methods and learning outcomes?
2. What is the relationship between training stakeholders and learning outcomes?
3. What is the relationship between employee proactivity and learning outcomes?

The theoretical framework and data analysis will be used in order to answer the subsidiary questions. Finally, the main research question is answered through the discussion in the conclusion section.

1.4 Delimitation

This study has a few limitations, some of those are arising from the qualitative research and others that are linked to the phenomena being studied. Along the research process researchers have been considering how to reduce or lessen those limitations.

The limitations of the qualitative research have been discussed within the methodology chapter. There are a couple of limitations arising from the research topic which will be further discussed. The first limitations deals with the nature of qualitative research, as usually collect data in the field at the site where participants experience the issue being investigated

(Creswell (2014)).

Furthermore, the paper will mainly focus on the training part of employee onboarding such as: processes and systems trainings and will not consider other elements of the onboarding process such as: orientation and socialization. It is limited to a specific onboarding training programme (Regulatory Affairs programme in Novo Nordisk organization) that will be analysed in detail and does not consider other programmes conducted in Novo Nordisk. Hence, the results cannot be generalized neither to other types of Novo Nordisk onboarding trainings or other onboarding programmes outside Novo Nordisk. Moreover, the researcher has chosen to focus only on one of the aspects of the employee onboarding overall.

Lastly, the researcher has put emphasis specific elements of the onboarding training programme and its participants' experience such as: training methods, social agents/stakeholder involved in the training and employee proactivity within the training. As well as participants most liked elements, most disliked elements of the onboarding training programme which according to the researchers were appropriate to investigate, based on their interpretation of the theoretical framework. This means, that the results of this thesis cannot be related to onboarding training programme and the participants' experience from a holistic perspective.

There are other limitations of this thesis that should be mentioned. First, this research is based on a single case study, which questions and raises concerns regarding its construct and external validity. Moreover, since the research is conducted by a two different people, there is a risk of subjective biases. Another limitation that should be taken into consideration is that, this master thesis is not a longitudinal study but rather a single case study, which may lead to less accurate findings as compared to longitudinal study.

The number of participants interviewed is another limitation of this research. Most importantly the study sample is not seen as a representative of the entire population neither to be generalizable.

Furthermore, another limitation is the fact that, when participants were interviewed, the researcher took notes instead of recording the conversation. This was due to Novo Nordisk policies and regulations, therefore it is possible that valuable insights were missed out and not taken into consideration when analysing.

1.4.1 Disposition of the thesis

An overview of the research paper is visually illustrated in the next figure (Figure 3):

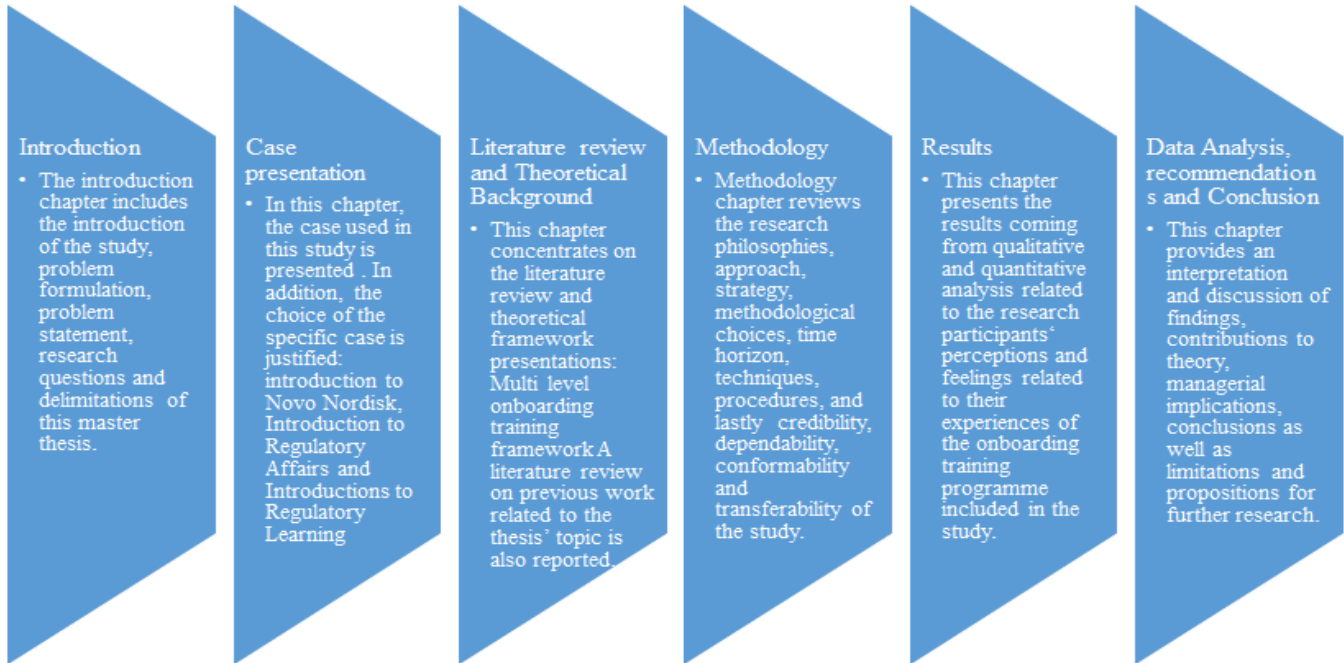


Figure 3. Disposition of the thesis, created by the authors

1.4.2 Summary

This chapter has set the stage for further learning about onboarding and deeper insight of what it is and what impact does it have on employees and organization. This will be done by presenting information about its influences on the organization as well as what challenges are the organization is facing regarding new employee onboarding.

The chapter presents a broad definition of onboarding and the different types of it such as: passive, potential and proactive onboarding. It continues by explaining why is onboarding important for the organizations and what are the benefits of a having structured onboarding programmes.

Building on the onboarding programme framework the chapter presented the key elements of onboarding: orientation, training and socialization. This study will mainly concentrate on training part of the onboarding process. Most emphasis will be put on explaining onboarding

training further.

The second most important part of this chapter is the problem formulation of the study that follows with a research question and three sub questions. Finally, the chapter concluded by presenting the limitations of the thesis. More specifically, the delimitations set a clear purpose of the study which focuses on onboarding training as part of the onboarding process and its relation to the employees and organization. Lastly, the structure of the paper was introduced.

2 Case company

Novo Nordisk will be used as a case company for the following research. Novo Nordisk is a global healthcare company with more than 90 years of innovation and leadership in diabetes care. This heritage has given Novo Nordisk the experience and capabilities that also enable the organization to help people defeat other serious chronic conditions: haemophilia, growth disorders and obesity.



*Figure 4. Novo Nordisk's logo.
Source: Novo Nordisk*

Headquartered in Denmark, Novo Nordisk employs approximately 42,000 people in 77 countries and markets its products in more than 165 countries. Novo Nordisk has built its business on the conviction that the formula for lasting success is to stay focused, think long-term and do business in a financially, socially and environmentally responsible way. That is why the organization manages its business in accordance with the Triple Bottom Line principle.

Changing Diabetes is Novo Nordisk's response to the global diabetes challenge. Since the company was founded in Denmark more than 90 years ago, it has been changing how diabetes is treated. Its key contribution is to discover, develop and manufacture better biological medicines and make them accessible to people with diabetes throughout the world. However, it takes more than medicine to defeat diabetes.

By partnering with patients, policymakers, healthcare professionals and non-governmental organisations Novo Nordisk is addressing diabetes risk factors in urban areas, ensuring that people with diabetes are diagnosed earlier and that they have access to adequate care to be able to live their lives with as few limitations as possible.

2.1 Introduction to Regulatory Affairs

Regulatory Affairs (RA) is responsible for global strategies to obtain and maintain market authorisations worldwide for all Novo Nordisk's new products and for life cycle management

activities such as new medical indications, new or changed production methods, or new facilities. Regulatory Affairs also carries responsibility for labelling of Novo Nordisk products.

All activities are built on Regulatory Affairs employees' strengths in business understanding, strategic thinking, creativity and innovation in order to be as effective as possible in the internationally challenging regulatory environment.

The company strives to be responsive to the worldwide business needs of Novo Nordisk, and to minimise time to marketing authorisation while ensuring compliance in a continuously changing global regulatory environment.

In Regulatory Affairs one:

- Engages in close dialogue with Health Authorities around the world to secure sound and informed decision-making in all phases of the drug development process - for the benefits of the patients;
- Provides competitive access to the global marketplace by ensuring optimal scientific documentation for the licensing of the products;
- Leads and supports the processes around new product approvals, as well as the lifecycle management of the existing product portfolio.

Working out of Denmark and India, Regulatory Affairs strive to be responsive to the worldwide business needs of Novo Nordisk, and to minimise time to marketing authorisation while ensuring compliance in a continuously changing global regulatory environment.

This calls for people, who never lose sight of the bigger picture when focusing on even the smallest details. Regulatory Affairs employees have a unique combination of scientific insight and the ability to navigate many agendas and stakeholders. That makes Regulatory Affairs a truly interesting place to work - but also quite challenging. It offers unique opportunities and their ambition brought them far. In Regulatory Affairs they believe that the imperative work will bring new and better treatments to the market.

2.1.1 Regulatory Affairs Mission

The mission of Regulatory affairs: is to ensure regulatory licenses for the current and future

products responsive to the worldwide business needs of Novo Nordisk. While at the same time securing the licence to operate through fast and robust regulatory approvals. Furthermore at the same time enabling competitive labels by providing the strategic regulatory input needed to clearly position and differentiate the products on the market. In addition impacting Regulatory frameworks by influencing policy makers with the positions of Novo Nordisk.



Figure 5. Global RA Vision 2020. Source: Novo Nordisk

2.2 Introduction to Regulatory Learning

Regulatory Learning (RL) is a small team that supports Regulatory Affairs (RA) organization in competence development. It is responsible for ensuring effective and efficient job specific training within RA processes. Regulatory Learning is also responsible for supporting RA in analysis organization's training needs, design, development, delivery and evaluation of training with the given process. The team's goal is to improve just-in-time and the availability of training within RA by increasing the implementation of different training formats such as: e-learning, Job-Training-Plan (JTP) and virtual training.

Regulatory Learning is also responsible for effective communication and presentations to the senior management.

Key deliverables include establishing competence and people development initiatives that support overall RA strategy as well as close collaboration with people and organization of RA business areas to ensure effective and useful training. This enhances employees with necessary competences to meet future business requirements. Furthermore Regulatory

Learning has the responsibility of administrating and driving the RA classroom course portfolio and provides a mandatory RA Introduction course within the onboarding programme.

2.3 Summary

The chapter presents the case study of this paper. It starts by presenting Novo Nordisk as a case company of the paper. Novo Nordisk is a global healthcare organization with more than 90 years of innovation and leadership experience in diabetes care.

However the case study will be based on one of Novo Nordisk organizations called Regulatory Affairs together with its mission and vision. Missions focuses on ensuring regulatory licenses for our current and future products responsive to the worldwide business needs of Novo Nordisk. Vision is about demonstrating strategic leadership, achieving best in class approvals to make a difference for patients.

Furthermore, Regulatory Learning will be introduced as it is the department within Regulatory Affairs which is responsible to the training within RA organization. The Regulatory Learning department owns or is in charge of conducting the Regulatory Affairs new employees' onboarding training programme which will further be analysed.

3 Literature review

3.1 Onboarding definitions

Onboarding also known as organizational socialization or induction. Nowadays referred to as employee onboarding.

Fisher (1986) referred to onboarding as organizational socialization and define it as the process of sense-making, learning, and assimilation.

A similar definition was used by **Van Maanen & Schein (1979)** where they referred to organizational socialization as being one of the processes through which the employee learns the necessary information to make a successful transition for becoming an integrated member of the organization after getting hired.

Both **Chao (1994)** defines successful organizational socialization process as the phase where the employee will acquire the necessary knowledge, skills, attitudes and behaviours for adjusting to the new job, role or culture of the new workplace.

Furthermore **Armstrong (1982)** referred to onboarding as induction and described it as a process of welcoming employees at their new workplace, introducing them to the organization and their co-worker, as well as providing them with information related to the activities, customs and culture of the organization.

Bauer and Erdogan (2010) also say that '*Organizational socialization or onboarding, is a process through which new employees move from being organizational outsiders to becoming organizational insiders*' (p.51).

On the other hand 'The Oxford handbook of organizational socialization' by **Klein & Polin et al. (2010)** it states that that onboarding and organizational socialization are two different concepts. They use the term onboarding to refer '*all formal and informal practises, programmes and policies enacted or engaged in by an organization or its agents to facilitate newcomer adjustment*'.

Even if socialization occurs rapidly, according to **Cooper Thomas and Anderson (2005)** that is also supported by **Lense, Vanderberg & Self (2000)**, all of the learning that needs to occur to facilitate socialization cannot happen within just a few days of employee entry into the organization. This has led to the recommendation that onboarding activities should be spread

out on several weeks or months, counter to this recommendation **Klein (2010)** found that most onboarding practises were occurring on the newcomers start date. There are limits to how much information individuals can acquire at one time and exceeding those limits may results in misunderstanding, misinformation or even frustration according to **Rollag (2010)**. Delivering information in timely smaller doses on a just-in-time approach, for example when the information is most relevant to new employees according to **Klein and Heuser (2008)** should result in better effective learning and understanding.

3.2 Onboarding impact on employees and organization

Organizational socialization is linked to relevant outcomes for both the organization and new employees.

Both **Feldman (1981)** and **Fisher (1986)** claim that the organizational socialization helps new employees to become effective organizational members and their transition into becoming more productive in their new roles.

Even though organizational socialization is a continuous process throughout organizational retention (changing jobs), adaptation during initial entry is commonly believed the most severe and difficult. **Saks & Ashforth (1997)** explain that during the adaptation period new employees' anxieties and uncertainties about the demands related to their new position and organization will most likely be reduced. This is also supported by **Mestre, Stainer and Stainer (1997)** who claim that the main objective of induction is to provide the new employees with necessary information and skills in order to deal with the challenges and anxiety that comes in adjusting into a new job.

According to **Wanous & Reichers (2000)** a well prepared induction programme involves effective use of planning by the organization. This plan prepares the new employees to deal with stress and other factors such as fear of the unknown and anxiety. **Dodds & Verest (2002)**, **Ragsdale & Mueller (2005)** claim that these factors are likely to occur during stressful times in their work environment in the beginning of their career. In order to lessen these problems, induction programmes should be made in a way that will make the new employees feel welcome and relaxed in the organization. Therefore, **D'Aurizio (2007)** argues that this will then lead to higher productivity and commitment according to

According to **Derven (2008)** the role of induction is to transfer the feeling and sense of belonging to the new employees as well as influencing them to remain within the organization. Moreover, according to **Jones (1986)** **Louis (1980)**, **Saks & Ashforth (1997)**, **Van Maanen & Schein (1979)** during the adaptation phase new employees must also overcome “entry shock” occurring from difference between their expectations and reality since they automatically make sense of their new environment by adding meaning to organizational events, practices, and procedures.

Chao, O’Leary-Kelly, Wolf, Klein, & Gardner (1994) all claim that for the new employee, socialization has been linked with better role clarity, job satisfaction, career involvement and effectiveness, self-confidence as well as personal income. Furthermore, **Ashforth, Sluss, & Harrison (2007)** also state that this process involves adaptation not only on the part of the new employee but also the influence new employees can have on the organization.

According to **Allen & Meyer (1990)**, **Fisher (1986)** and **Jones (1986)** organizational socialization has also been associated to increased organizational commitment, job involvement, and retention.

Armstrong (2003) examined that induction provides the opportunity to configure job related attitudes and increase organizational commitment. Moreover, **Ogunbameru (2004)** pointed out that the purpose of any induction process is to provide the transition of new employees into the working surrounding and encourage them to react effectively to new responsibilities. This was also supported by **Snell (2006)** where he claims that induction is usually perceived as a continuous process of adapting the new employees to the culture, processes, technology and operations of the organization in order to enhance the effect on business results.

Kearney (2010) and **Snell (2006)** also discovered that a lot of organizations do not involve their new employees in induction, since employees are vulnerable during the first few weeks of employment therefore this can demoralize the new employees and as a consequence the organization stands the risk of turnover.

Finally **Butler (2008)**, **Wells (2005)** and **Wesson and Gogus (2005)** found out that the level of turnover, absenteeism and satisfaction is more likely to increase during or after the first few months of the induction. As a consequence a poor induction programme will have an influence on employees’ attitude. Therefore, it is crucial that organizations should consider different methods of integrating and engaging the new employees to the culture, processes,

programmes and practices of the organization according to **Derven (2008)**.

Furthermore **Fritz and Vonderfecht (2007)** indicated that the first few months of employee's career are critical in identifying, assimilating and evaluating if they are able to help the organization in achieving competitive advantage or not.

Vargas (2013) explains that not a well-controlled employee onboarding can lead to low retention rates, which is crucial for any organization, since finding and hiring new employees is incredibly expensive. Moreover, **Raiman (2014)** argues that if little care is given about the employee they are very likely to be ineffective.

The most common approach to training is often misunderstood when little care is given about the coherence of the training. **Raiman (2014)** points out that very often, the training provides information but do address the environment, which is a common mistake.

Therefore, as very often onboarding can be referred to information overload for new employees, **Mondy (2010)** and **Vargas (2013)** argue that there should always be a balance between the amount of information necessary to explore and the time that it will take to go through it.

3.3 Different onboarding perspectives within the literature

New employee organizational socialization has been studied from a many different perspectives within the literature. Therefore, different researchers focused on different aspects of the socialization process.

One perspective, according to **Buchanan (1974)**, **Feldman (1976, 1981)** and **Wanous (1992)** has concerned the stages through which new employee progresses.

Another perspective explained by **Jones (1983)**, **Louis (1980)** **Miller & Jablin (1991)** **Morrison (1993)**, **Nicholson (1984)** and **Wanous (1992)**, focused on how new employees make sense of their new surroundings, role clarity and engaging in providing that accommodation .

One more approach of studying organizational socialization focuses on the role of organizations' formal socialization tactics and practices by **Jones (1986)**, **Louis, Posner & Powell (1983)**, **Van Maanen & Schein (1979)** and **Wesson & Gogus (2005)**. However, another approach had a focus on interpersonal communication and relationships between

different social agents nurture the information gathering and learning according **Moreland & Levine (2001)**, **Morrison (2002)**.

3.4 Onboarding tactics

Organizational socialization tactics are usually referred to as the approaches and activities within the organizations which help to structure new employees' early experiences. These activities normally include mechanisms by which organizations try to mold and form individual behaviour to facilitate the adaptation process of new employees within the organization.

These tactics in an organization not only influence the way information is provided to new employees but also the type and source from which that information is received according to **Miller & Jablin (1991)**. These tactics also are supposed to influence new employee' interpretation and responses to the information acquired by **Louis (1980)** and **Weick (1995)**. The relationship between the tactics used by an organization and the adaptation of the new employees lie in the reduction of uncertainty according to **Berger (1979)**.

3.5 Onboarding training

Onboarding training - also referred to as socialization training.

According to **Anderson, Cunningham-Snell, & Haigh (1996)**, **Louis (1983)** onboarding training programmes can come in many different shapes informal activities by employees and managers, computer-based programs and in the type of information they deliver.

In his research **Feldman (1989)** states that formal training programmes developed to be the main socialization process for many new employees and for others it is associated with socialization. In addition, *“the overall training program plays a major role in how individuals make sense of and adjust to their new job settings”* according to **Feldman (1989, p.399)**.

Holton (1996) claims that training and socialization are critical for the development of new employees. Therefore, a strong need has developed to involve these two research flows by **Anderson, Cunningham-Snell, & Haigh (1996)**, **Feldman (1989)** **Holton (1995, 1996)**. **Nelson and Quick (1991)** investigated the accessibility and helpfulness of socialization

tactics that were originally conducted by **Louis, Posner, and Powell (1983)**. In the research they discovered that off-site training sessions were evaluated as the least available compared with the other socialization tactics. They also discovered that off-site training was only linked to psychological distress symptoms and was not associated to employee adjustment.

Saks (1996) continued the research by determining the amount of training rather than just its availability. Saks discovered that new employees' attitudes of the amount of training acquired was greatly linked to the employees ratings of training usefulness and in the same time both the amount and usefulness were linked to work results. Moreover some support was discovered from the hypothesis that proved anxiety reduction settles the link between training and work results.

Chatman (1991) added a measure of formal training in the research about organization fit in public accounting organizations. Taking part of organizations' sponsored events and allocated time with a mentor were significantly linked to new employees' organization fit, unlike formal training that was not significantly linked. Chatman recommended that the results can be dependent on the sample because formal training in accounting organizations is mainly concentrated more on the technical parts of auditing rather than organization's values. In another article, **Tannenbaum, Mathieu, Salas, and Cannon-Bowers (1991)** investigated training achievements in the socialization of military employees. They defined achievement as *"the extent to which training meets or fulfils a trainee's expectations and desires"* (p.760), and found that achievement was significantly linked to post training organizational commitment, training motivation, and self-efficacy.

In one of his research, **Anderson (1996)** discovered that the majority of 100 biggest British organizations provided new employees with formal induction training within the weeks of entering the organization. Most of the organizations conducted standardized programmes that were planned by internal staff. The content of induction training was general and concentrated mainly on health and safety, terms and conditions of recruitment, organizational history and values, policies and procedures. Most of the organizations in the induction training relied mostly on attitude measures rather than training evaluation. Anderson found out the organizations that used pre- and post-course tests were less fulfilled with the training programme and the socialization process overall than organizations that concentrated on attitude measures.

One of the research conducted by **Waung (1995)** compared an experimental group of new employees in entry-level service jobs who received self-regulatory training such as: positive self-talk, and presentations to boost self-efficacy, whereas the other group that was only given information about the negative aspects of the job and similar practises. The experimental group expressed higher levels of organizational supportiveness right after the training and greater job satisfaction. Interestingly, the experimental group also had higher turnover after the first weeks of employment.

Furthermore, a few more studies tested the role of new employees' self-efficacy. For instance, **Saks (1994, 1995)** discovered that self-efficacy diminished the effects of formal training on new employees' anxiety and reduced the relationship between the amount of formal training and work adaptation. However, **Waung (1995)** discovered that there is no significant effect of self-efficacy on the reaction of self-regulatory training on new employee adaptation. Early research examined only the availability of training was mixed but more recent studies have generally found positive consequences associated with the provision of early training even for temporary workers according to **Slattery, Selvarajan & Anderson (2006)**.

Furthermore, **Klein (2010)** discovered that both receiving on the job training and observing a co-worker for a period of time were common practises perceived by new employees as highly beneficial whereas watching a new employee video was a common practise that most new employees did not find beneficial.

One of the articles by **Krutz (2008)** emphasizes the need for planning and discusses the unique opportunity for teachable moments during a new employee's first days on the job and moreover, **Klein & Polin et al. (2010)** points out how nowadays conventional approaches involving a tour of the organisation, filling out a stack of forms and a few short introductory presentations are not sufficient. Other research by **Barbazette, Kurtz (2010)**, **Lee (2006)**, emphasize the need of effective training and design including understanding who is going through the programme and how they best learn in order to maximise learning and retention.

One top of that, Klein and Polin claim that the practise of waiting until there is a large group of new hires so that they can be trained and onboarded together, is criticised in several articles. This practise results in some new employees struggling to make sense of things on their own for weeks before they are formally trained and onboarded.

According to **Luis R. Gómez-Mejía (2001)**, onboarding training provides an incentive for the employee to actively learn and study the information and skills needed. Moreover it encourages the proactive information-seeking behaviour, which, according to **Bauer's (2007)** study increases organizational commitment.

3.6 Summary

The chapter aims to provide an understanding of what onboarding is, as well as how different researchers regard and approach the issue of- More specifically, it presents studies that were conducted by different researchers and how are these related to the onboarding. Some of the researchers call it "socialization" and others also refer to onboarding as induction. Furthermore it drills down to different perspectives on onboarding. The most important part of the chapter is the literature that is related to onboarding training part. Some literature presents different influences of onboarding training on employee learning and those influences are being discussed from different perspectives by other researchers.

The main literature findings show that onboarding is not a very well-defined field that is supported with strong empirical evidence as **Ashford & Nurmohamed (2012)**, **Saks & Ashforth (1997)** argue. Moreover, it is seen that even though researchers have a lot of unifying theories of onboarding (**Saks & Ashforth, 1997**), the field is being developed along a way of theoretical and conceptual diversification.

4 Theoretical framework

This study is structured based on the multi-level process model developed by **Saks and Ashforth (1997)**. The model consists of three aspects of socialization factors that have an impact on learning which reflects on proximal and in the end distal outcomes. (see appendixes) The three factors in the model (organizational, group, and individual) are greatly representative of three approaches analysed in the study of onboarding training mentioned previously, namely onboarding training methods, social agents/stakeholders, and new employee proactivity. **Bauer, Bodner, Erdogan, Truxillo, & Tucker (2007), Kammeyer-Mueller & Wanberg (2003), Saks & Ashforth (1997)** argue that combined together these three approaches are mostly identified as the main factors of socialization adaptation studied. Each of these factors are summarized in the research findings taking into to consideration learning, proximal, and then distal outcomes. This framework is shown in Fig. 6.

In the initial idea of the multi-level process model developed by **Saks and Ashforth (1997)** they have combined different theories, concepts, models, and research findings so they can develop a model of organizational socialization. As stated by Saks and Ashforth the main reason of creating this model was only for information and learning use also supported by **Bauer & Green (1994), Chao, O'Leary-Kelly, Wolf, Klein, & Gardner (1994), Holton (1996), Miller & Jablin (1991), Ostroff & Kozlowski (1992)**.

The other levels of the model include information and learning as well as the proximal and distal outcomes that are impacted by information and learning.

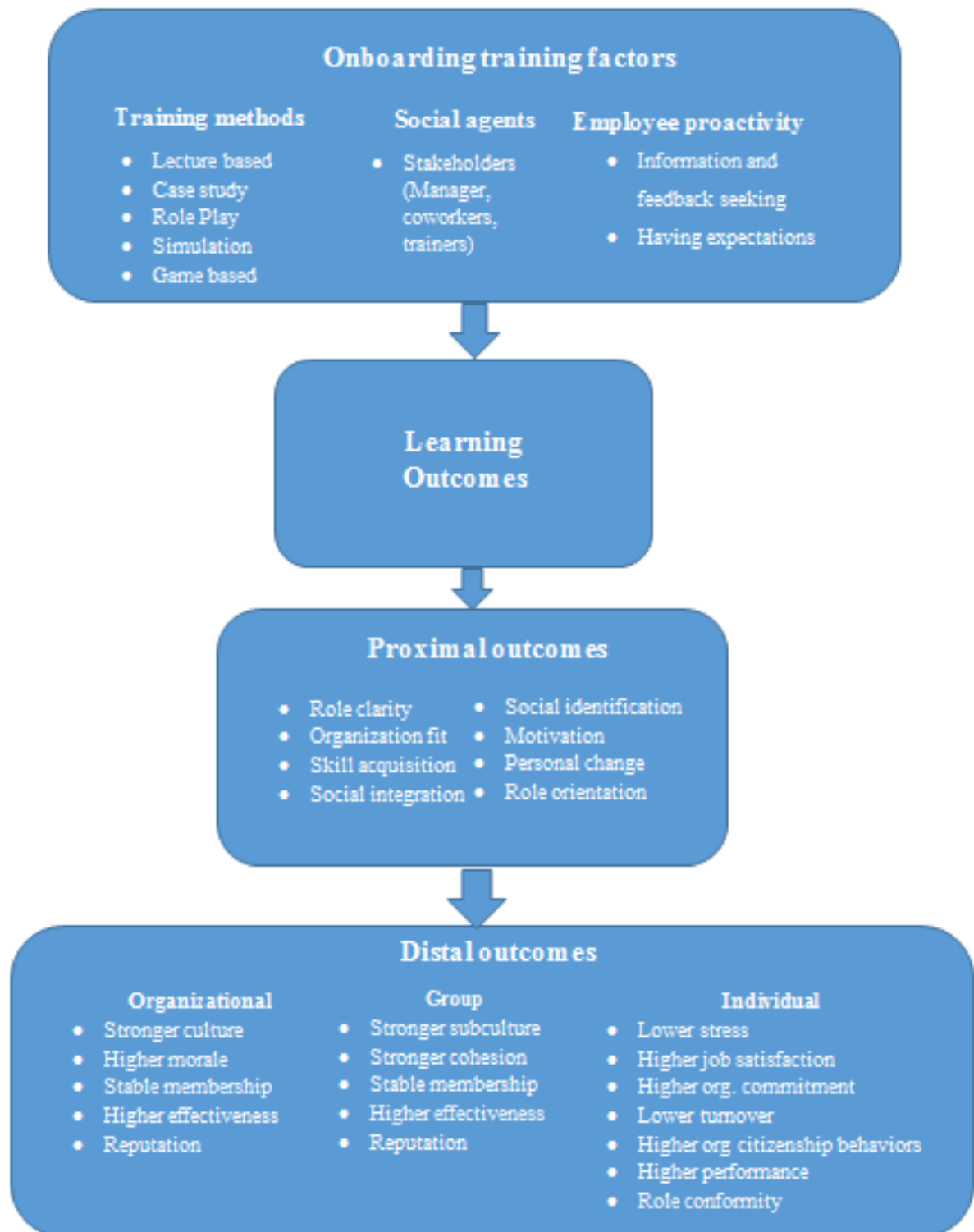


Figure 6. Multi-level Process Model of onboarding training programme, created by the authors

4.1 Multi-level Process Model of Onboarding training programme

First level

First level of the Multi-level Process Model of Onboarding training programme consists of different onboarding training factors such as: training methods, social agents/stakeholders and employee proactivity. The relationship between factors and learning.

- Training methods consists of: lecture-based, case study, role play, simulation and game-based methods
- Social agents/Stakeholders
- Employee proactivity consists of information and feedback seeking behaviours

The First level consists of onboarding training methods, stakeholders and self-proactivity. Onboarding training methods will show the relationship between the training methods used to deliver the training and employee learning. Stakeholders will show the relationship between people who have an impact on the onboarding training effectiveness and learning outcomes. Self-proactivity will show the relationship between the individual's satisfaction and learning as well as their knowledge, attitude and skills towards training objectives.

Second level

The Second level of Multi-level Process Model of Onboarding training programme is about the relationship between training methods, social agents/stakeholder and employee proactivity and learning outcomes.

Third level

The third level of Multi-level Process Model of Onboarding training programme refers to the relationship between learning outcomes and proximal outcomes such as: role clarity, organization fit, social integration, skills acquisition, social identifications, motivation, personal change and role orientation.

Fourth level

The fourth level of Multi-level Process Model of Onboarding training programme describes the relationship between proximal outcomes (role clarity, organization fit, social integration, skills acquisition, social identifications, motivation, personal change, role orientation) and

distal outcomes such as: organizational (stronger culture, higher morale, more stable membership, higher effectiveness, reputation), group (stronger, subculture, stronger cohesion, more stable membership, higher effectiveness, reputation) and individual (lower stress, higher job satisfaction, higher organizational commitment, lower turnover, higher organizational citizenship behaviours, higher performance, role conformity and role innovation).

4.2 Onboarding Training methods

Pant M. (2006) argues that participatory training has a few different methods which are most frequently used in learning. A few of the most popular methods in this area are: lecture-based, case study, role play, simulation. As well as participatory training method such as learning games.

4.2.1 The lecture method

The lecture method represent a way of introducing new information and concepts to a group of individuals (participants). The participants always appreciate a well - delivered lecture and involves verbal communication to deliver information by a trainer to a group of participants (**Zhang, Zhao, Zhou, & Nunamaker, 2004**). They researchers also claim that the lecture method is initially used to build upon the participants' existing skills and knowledge. One must bear in mind that the lecture should always be adjusted to the participants' level. According to **Thiagarajan's (2005)**, one of the main disadvantages of lecture method is that lecture based method does not promote interaction in most cases. It mainly implies a one-way communication and a lack of support to overcome learning challenges and engage in peer learning. **Webster-Wright, (2009)** suggests that a significant disadvantage would be that the information though at lecture based method can be too broad if not related to real life situations. Consequently, the researcher believes that the lecture method must be used in cases where the training content is simple and short and not long and complex where the participants may fail to acquire necessary knowledge.

4.2.2 Case Study

The aim of the case study method is to boost participants' interest and, consequently, to

impact learner motivation in a positive way. However, if the participant are not provided with relevant resources, his or her motivation and learning could be affected, as **Johnson & Helms (2008)** underline. **Kirti Shivakumar (2012)** considers that case studies can improve the development of decision-making skills, improved communication and interpersonal skills, as well as strengthened analytical skills.

4.2.3 Role Play

One of the advantage of role play method is that it provides the participants with the chance to apply the content in a simulated situation as well as an opportunity to practice without the risk of failing at work. However if participant do not take it seriously as there is no consequence and not having the real life stress of underperformance will affect participants and in the end discourage their learning **Barone et al., (2005)**. There is a possibility of the role play becoming entertainment and therefore vitiates learning.

4.2.4 Simulation

If conducted in a real-life environment, simulation method can be very relevant for training that is dangerous or costly. According to **Rosen, Hunt, Pronovost, Federowicz, & Weaver (2012)**, this method gives “*safe, structured, engaging, and effective practice opportunities*” Moreover, **Noe (2010)** argues that simulation training method is effective and increase the likelihood of participants learning, as they must be provided with feedback right after while the simulations should be as real as possible.

4.2.5 Games-Based Training

Wilson et al. (2009) supports the idea that the games based training methods had gained attention in the past decades because of its low costs compared with other methods but at the same time still effective. The method is considered to be competitive, therefore which can be a motivating participants' learning. However it has a few disadvantages and one of them is not knowing which parts of the game influencing the training (**Wilson et al. 2009**). The games based method shows the participant's personality characteristics, abilities, and team characteristics (such as motivation and cohesion) can all have an impact on business

performance (**Faria, 2001**).

4.2.6 Stakeholders/social agents

Stakeholders are referred to as social agents. **Cooper-Thomas & Anderson (2006, p. 495)** argue that social agents are individuals or groups of individuals that facilitate the adaptation of new employees while providing them with *“information, feedback, role models, social relationships and support, as well as access to broader networks and work-relevant resources”* as well as they are a sense of social validation (**Ashforth, 2001**). Different kinds of social agents are defined in the literature that include supervisors, team members, managers, colleagues, mentors, and other individuals outside of the organization. These social agents normally help to facilitate new employees' adaptation in the organization by helping them make sense of (**Louis, 1980**) and build an identity in their new surroundings, as **Ashforth (2001), Reichers (1987), Sluss & Ashforth (2007)** suggest.

Most often, examined social agents are supervisors and co-workers. These kinds of agents have been discovered to impact learning outcomes differently. **Bravo (2003)**, for instance, discovered a negative link between new employees' relationship with supervisors and their role mismatch but not role uncertainty. On the other hand, co-worker relationships were found by **Bravo (2003)** to have a positive link to new employees' role mismatch and negative relationship to role uncertainty. **Kammeyer-Mueller and Wanberg (2003)** discovered that manager has a positive influence on the political knowledge that employee acquires but not on the integration to the organization. However, he discovered that colleagues have a positive influence on the organizational integration but not on the political knowledge.

In the same study it was discovered that managers have a significant influence on reducing employee turnover but not on the organizational commitment. On the other hand, colleagues had an impact on the organization commitment and not on the turnover. Same findings are supported by **Riordan et al. (2001)** and **Klein, Fan, and Preacher (2006)** where the availability and helpfulness of managers was related with high organizational commitment and higher turnover intentions. New employee learning and performance were discovered to impact the effect of colleague's helpfulness on role clarity and impact on job satisfaction according to **Klein, Fan, and Preacher (2006)**.

Other studies claim that new employees acquire most information from colleagues rather than

other sources according to **Ostroff & Kozlowski (1992)**. Moreover **Chan and Schmitt (2000)** findings state this depends on the type of information employees receive.

The **Mendelow (1991)** framework is mainly used to understand the influence of each stakeholder or social agents that has impact on the onboarding training programme. The main goal is to establish which stakeholders/social agents have the most influence by estimating each stakeholder's individual power and interest in the organisation's affairs. The matrix also helps to prioritise the stakeholders that were identified in the first step and how critical they are in the new employee onboarding programme. The two axes of the Mendelow Framework addresses both: power and interest. $\text{Influence} = \text{Power} \times \text{Interest}$.

Power is the stakeholder's ability to influence objectives (how much they can), while interest is the stakeholder's willingness (how much they care). Power axis represents the stakeholders who can impact the success of the onboarding programme and includes: financial, positional authority or persuasive power over key decision makers. Interest axis refers to stakeholders that have power over the key delivery of programme's outcomes that include: target population, knowledge resources such as scientific experts and providers of resources such as the management.

4.3 Employee Proactivity

New employee information and feedback seeking have been the mostly tested proactive behaviours by **Bauer et al. (1998)** and **Saks & Ashforth (1997)**. Information seeking is important for new employees since it helps to reduce their uncertainty as well as supplement the information provided according to **Miller & Jablin (1991)**. It has been recommended that new employees seek information to gain competence, self-evaluate, correct errors, and manage impressions, **Ashford & Cummings, (1983)** **Morrison & Bies, (1991)**.

According to **Crant (2000)**, **Griffin (2000)**, **Gruman et al. (2006)**, **Jones (1983)**, **Miller & Jablin (1991)**, **Morrison (2002, 2000)**, the proactive behaviours can be used for acquiring the information needed, seeking necessary feedback, as well as about networking and building relationship among social agents/stakeholders.

A new employee's behaviour related onboarding training experiences by **Ashford & Black (1996)**, **Kim et al. (2005)**, **Wanberg & Kammeyer-Mueller (2000)** as well as self-

management tactics research by **Maier & Brunstein (2001)**; **Porath & Bateman(2006)** **Saks & Ashforth,(1996)** have also been referred to as proactive behaviours.

Research suggests that the type of information acquired will impact new employee adjustment in different ways. More specifically, according to **Chan & Schmitt (2000)**, **Morrison (1993)**, information seeking was linked to feelings of social integration whereas technical information seeking was positively linked to role clarity.

Other types of new employee proactivity, social relationship and network building, have also been investigated and tested but to a lesser degree.

Wanberg & Kammeyer-Mueller (2000) argue that starting with the proximal outcomes, new employee relationship and network building has been found to have a positive relationship to new employee social integration as well as role clarity.

Information seeking and acquisition have been the initial method of new employee proactivity explored in onboarding training research. **Ostroff and Kozlowski (1992)** for instance, discovered that new employees' acquisition of information was linked to greater job satisfaction, organizational commitment, and adaptation, as well as lower turnover rates and intentions to leave due to stress. **Morrison (1993)** supports the idea that information seeking was positively linked to task mastery, role clarity, social integration, job satisfaction, and job performance.

4.4 Learning

Numerous studies have been conducted on socialization as a learning process by concentrating on what new employees really learn and memorize according to **Chao (1994)**, **Ostroff & Kozlowski (1992)**. The conducted researches had a tendency to concentrate constantly on three main subjects: describing the content domain of learning, the socialization process and interventions that influence learning, as well as the link between learning and socialization outcomes. **Ostroff and Kozlowski (1992)** discovered that observation and experimentation were the main origins of knowledge in those four domains: work-related tasks, job roles, group processes, as well as organizational attributes. On top of that, the research also discovered that new employees' knowledge was the highest in the group's domain and lowest in the organizational domain, and after half a year it was highest in the

task domain and again lowest in the organization domain. Furthermore, the knowledge was positively linked to work satisfaction, adaptation and organizational commitment. The factors that contributed the most to a successful socialization were knowledge in the task and role domain.

Bauer and Green (1994) examined a longitudinal model of new employees involvement in job-related activities “*in which newcomers are seen as participants in a cumulative process of learning and accommodation*” (p.211). The researchers claimed that involvement gives more chances to learn about roles, jobs, colleagues, and the organization in general. In addition, researcher also discovered that participants’ involvement in professional activities anticipated accommodation and involvement in research activities anticipated productivity. In the most detailed research on socialization content and learning to date by **Chao (1994)**, he ran three studies to determine the precise content dimensions of learning, changes in those since employees develop and change jobs or even organizations, and the link between the dimensions and job outcomes. **Chao (1994)** also tested the impact of the socialization process on learning by measuring those who did not change jobs to those who changed jobs and organization. Therefore, he discovered great differences on five of the six content dimensions. For example, the ones who did not change jobs registered the highest levels of socialization on the five dimensions compared to the ones who changed jobs, and then the ones who changed organization. The reasons of these changes were positively linked to different measures of job effectiveness. When speaking about the content dimensions, organizational aims and values were significantly related to job effectiveness and has a low organizational turnover. Possibly content dimension is most critical for achieving a high degree of person–organization fit, which positively anticipates successful socialization according to **Chatman (1991)**.

Adkins (1995) tested the relationships between four main tasks of the socialization process such as: achieving competence, role clarity, work expectations, and social relationships, and socialization results. He discovered that competence was related to self-performance, and role clarity. Moreover, role conflict was related to job satisfaction and organizational commitment. **Holton (1996)** implemented the literatures about socialization learning and task related training and suggested an anatomy of learning tasks that includes four learning domains which are later split up into three learning tasks, in total it becomes twelve:

- individual domain such as: attitudes, expectations, and breaking-in
- people domain such as: impression management, relationships, and supervisor
- organization domain such as: culture, savvy, and roles
- work task domain such as: work savvy, task knowledge, and knowledge, skills, and abilities.

Holton (1996) supports the idea that new employee learning is a continuous process that is achieved by three categories of learning programmes such as: orientation, job-training as well as workplace learning. Therefore new employees continuously participate in learning tasks and events during the socialization period. No research has yet examined this anatomy or the interventions but it gives a useful model for future research on the effects of socialization practices on new employee learning and adaptation.

4.5 Summary

The aim of this chapter was to present the theoretical framework, as well as literature of the study. The theoretical framework of the study is mainly based on Multi-level onboarding framework developed by **Saks and Ashforth (1997)**. The researchers developed the model by adapting it to the onboarding training as part of onboarding overall. Therefore, one can discover four different levels of the framework: training methods, social agents/stakeholders that are related to onboarding training, employee proactivity towards the onboarding training part of level one. As well as learning outcomes part of level two as well as proximal and distal outcomes respectively part of level three and four.

5 Methodology

The aim of this chapter is to describe the study's research methodology, so as to discover an answer for the main research question and sub-questions, including a discussion of the chosen research design, case study methodology and selection. Moreover, it will deal with methods of data collection and analysis and critical reflections on the trustworthiness and limitations of the findings.

Research philosophies and research approach

This chapter will describe the research methodology used to conduct this study which is based on “The Research Onion” (Fig. 7) developed by **Saunders (2009)**. Researchers chose to use it because it includes all the relevant elements of the research process within its six layers: philosophies, approaches, strategies, choices, the time horizon and finally data collection techniques and procedures.

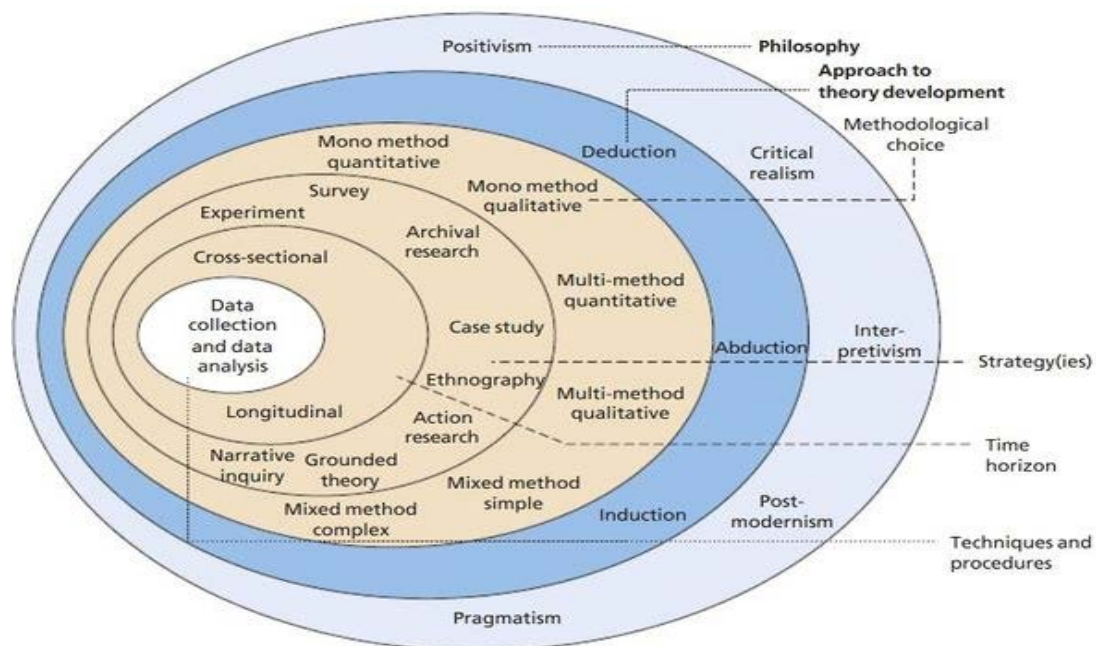


Figure 7. The Research Onion, source: Saunders (2009)

5.1 Research philosophies and approach

This layer of research philosophies and approach refers to the theory of science.

5.1.1 Research philosophies

In the layer of research philosophies the researches have chosen to base this study research design on the interpretivism paradigm. The assumptions related to the interpretivism paradigm are the idealist ontology as well as with constructionist epistemology.

Interpretivism paradigm was adopted by this study and one of its assumptions is that '*social reality is constructed by the people who are living in it*' by **Blaikie (2009)**. Therefore this suggests that interpretations of the reality are constructed by people. The current study is connected with this interpretivism paradigm since researchers try to answer the research question of the study by fitting relevant theory to the meaning and five interpretations provided by the research participants' experiences (which are presented by participating in Novo Nordisk onboarding training).

Therefore those participants and their interpretations together with meanings have resulted in choosing this specific paradigm and its assumptions.

One more assumption of the interpretivism shows that '*the researcher is part of what is being observed*' as **Blumberg (2011)** suggest. Because of this the researchers participated in the employee onboarding programme at Novo Nordisk Regulatory Affairs that was held in September 2016.

The researches have chosen two assumptions for this study: idealist ontology and constructionist epistemology since those are compatible with the interpretivism paradigm. '*Ontology is related to the philosophical study of the nature of social reality while epistemology is the philosophical study of knowledge*' (**Blaikie, 2009**). More explicitly, idealism supports the idea that social reality lies among the interpretations that are formed and spread by social actors. Accordingly, this assumption of ontology is very suitable for this study because the perceptions, feelings and meanings of participants are linked to the experience formation in the onboarding training in order to be revealed. This will be accomplished in this research by using in-depth interrogation of the participants' (social actors) interpretations. On the other hand, constructionist assumption backs up the idea that everyday knowledge is coming up from the way people are aware of the interactions with the

physical surroundings and other people who are around them by **Blaikie (2009)**. This had an impact on the approach that the empirical data has been gathered and the researchers would then be able to understand the knowledge coming from the participants.

One more form of the constructionist epistemology is that *'the world cannot be observed without any influences from theory, background knowledge or previous experience'* as **Blaikie (2009)** would argue. This means the process of empirical data gathering and analysis was influenced by the different educational backgrounds and experiences of the two researchers as well as their interest in this study. Both researchers familiarized themselves with the chosen subject by exploring different theories and literature related to the subject.

5.1.2 Research Approach

In order to answer the research question to be answered in this study, the researched have chosen an abductive reasoning. The reason of choosing this approach was that it considers meanings and five interpretations that participants are using in their everyday being which gives a guidance to participant's attitude by (**Blaikie, 2009**). Throughout the interpretation of the social actors' social being, theories from everyday being are constructed, or existing ones are strengthened by **Ong (2012)**. Therefore the abductive reasoning is considered appropriate to give answers to the current study's research question, which is related to the relationship between onboarding training programme and employee intentions to leave the organization. This is through the motives, actions, meanings, and feelings of participants that took part in the onboarding training that the researchers try to answer the research question.

5.2 Research strategy

According to **Saunders (2009)**, the research strategy helps the study by giving it a direction as well as by shaping its process. The chosen strategy of this study is an embedded-single case study (**Yin, 2009**). Yin argues that cases studies are particularly useful when very little is known about the phenomenon, the investigator has little control over events and when the boundaries between the phenomenon being studied and its context are not clearly evident. This topic could not be investigated in a controlled setting, and, in fact, the purpose of this study was to analyse the relationship between the onboarding training programme and

employee intentions to leave the organization. Therefore Novo Nordisk's Regulatory Affairs onboarding training programme was chosen to be the case study. The researchers decided to conduct a case study because of the different advantages it comes with (**Farquhar, 2012**). Therefore, this research strategy offered to the researchers the possibility to explore the details of the onboarding training and to test to the new theory developed, using existing literature. Additionally the researchers gathered data from different sources in order to prove the theory. Finally, the embedded-single case design inspired the researchers to conduct a relatively big data analysis (**Yin, 2003**).

5.3 Research purpose

Yin (2003) states that the purpose of a research can be descriptive, exploratory or explanatory. Each type of design is linked to different methods that may lead to different findings and has different purposes. This research is mostly exploratory since the main objective of it is consistent with exploratory studies; *"provide insights into and an understanding of marketing phenomena"* (**Malhotra and Birks, 2007**), as the researchers try to develop relevant insights to understand the basic aspects of the onboarding training programme. Additionally, exploratory design is considered necessary for this research, since it helps the researchers to determine and understand the problems in order to come up with some useful recommendations. According to **Malhotra and Birks (2007)**, exploratory studies are closely linked with qualitative research methods. In this study are used mostly qualitative methods in the form of semi-structured in-depth interviews, which is consistent with exploratory research design.

5.4 Methodological choices and Time horizon

5.4.1 Methodological choices

There are different types of research methods that could be used when doing research: qualitative research, quantitative research, and a mix of both qualitative and quantitative research. In one sense, methods are 'mixed' in that both quantitative (numerical) and qualitative (non-numerical) data are incorporated in the analysis.

In the thesis both qualitative and quantitative methods for collecting and analysing data, thus the researchers applied the mixed methods approach (**Saunders 2009**).

5.4.2 Mixed methods

One of the main strengths of using mixed methods approach is that it allows the researchers to triangulate and validate the data and the analysis in order to achieve a more complete view of the phenomenon under investigation (**Bryman, 1988**).

The researchers have conducted the in depth semi-structured interviews in order to explore the perceptions, motives, feelings and experiences of the research participants (**Mason, 2002**). In other words, the participants' answers have given researchers an understanding of individual and collective meanings with which they ingrained the experiences (**Piercy, 2004**). As a consequence, the researchers have been able to analyse aspects of employee onboarding programme within Novo Nordisk Regulatory Affairs. The surveys have been used to complement the interviews. Surveys have been mostly used to support the interview findings that were collected from the qualitative data. Therefore, the current research used a qualitatively driven mixed-method approach (**Morse & Cheek, 2014**).

5.4.3 Time horizon

The timing of collecting the data collection crucial when designing any research. The research can either cross-sectional or longitudinal (**Saunders, 2009**). Cross-sectional research concentrates on studying a particular phenomenon at a short period of time. Whereas longitudinal research studies people or events over time and therefore can be linked to change and development. The paper is a cross-sectional research since it studies a particular phenomenon, which is people's experience at a particular time. For example, participants at particular onboarding training programme at a particular time. Present serves as the point of reference, in the way that empirical data derives from interview answers and those are contemporary sources. Therefore, the subject of the study is intended to be studied as a present and real life one.

5.5 Techniques and procedures

5.5.1 Data Collection

The paper uses both qualitative and quantitative methods of data collection.

Bloomberg and Volpe (2008) argue that using multiple methods of data collection is necessary to achieve triangulation and obtain an in-depth understanding of the phenomenon under study. The study uses two primary methods of data collection: survey, document and data review (secondary data) and semi-structured in depth interviews (primary data). These methods are described below.

5.5.2 Secondary data

Secondary data was collected for the research, which provided a lot of relevant information that was linked to the research and its theoretical frameworks (**Bryman and Bell, 2011**): onboarding programme surveys, academic books, online content, different articles and websites that were published and were related to employee onboarding and learning outcomes.

Novo Nordisk Regulatory Affairs department conducted surveys that were used in this study, for other purposes than this study. These surveys were one of the main sources for secondary data collection. All of the above mentioned data sources were used for the literature review, the theoretical framework, as well as data analysis in order to help answer the main research question of the study. In addition, the researchers were aware of the fact that that secondary data from different sources can have different assumptions that were adjusted and interpreted by other researches (**Blaikie, 2009**). This kind of data can sometimes be unreliable and ignore crucial areas of interest, be out of date or low quality and poor validity. Therefore, all this was taken into consideration by the researchers and up to date data was used that was taken from reliable and verified sources (**Bryman & Bell, 2011**). Consequently, more emphasis was put on the quality and credibility of the sources. This was primarily established through the reputation of the institution that published the source, with attention paid (when relevant) to the organization funding the research.

5.5.3 Survey Sampling

All the participants who completed the survey were employees who participated in the Novo Nordisk Regulatory Affairs onboarding training programme in 2016. Since the onboarding training programme is conducted four times a year, the responses were from four different months: March, June, September and November in 2016. The surveys were completely anonymous and that is due to Novo Nordisk policies and regulations. There were 81 respondents in total, who participated in the Regulatory Affairs onboarding training programme and answered the survey. This sample is not seen as representative of the entire population. Although, it can be confirmed as the present study does not try to generalize results but rather understand the participants point of view and what they think about the onboarding training programme. Therefore, the data from the surveys was used to support and complement the findings from the interviews and according to **Mackenzie & Knipe (2006)** also to explore whether the perceptions of participants from Regulatory Affairs affiliates and headquarters within the same area were different or similar and why. The respondents in the survey were asked to rate the quality of the experience they believed the onboarding training programme provided. The survey consists of six different statements/questions. A 5-point Likert Scale was used to measure respondent satisfaction where they had to agree or disagree with the statements (1 being strongly disagree, 2 disagree, 3 agree, 4 strongly agree and 5 being N/A). Question 7, was the last questions, which was formulated as an open feedback and participants were asked to comment openly and provide feedback for improving the onboarding training programme going forward, as the surveys were anonymous.

5.5.4 Primary data

In this research, primary data was collected using semi-structured in-depth interviews. The interview method seemed to be most useful for two reasons: First, because it enables interaction with participants and elicited in-depth, context-rich personal accounts, perceptions and perspectives **Bloomberg & Volpe (2008)**. Second reason is, because it allowed the researchers to access information regarding the onboarding training programme within Regulatory Affairs, Novo Nordisk and this information is not publicly available.

5.5.5 Semi-structured in-depth interviews

The researchers using a traditional face-to-face approach conducted in-depth semi-structured interviews. In the semi-structured interviews, the researchers used a list of themes or key questions to shape and lead the interview, which according to **Saunders et al. (2016)** can be overlooked or varied depending on the conversation flow. This is particularly useful in the explanatory research. This interview format was deemed most appropriate as it, “*obtains descriptions of the interviewees' lived world with respect to interpretation of the meaning of the described phenomena*” (**Kvale, 2007**).

By doing this the researchers managed to conduct five interviews that had both prepared and spontaneous open-ended questions. Those led to thorough and coherent data collection by **Piercy (2004)**. The number of interviews is due to only five employees from affiliates that participated in the Regulatory Affairs onboarding programme in the last course which was held in November 2016. The interview questions were formulated to support the theoretical framework. Moreover according to **Wahyuni (2012)** confidentiality was taken into consideration when conducting interviews.

5.5.6 Interview protocol and documentation

An interview protocol was used in each interview and tailored to the area of expertise and professional profile of interviewee. Interviews can have either exploratory or hypothesis-testing purposes (**Kvale, 2007**). The interviews were mostly exploratory in keeping with the goals of the study, however given the abductive approach used to theory generation, they were also used to test new theories. Therefore, mixes of open, specific and closed questions were used to collect data. **Saunders et al., (2016)**.

Kvale (2007) states that the research process for qualitative researchers is emergent, meaning the main research design cannot be closely assigned, and some phases of the process may change or shift after data collection process starts. Therefore, according to **Saunders et al. (2016)**, **Kvale (2007)**, interview questions were adjusted and the individuals examined were modified along the process in order to accommodate the insights developed by the abductive reasoning practise.

Furthermore, the interviews were conducted using face to face method and the importance of personal contact was taken into consideration (**Saunders et al. 2016**). The researchers tried to

set up a comfortable environment where the interviewees could discuss openly and willingly about the reflections and experience of the onboarding training programme they just went through. The names of participants were kept anonymous. Throughout this research, interviewees were defined by the number (interview 1,2,3,4 and 5). It was considered that if interviewees were kept anonymous the researchers would be able to collect more meaningful and accurate data.

All interviewees were carefully asked if they were interested in participating in this research and informed about anonymity of the interview (**Alvesson, 2011**). Additionally, the introduction was presented to all interviewees regarding the aim of this study and research. To protect anonymity the interviewee's names and initials were changed and researchers made sure that the participants were fully aware of what the research was about (**Tisdall, 2009**). Also, the interviews were not recorded because of Novo Nordisk policies and regulations. Both researchers participated in the interview with one leading the interview and asking questions and the other taking notes on what was being discussed. Summaries of the discussions were made right after the interview was conducted. Interview summaries are added in the appendix.

5.5.7 Interview Sampling

This research applies single-stage non-probability sampling according to **Blaikie (2009)**. The goal of the study is not to generalize to the population and as this is a qualitative research small samples were used. Non-probability sampling methods may not represent the population where the sample is derived, but it is definitely useful to get knowledge and understanding (**Blaikie, 2009**).

The method of judgmental sampling was used in order to form the sample to be used in the onboarding programme. Five interview participants were a matter of judgment as to which employees would be most relevant for the research in an international organization such as Novo Nordisk. It was decided to interview people from the organization's affiliates, the reason behinds this is that the researchers wanted to get a better understanding of the onboarding training programme and different perspectives of it. Organizations affiliates were believed to represent a better international perspective for the research. More specifically, the interviewees were asked six different questions regarding their expectations of the onboarding

training programme, their manager's expectations as well as the things they enjoyed in the training and the things they believe can be left out of the programme. They provided very relevant and valuable feedback that help to further investigate the research question of this study.

5.6 Data analysis

5.6.1 Interview analysis

The interviews were conducted in November, 2016, right after the onboarding training programme of Regulatory Affairs in Novo Nordisk. In order to analyse the interview, thematic analysis was used. This method is usually used to identify emerging themes and patterns in with data gathered which then show important constellation of meanings (**Braun & Clarke, 2006**).

In this research data was analysed manually then divided into theme categories, since there were only five interviews conducted with six predefined questions. Firstly, the data was organized according to each question of the study according to the questions asked in the interview. From the data it was discovered that there were a few specific words and phrases used and those were highlighted. Some questions in the interview were predefined but the researchers were open to relevant themes arising from those questions. As a result, some important aspects of the onboarding training were discovered which were connected to the interviewees' experiences. These were explored in relation to each other to identify what the answers had in common and how they could affect the results.

5.6.2 Survey analysis

The data that was gathered from the surveys were closely related to the data gathered from the interviews. Survey was conducted using six different statements that respondent had to agree or disagree to. This survey data was categorized according to themes and questions that were used in the interviews in order to support the findings. Data was organized according to each statement. For every statement/question data was taken from four survey results conducted in March, June, September and November.

First of all, it was categorized by the question/statement and then by the time when it was

conducted. Secondly an average of the ratings was calculated in percentages (how much agreed, strongly, agreed, disagreed and strongly disagreed with the statements). This was done in order to analyse each question/statement separately and find out how each question is rated by respondents the entire year. Thirdly, the average mean was calculated for each question in order to give indicators for interpreting the data. The mean and standard deviation of the ratings given by the onboarding training programme's participants were calculated using excel. Other means were also used, in order to examine whether the ratings given to the onboarding training programmed differed according to the respondents (participants). The standard error of the mean (SE) was calculated to see the variability between sample means that one could obtain if he or she used multiple samples from the same population. While the standard deviation only measures the variability of a single sample, the standard error measure the same on multiple samples. The calculations can be found in the appendix.

5.7 Issues of trustworthiness

According to **Bloomberg & Volpe (2008)**, in qualitative research, trustworthiness is based on four criteria: credibility, dependability, conformability and transferability, this chapter will explain the efforts that were taken by the researchers in order to guarantee the honesty of the findings of this study.

5.7.1 Credibility and Dependability

Credibility and dependability are also known as validity and reliability. Validity can be construct, external and internal, and reliability both are crucial in any study and research. In a way, Validity and reliability form the background on which another researcher can see a part of research as knowledge that can then be assimilated into the knowledge base of a study field, as **Rowley (2002)** would argue. Therefore, it is important for the current study to show that the researchers are aware of these issues and take it into consideration.

5.7.2 Credibility

According to **Bloomberg & Volpe (2008)**, credibility refers to the phenomena being described and whether or not the research reflects it. In order to secure the credibility of the

conclusions in the study, methodological validity and the interpretive validity have to be taken into considerations. Methodological validity and the interpretive validity indicate the match between the logic of the method and the research question. It also takes into consideration the relationship among the research design elements. These elements also include data analysis such as credibility and researchers interpretations (**Bloomberg & Volpe 2008**). Methodological validity was built up by using the triangulation of data sources and data collection methods. As mentioned before a lot of attention was paid in order to gain a variety of perspectives on the phenomena that was being studied since it was discovered that different stakeholders had different influences on the onboarding training programme as well as participant's experience. In the analysis the researchers were taking initiatives to also show negative examples of the findings, so they can give a better distinction of the phenomena studied by **Bloomberg & Volpe (2008)**. Lastly, the researchers used different strategies to reduce researcher bias, this will be explained in confirmability section.

5.7.3 Construct validity

According to **Yin (2003)**, construct validity concerns applying the proper operational measures for the concepts that are under investigation therefore the researchers have tried to raise it by using two tactics. More specifically, they have gathered data through multiple sources of evidence such as interview, survey and have established chain of events by citing documents and interviews in an appropriate manner (**Rowley, 2002**).

5.7.4 External validity

Validity refers to the extent of accuracy of the results of the study and it can either be internal or external. Internal validity refers to the analysis of the accuracy of the results obtained. According to **Ghuri & Grønhaug (2005)**, external validity refers to the analysis of the findings with regards to whether they can be generalized. This research is an embedded single case study and therefore, according to **Rowley (2002)** it is typically related to analytical generalizations where already existing theories are balanced against the empirical findings of the study. The researchers in this paper have tried to discover tendencies from participants from the Regulatory affairs onboarding programme with the theoretical framework. In

addition, the researchers also put some efforts to add reliability to their study

5.7.5 Dependability

Dependability is also referred to as reliability. **Yin (2003)** points out that reliability refers to the extent to which the operations of the study can be repeated. The research design of this study was based on the research onion so that, according to **Saunders et al. (2009)** to fulfil this reliability. In other words, by using the layers of the model, it is very likely that another researcher can repeat the same research. In addition, the researchers have included additional information in the appendixes at the end of this paper. The researchers tried to achieve this by applying the scientific methods. However, according to **Saunders et al., 2016; Bloomberg & Volpe, (2008)**, qualitative research does ensure reliability because it does not include a satisfactory number of participants and experiences. As **Lincoln and Guba (1985)** would argue, the most critical question regarding data collected is whether findings are consistent and dependable (**Bloomberg & Volpe, 2008**). In order to achieve the consistency and dependability of data it is necessary to by continuously follow the processes and procedures used to collect and interpret data (**Bloomberg & Volpe, 2008**).

5.7.6 Confirmability

Bloomberg & Volpe (2008) point out that confirmability refers to the approach of objectivity in quantitative research. It is critical for researchers to show that the data findings of the phenomena studied do not come from the researchers' subjectivity but from the data analysis. Qualitative research is naturally considered as interpretive research as **Creswell (2014)** would argue; therefore, the researchers are taking part in the onboarding training programme as participants. In other words, the researchers are trying to remain objective, but the researcher's personal backgrounds can influence their interpretation of analysis and data. As indicated before, the researchers put emphasis in documenting the processes used in this study. When looking into the biases, it is important to mention that, in the beginning of the research and the study, a few epistemological conflicts derived as a result of different understanding and thinking of the two researchers. Eventually, the differences mentioned before were used as an advantage that contributed to the strength of this study. Another bias

could be that one of the researchers of this study is an employee within Novo Nordisk Regulatory Affairs and had an already existing understanding of the onboarding training programme. Whereas the other researcher does not have any biases towards the phenomena being studied and complemented the first researcher.

5.7.7 Transferability

Generalizability is not the goal of this research, since the intentions of qualitative research is to give insight into the specific subject under investigation and as points **Creswell (2014)** out, not to generalize findings outside the study.

Lincoln and Guba (1985) consider that the issue of transferability should be addressed instead, or in their words “*the ways in which the reader determines whether and to what extent this particular phenomenon in the particular context can transfer to another particular context*”. Therefore, in order to achieve transferability, the researchers have provided clear and detailed description of the onboarding training programme within Regulatory affairs and its participant’s experiences. This will give an opportunity for the readers to decide if the findings of this master thesis may be applied in another setting (**Creswell, 2016**).

6 Analysis

6.1 The current onboarding training programme in Regulatory Affairs (RA)

Introduction course is referred to as onboarding training programme (Fig. 8) and is currently a seven days programme held in Søborg, Denmark, Novo Nordisk Headquarters. The training is mandatory and the programme has to be attended by all new employees within Regulatory Affairs. Both Regulatory affairs employees in affiliates and employees in headquarters have to complete this programme. The participants are able to sign up for the course via an internal Novo Nordisk system called LearnIt. A big part of the Regulatory Affairs onboarding training programme is also the 'Introduction Game'. The game is a full day session where participants are divided into groups and have to play a game that is based on a real life case. The purpose of this game is to take the necessary steps in order to obtain a market authorization for a Novo Nordisk's drug, first in Europe and the rest on the world.



Figure 8. Regulatory Affairs' Resources for onboarding training programme, source: Novo Nordisk

This Regulatory Affairs onboarding training programme is being conducted four times a year and it onboards over 100 participants every year. In 2016, 129 participants were attending this onboarding training programme, 98 participants were from the headquarters and 31 from Affiliates. In total, for each training around 40 internal trainers (RA experts) are being used to run and facilitate this programme.

The current employee onboarding training programme in Regulatory Affairs in Novo Nordisk consists of seven days so called Introduction to Regulatory Affairs course (Fig. 9). The programme is mandatory to complete for all new employees within Regulatory Affairs organization. This also means that all the employees from affiliates that work within Regulatory Affairs need to travel to Copenhagen, Denmark in order to participate in this seven days onboarding training programme. All of these seven days are lecture-based training, where participants have to physically attend the course in order to get a course certificate.



Figure 9. Introduction to Regulatory Affairs course, Onboarding training programme, source: Novo Nordisk

Day 1

The first day of the onboarding training programme is mainly system training. The system that employees are being trained in is called RIMS (regulatory information management system) and it is used by regulatory employees all over the world. It is important that all employees are familiar with this systems, they have to know how to navigate in it, update it and insert data to it. It is the only GXP (Good Practice, FDA compliance where X can mean: Clinical, Laboratory, Manufacturing, Pharmaceutical, etc.) system used in Regulatory affairs.

Day 2

Second day of the onboarding training programme in Regulatory Affairs consists of different processes and area presentations and is very much overall, high level introduction to what Regulatory Affairs is and what they do. It also includes introduction to the Regulatory

organization and its processes. Many experts and Regulatory management members come to present their areas and processes they work with. It is a full day of presentations and information heavy introduction that goes from very broad to very specific details. It has to be attended by all new employees in Regulatory affairs including colleagues from affiliates and headquarters as well as managers.

Day 3

On the third day, the participants are divided into groups of five and are playing so called Introduction Game. It is very much based on a real life case. The game consists of steps and decisions the team has to take in order to get the marketing authorisation to get a new drug approved in the market. It is very much based on discussion and communication in the teams of what has to be done in order to win. The goal of this game is mainly to network, interact with colleagues from affiliates and headquarters as well as build relationship with trainers who facilitate the game, ask questions and get comfortable whitening the Regulatory Affairs work environment.

Day 4 and 5

The fourth and fifth days are only dedicated to affiliates who come from all over the world to get introduced to different tasks and processes relevant only for the employees who work in Regulatory Affairs affiliates. On these days, there are job specific tasks and updates that they need to know, in order to comply with their everyday work tasks and deadlines. For example, It can be an introduction to KPIs they are being measured with. It also includes labelling training and proofreading exercises.

Day 6 and 7

The Sixth and the seventh day require very job specific training for employees from RA Affiliates, and it is only relevant for employees who work within publishing area of Regulatory Affairs. Sometimes, there can be only two participants in this part of the onboarding training programme, but it is very critical that those who work with publishing receive this training.

6.2 Data findings

6.2.1 Semi structured interviews

On this part, the finding from the collected interviews from employees in RA affiliates who participated in the onboarding training will be analysed. Five interviewees were conducted from RA in affiliates. The interviewees were questioned right after attending the onboarding training held in Headquarters Denmark on the 2nd of December 2016.

Interview question 1

- *'How long have you been working in RA? How long have you been in Novo Nordisk?'*

A first question of the interview was designed discover for how long have the employees been working in the organization before attending the onboarding training. The answers were ranging between four months to two years within RA in affiliates.

The first participant answered that he started in January 2016, six months ago. The second participant answered that she has seven years of experience as regulatory and 4 months in Novo Nordisk as Regulatory Affairs representative. The third participant's answered that he worked 10 years with Regulatory affair and around 11 months at Novo Nordisk. The fourth participants answered that he have worked within Regulatory Affairs five years and he has started working in Novo Nordisk one year ago. The fifth participant answered that he was working for five years in Regulatory affairs and have five months experience in Novo Nordisk.

Interview question 2

The questions was designed in order to find out what were the expectations of the employees before coming to the course and whether the onboarding programme met their expectations or not.

- *'What were your expectations before coming to this course?'*

The First participant answered that their colleagues at the Affiliate have trained him, so he couldn't perform his tasks to the fullest. He expected that the programme would help him to be more independent and be able perform tasks on his own, without his colleagues help. It was important for him to know more in depth the various systems. Some of the proofreading training provided him with an interesting insight that will help him to do his job better. He

really appreciated the training in RIMS system. He has four colleagues at the office who helped me do his tasks.

The second participant claimed that he wanted to learn about specific systems, especially RIMS and how to find information in there for his daily work. He also wanted to learn how to fill Adocs and RIMS information forms.

When the participant was asked: *'Are you saying that these systems were the most important for you to learn?'*. He answered that he believes that those sessions with the systems were the most important training sessions for him, because he uses it on his daily work. These sessions were also very productive because he could ask a lot of questions from the trainers that he was struggling when he had to work in the system.'

The third participant answered that she expected to have a better understanding of the entire RA organization in Novo Nordisk and its processes as well as to get the system training.

The fourth participant answered that his expectations were very high because his line manager informed him that the Regulatory Affairs onboarding training programme will give him a clear image for RA role in Novo Nordisk and his role as an affiliate.

The fifth participant said he wanted to learn more about the systems used in Regulatory Affairs that he should have access to and know how to navigate in them. He also wanted to meet in person the colleagues from headquarters that he works with from distance. As well as to have clearer vision from what the headquarters are expecting from him as Regulatory Affairs Affiliate.

Interview question 3

This question was designed to find out if the current onboarding programme manages to fulfil the expectations of managers in affiliates.

- *'Have you had a discussion with your manager before coming here? What were his expectations regarding this course?'*

The first participant answered that she and her manager had a meeting before coming to Denmark for the training and discussed how she could take advantage of the training to perform tasks related to RIMS. At the moment her colleagues are helping her in updating the system since she is not completely comfortable using it on her own. When she was asked: *'Were you comfortable asking for their help?'* She answered that it can be a little frustrating

to always ask for help from her colleagues.

The second participant answered that his manager's expectations are almost the same as his, learning how to use RIMS as he needs it every day at work. When he was asked '*Do you now feel confident using the systems?*' He answered that yes, he feels comfortable, but he would have liked to get more training of the systems instead of other presentations that were not so interesting for his job.

The third participant said that she has not discussed in detail with her manager. She believes that only reading Standard operating procedures in the office is not sufficient to understand the whole RA related processes, so by attending to the introduction days she wanted to get the big picture of the processes. When she was asked: '*So do you think that now you have a clear understanding of the processes and systems?*'. She answered yes, but also she received a lot of new information and she thinks she will need some time to reflect on it in order to understand it better.

The fourth participant said that the main focus of the training for her was on RIMS training as she didn't handle RIMS yet and the Regulatory Affairs colleagues in region is handling it for her.

When she was asked: '*So are you ready to handle in yourself now?*'. She answered yes, but she thinks when she has to sit down to work with it she might still have some questions or need some help.

The fifth participant answered that yes, his manager actually recommended and insisted on him to attend this course to get the whole knowledge regarding their job in Regulatory Affairs affiliate. When he was asked: '*So do you now think you understand your job as RA affiliate?*'. He said yes, but it is a lot of information in his head right now, so maybe in some time he will understand better.

Interview question 4

This questions was designed to find out what are weaknesses of the current onboarding programme.

- '*Could you point out areas in which we could improve the programme?*'

The first participant answered that he thinks all the affiliates should participate in the RIMS course. It was the most beneficial one. He found it useful to be trained in how to navigate in

the system. He would like to have more of RIMS training and less of everything else.

The second Participant said that some of the presentations were very informative but could have been more interactive instead. When he was asked: *'How would you make them more interactive?'*. He replied that it could have included more exercises and group discussions would help.

The third participant claimed that more system training would be beneficial to do his job. Also RA related SOPs' structure and main contents should be introduced. It was too much presentation from Headquarters that was not relevant for me. When he was asked *'Do you think that the programme was too long?'*. He said that he thinks seven days of training were too long for him and he cannot remember a lot of things that were said by trainers. He does not think he can learn everything he needs to know in these seven days, he would maybe like to later have a possibility to hear it again.

The fourth participant said that the training tackled too few systems and processes. If it would be possible to tackle more systems or to give a session related to the systems needed in the affiliate and a small intro to each of them. She knows there are a lot of processes but in the affiliate they do not know what is needed especially for the newcomers.

The fifth participant answered that maybe the training programme could be improved by making a hyperlink for the Regulatory Affairs onboarding where both new and old employees in RA have the access to it so they can refresh their information from time to time on the most important topics that the training focused on it. When she was asked: *'Do you mean you want to have link to this information on the internal site?'* She answered that yes, so she can access it when she needs it because now she thinks she would still not remember everything that was taught at the course.

Interview question 5

This question was designed to find out how the perfect onboarding programme would look like in order to meet their needs.

- *Could you describe your optimal onboarding programme based on the tasks in your area? How would it look like?*

The first participant that he believes that the most productive trainings were in RIMS and RAS. However, it was missing better information in clinical trial applications. A specific

training on clinical trials would be more beneficial. When he was asked: '*Clinical trials training is not a part of RA employee onboarding but it is available as a separate training. Do you think it should still be included?*'. He answered yes, because he think it would be beneficial to know at least a little bit about it. For example the training in devices was very informative as it became more real when he got to touch the devices. Sometimes affiliates do not have access to the devices. The same could be with clinical trials, just a little bit of introduction to it.

The second participant said that first she should have to read SOP related with RA and Pharmacovigilance and Novo Nordisk policies. This should be followed by an introduction to RA in the Novo Nordisk approach to standard file and extended standard file. Also different systems in use as RIMS, RA Planit, Adocs. After this introduction, the best would be to be provided with contacts in HQ that can support the affiliate for different tasks. In her opinion the same introduction in RA should be specific also for PV.

The third participant said that she believes that it is important to know the flow of RA work for new product registration and variation, respectively and processes entailed. This should have been mentioned more in the course.

The fourth participant said that there is no optimal onboarding program that fits everyone. However, it would be great if from the first month of joining the company the new comers have a list of all the SOPs/systems/processes and if possible an e-learning showing how the systems work. Maybe if RIMS training and the Affiliates intro was combined together would be good, as many RIMS process interferes with other platforms.

The fifth participant said that the programme is very identical for him based on his tasks in his area.

Interview question 6

This question was designed to find out whether there was something in the programme that was not relevant for the participants.

- *Is there anything that could be left out of this programme?*

The first participant said that IT systems focusing on headquarters employees should be left out, as affiliates do not use the same systems. However, if an alternative focused on the affiliate's needs could be provided it would be more productive.

The second participant response was that the introduction for HQ and affiliate (06 and 07 September) should be in one day. Life cycle management and RA intelligence were very interesting to know, however, in his opinion the game was more appropriate for employees from headquarters than for affiliates. When he was asked: *'Do you think that overall programme was too long for you?'* He replied that he thinks it was too long in a way because he received information overload and some of that information was not relevant for him.

The third participant said no, on the contrary, it would be good if a more advanced RA training courses could be provided as well. But maybe because he has been working within RA for such a long time. When he was asked: *'Do you think this programme was not entirely relevant for you?'* He answered that it was but mainly the system training that he received and the rest he already knew. It was just a little bit different of how Novo Nordisk handles things compared to his previous experience.

The fourth participant answered that the training with HQ was good, but the information was so general and mostly related to the work of headquarters. He suggested that if just basic information were given to Affiliates without taking the whole seven days.

The fifth participant said no, and that all the topics were very important for him. Finally he hopes there are more workshops for the RA affiliate annually to update the information. When he was asked: *'Do you think that this onboarding programme should be available more times a year?'* He replied yes indeed, because it was very hard to attend it earlier as he had to wait for five months and he would have loved to attend it in his first month.

6.2.2 Survey findings

The findings will also be supported with data collected from course evaluation surveys. These surveys consist of the six questions that represent the overall ratings of the onboarding programmes conducted in 2016. There were 81 respondents that answered the surveys and provided feedback of the onboarding programme. The findings will be presented only from the onboarding training that were held in 2016: March, June, September and November. The questions were rated using Likert's scale: from 1 (being strongly disagree) to 4 (being the strongly agree).

Question 1

- *Overall, I am satisfied with the training.*

This question was designed to measure overall employee satisfaction after of the onboarding training programme.

From the first onboarding training conducted in March the survey shows that 15% of respondents disagree with the statement whereas 46% agree and 39% strongly agree.

From the onboarding training conducted in June the survey shows that 11% of respondents disagree with the statement whereas 67% agree and 22% strongly agree.

From the onboarding training conducted in September the survey shows that 3% of respondents disagree with the statement whereas 69% agree and 28% strongly agree.

From the onboarding training conducted in November the survey shows that 6% of respondents disagree with the statement whereas 61% agree and 33% strongly agree.

On average per year 61% of respondents agree and 30% strongly agree with the statement

Question 2

- *The learning objectives for the training were achieved.*

This question was designed to find out whether participants learning objectives of the onboarding training programme were achieved.

From the onboarding training conducted in March the survey shows that 69% of respondents agree and 31% strongly agree with the statement.

From the onboarding training conducted in June the survey shows that 72% of respondents agree and 28% strongly agree with the statement.

From the onboarding training conducted in September the survey shows that 72% of respondents agree and 19% strongly agree with the statement, whereas 6% disagree and 3% N/A.

From the onboarding training conducted in November the survey shows that 56% of respondents agree and 39% strongly agree with the statement, whereas 6% disagree.

On average per year 67% of respondents agree and 29,25% strongly agree with the statement.

Question 3

- *I am able to apply the learning outcomes in my everyday job.*

This question was designed to find out whether the participants can apply the knowledge received at the onboarding training programme in their everyday jobs.

From the onboarding training conducted in March the survey shows that 69% of respondents agree and 23% strongly agree with the statement whereas 8% disagree.

From the onboarding training conducted in June the survey shows that 67% of respondents agree and 33% strongly agree with the statement.

From the onboarding training conducted in September the survey shows that 69% of respondents agree and 13% strongly agree with the statement whereas 6% disagree and 3% strongly disagree.

From the onboarding training conducted in November the survey shows that 50% of respondents agree and 39% strongly agree with the statement whereas 11% disagree.

On average per year 64% agree and 27% of respondents strongly agree with the statement.

Question 4

- *The trainers communicated clearly and delivered an interactive training.*

This question was designed to find out whether the onboarding training programme was interactive and easy to understand.

From the onboarding training conducted in March the survey shows that 61% of respondents agree and 39% strongly agree with the statement.

From the onboarding training conducted in June the survey shows that 50% of respondents agree and 44% strongly agree with the statement whereas 6% disagree.

From the onboarding training conducted in September the survey shows that 47% of respondents agree and 40% strongly agree with the statement whereas 13% disagree.

From the onboarding training conducted in November the survey shows that 56% of respondents agree and 44% strongly agree with the statement.

On average per year 53,5% of respondents agree with the statement and 41,75% strongly agree.

Question 5

- *The level of difficulty lived up to my expectations.*

This question was designed to find out whether the onboarding training programme fulfilled

the participants' expectations in terms of difficulty of the content received.

From the onboarding training conducted in March the survey shows that 69% of respondents agree and 15% strongly agree with the statement whereas 8% disagree, as well as 7% N/A.

From the onboarding training conducted in June the survey shows that 78% of respondents agree and 6% strongly agree with the statement whereas 11% disagree, as well as 6% strongly disagree.

From the onboarding training conducted in September the survey shows that 69% of respondents agree and 22% strongly agree with the statement whereas 6% disagree, as well as 3% N/A.

From the onboarding training conducted in November the survey shows that 67% of respondents agree and 11% strongly agree with the statement whereas 11% disagree and 6% strongly disagree, as well as 5% N/A.

On average per year 9% of respondents disagree and 3% strongly disagree with the statement whereas 70,75% agree and 13,5% strongly agree.

Question 6

- *The duration of the training was appropriate for the content.*

This question was designed to find out whether the duration of the onboarding training programme was suitable compared to the information acquired.

From the onboarding training conducted in March the survey shows that 38% of respondents agree and 23% strongly agree with the statement whereas 39% disagree.

From the onboarding training conducted in June the survey shows that 67% of respondents agree and 17% strongly agree with the statement whereas 6% disagree and 11% strongly disagree.

From the onboarding training conducted in September the survey shows that 66% of respondents agree and 19% strongly agree with the statement whereas 9% disagree and 6% strongly disagree.

From the onboarding training conducted in November the survey shows that 44% of respondents agree and 22% strongly agree with the statement whereas 33% disagree.

On average per year 21,75% of respondents disagree with the statement whereas 53,75% agree and 20,25% strongly agree.

6.2.3 Overall survey findings

Figure 10 shows a statistic overview of the collected data.

| Questions | Mean | SD | Std error | 68% of the sample | | 95% of the sample | |
|-----------------------------------|------|------|-----------|-------------------|------|-------------------|------|
| Overall satisfaction | 3,21 | 0,60 | 0,11 | 2,61 | 3,81 | 2,01 | 4,41 |
| Acievement of learning objectives | 3,24 | 0,53 | 0,09 | 2,70 | 3,77 | 2,17 | 4,31 |
| Use of learning outcomes | 3,20 | 0,58 | 0,10 | 2,63 | 3,78 | 2,05 | 4,35 |
| Trainers communication skills | 3,39 | 0,55 | 0,10 | 2,83 | 3,94 | 2,28 | 4,49 |
| Level of difficulty | 2,99 | 0,59 | 0,10 | 2,41 | 3,58 | 1,82 | 4,17 |
| Training duration | 2,89 | 0,78 | 0,14 | 2,10 | 3,67 | 1,32 | 4,45 |

Figure 10. Overall survey finding, created by the authors

6.2.4 Overall satisfaction

From the table above (Fig. 10) one can see that the overall satisfaction of the participants in the sample is quite high, as the average mean is 3,21 out of 4 (the highest rating). It could also be seen that 68% of the sample lies in between 2,61 and 3,81 with the standard deviation of 0,6 and 95% of the sample populations lies between 2,1 and 4,41, it can be concluded that the data is closely distributed around the mean. This means that 68% of the participants in the sample are very satisfied with the overall onboarding training programme and 95% of the sample are satisfied.

6.2.5 Achievement of learning objectives

As seen in the table above (Fig. 10) the learning objectives of the participants of the onboarding training programme were achieved quite well the average mean is 3,24 out of 4 (the highest rating). It is also seen that 68% of the sample lies in between 2,7 and 3,77 with the standard deviation of 0.53 and 95% of the sample populations lies between 2,1 and 4,31. It could be concluded that the data is closely distributed around the mean. This means that 68% of the participants learning objectives were achieved of the onboarding training programme.

6.2.6 Use of learning outcomes

Form the table above (Fig. 10) it results that the use of learning outcomes of the onboarding training programme by participants at their everyday work was were achieved quite well as the average mean is 3.2 out of 4 (the highest rating). It could also be seen that 68% of the sample lies in between 2,6 and 3,78 with the standard deviation of 0,58 and 95% of the sample populations lies between 2,05 and 4,35. It could be concluded that the data is closely distributed around the mean.. This means that 68% of the participants in the sample are very satisfied with the learning outcomes of the onboarding training programme and 95% of the samples are satisfied.

6.2.7 Trainers communication skills

The table above (Fig. 10) also shows that participants were satisfied with the trainers communication skills and interaction during the onboarding training programme as the average mean is 3,39 out of 4 (the highest rating). It could also be seen that 68% of the sample lies in between 3,83 and 3,94 with the standard deviation of 0,55 and 95% of the sample populations lies between 2,28 and 4,49. It could be concluded that the data is closely distributed around the mean. This means that 68% of the participants in the sample are very satisfied with the trainers' communication skills in the onboarding training programme.

6.2.8 Level of difficulty

The table above (Fig. 10) suggests that participants had very different opinion about the level of difficulty during the onboarding training programme as the average mean is 2,99 out of 4 (the highest rating). It could also be seen that 68% of the sample lies in between 2,41 and 3,58 with the standard deviation of 0,59 and 95% of the sample populations lies between 1,82 and 4,17. It can be concluded that the data is not very closely distributed around the mean. This means that 68% of the participants in the sample are satisfied with the level of difficulty during the onboarding training programme. On the other hand, 95% of the participants have a relatively big gap in the answer distribution meaning that big part of them either disagreed or agreed with the statement. This can be concluded that the level of difficulty is the course was satisfactory to some and not satisfactory to other as they split in two groups: those that agreed with the statement and those that disagreed.

6.2.9 Training duration

One could also discover the data from the table above (Fig. 10) that the participants had very different opinion about the duration of the onboarding training programme as the average mean is 2,89 out of 4 (the highest rating). It could also be seen that 68% of the sample lies in between 2,1 and 3,67 with the standard deviation of 0.78 (which is the highest compared to others in the survey) and 95% of the sample populations lies between 1,32 and 4,45. It can be concluded that the data is not very closely distributed around the mean. This means that 68% of the participants in the sample are satisfied with the duration of the onboarding training programme. On the other hand, 95% of the participants have a relatively big gap in the answer distribution meaning that big part of them either disagreed or agreed with the statement. This can be concluded that the duration of the onboarding training programme was satisfactory to some and not satisfactory to other as they split in two groups: those that agreed with the statement and those that disagreed.

6.2.10 General feedback

Question 7

This question was designed in order to get overall feedback from participants about the onboarding training programme.

- *To improve our training, we appreciate your comments. Please give examples of what worked well and what can be improved.*

Employee's experience

Some of the comments were related to employees experience: *'I have 10+ years RA experience and found parts of this course too basic, nothing new for me there'*, as well as: *'I think a different format of this course would be good. If you come with years of RA experience you don't need basic information but rather detailed'*, and *'I think it is difficult to make the introduction relevant and useful for all participants, but for my sake I didn't get much new information'*

Some employees with very little RA experience responses: *'I missed some more basic RA work, how is the process in RA - applying, submission, approval etc. I am new to RA so that would have been nice'*.

Other comments were regarding the Introduction game in the onboarding programme also related to work experience: *'The game is too complex if you only have been in RA few weeks'*, also: *'Day 2 (with the game) would be better to have at a later stage (maybe +4-6 months after employment)'* and: *'The game was fun but could have been done separately at a later stage as it's good to have some experience.'*

Programme satisfaction

Some participants were unsatisfied that some presentations were cancelled last minute: *'It was irritating (not the course responsible peoples fault) that some of the presenters did not show up or cancelled in the last minute since I had looked forward to the presentations'*, as well as: *'it was a bit disappointing that some of the speakers did not show up'*.

Some other respondents mentioned that their expectations were not satisfied because of different needs: *'I believe some things about clinical development and project milestones could have been removed or better linked to RA. I would rather have more about the RA process wheel and what each phase includes'*, or: *'I was looking forward to learning a lot about the Novo RA organisation in particular, i.e. what the different departments and teams are doing exactly, but there was no information about that'*, and most importantly: *'For me the learning objective "Recognise the different departments in Regulatory Affairs and their contribution" was unfortunately not fulfilled by this course'*.

Suggestions

Some of them suggested a different training format because of the different backgrounds and experiences: *'I think a different format of this course would be good, some modules are relevant for colleagues with no/short RA experience and other with long RA experience, other modules are relevant for affiliate colleagues'*.

Some respondents suggested to put more emphasis on networking: *'If possible, I think even more emphasis should be put on networking with affiliates and discussing the differences with regard to workflow, interaction with, and demand from, authorities. That would increase the understanding and facilitate future cooperation'*.

Respondents claim that the presentations were not crisp enough and some key aspect were missing: *'The introduction could be crisper and providing a better overview of where in Novo Nordisk RA belongs. Furthermore provide a better introduction to each of the CVP areas and what they do. More about the RA value chain and processes across RA'*.

And most importantly the programme should have been attended earlier by participants in order to be relevant for them: *'I could have used the information from day 1 earlier (I had been employed for 3 months) maybe already 1 month after employment'*.

Duration of the programme

Almost all the respondents agreed that the duration of the programme is too long: *'I think the course could be reduced in time, the course could only have a duration of one day'*, and: *'I felt a bit it was a waste of my busy time to spend two days on this course, considering I have 18 years of experience within regulatory affairs outside NN'*, as well as: *'The days of Introduction could have been squeezed in 1.5 days'*.

6.3 Stakeholder analysis

The stakeholder analysis will be used to identify the key-people in the organization, the ones who are involved in the onboarding programme.

This analysis is one of the most powerful tool that helps project members to identify and prioritise the stakeholders involved in the onboarding training programme and who can have an impact on its success. In some cases, the influence from individuals can be an asset and in other cases it can be a barrier to achieve successful outcomes. It is very likely that the programme will not benefit equally everybody involved. It is also very likely that the onboarding training programme will require a lot of time and support from key stakeholders. Therefore, it is important to prioritise the stakeholders right and help them understand in how an onboarding training programme benefits the organization in both short and a long-term.

This analysis is conducted in order to identify the key stakeholders that are involved in the employee onboarding programme. It is important for one to understand his or hers stakeholders' needs in order to reach mutual benefits both for stakeholders and the organization. This is because different stakeholders will most likely have different levels of impact on employees during the onboarding training programme as they play different roles.

The SVP (Senior Vice President) of Regulatory Affairs - is very much keen on providing his new employees with the skills and tools necessary to get them onboard and start performing as fast as possible. At the end of the day these are people who perform tasks in his organization and support its strategic goals and vision.

GRB (Global Regulatory Board) - one of the biggest stakeholders that can influence employee onboarding. Everything that affects the Regulatory Affairs organization has to go through the Global Regulatory Board to get its approval.

The Regulatory Organization - it is a one big unit of employees who are affected by getting new team members in and they are very much involved in the onboarding process, they are very keen on getting their new colleagues all the help they need and are the one helping them integrate and feel as part of the family. To the organization, every new employee matters because only by collaborating and working together, the organization can achieve better results.

The experts (presenters and trainers) - this group of stakeholders is very much involved in the employee onboarding training programme and are facilitating it. These are the experts who contribute to the onboarding training programme where they present, teach, introduce different processes to new employees and answer different questions related to their field. Most of them will end up working with new employees and having them in their teams therefore they are very willing to help them integrate and providing them with necessary knowledge.

Shareholders - this group of stakeholders are mainly concerned about the costs and benefits of the onboarding training programme. Therefore they are very keen on understanding the importance of employee onboarding and how does it benefit the organization financially.

Regulatory Institutions (FDA, EMA, MHRA) - this group of stakeholders is crucial for the business in a pharmaceutical industry. Therefore it is very important the employees who work directly with the health authorities are well prepared. In order to maintain and create long-term relationship with the regulatory institutions employees need to have a good understanding of different regulations and given the right tools from the beginning.

Regulatory Affairs employees in affiliates - these stakeholders are the Regulatory Affairs responsible persons who work in other countries than Denmark. Affiliates normally fly in from all over the world for the onboarding training programme course that is part of their onboarding in Headquarters, Denmark. They participate in a one week long course which is supposed to help them understand the RA organization and its function better. This course has to be completed within half a year from their entry to the organization.

The RA management - this group of stakeholders is the one who is mostly concerned with

the new employees and their abilities to perform and meet the tight deadlines. They spend time recruiting the right people and therefore expect them to get integrated into the organization as fast as possible. They are involved in an onboarding programme in a way that some of them end up being managers of new employees and expect them to learn fast.

The participants - these are in general new employees who participate in the onboarding programmes. It can be someone new from inside of the organization starting up a new role or someone outside of the organization who needs more in depth onboarding into the organization and its processes. It can be a manager, a professional, an expert or an intern. They all need to participate in the onboarding training programme.

6.3.1 The Mendelow framework

This analysis will be conducted so as to prioritise the key stakeholders and it will be done by using a Mendelow Framework (Fig. 11.). The Mendelow framework is mainly used to understand the influence of each stakeholder that has impact over an organisation's objectives. The aim is to establish which stakeholders have the most influence by estimating each stakeholder's individual power and interest in the organisation's affairs. The matrix also helps to prioritise the stakeholders that were identified in the first step and how critical they are in the new employee onboarding training programme. The two axes of the Mendelow Framework addresses both: power and interest. $\text{Influence} = \text{Power} \times \text{Interest}$. (Mendelow and David Mendelow 2016)

Power is the stakeholder's ability to influence objectives (how much they can), while interest is the stakeholder's willingness (how much they care).

Power axis represents the stakeholders who can impact the success of the onboarding programme and includes: financial, positional authority or persuasive power over key decision makers.

Interest axis refers to stakeholders that have power over the key delivery of programme's outcomes that include: target population, knowledge resources such as scientific experts and providers of resources such as the management.

The map was made by analysing the power and interest, and it is not static. One must bear in mind that any major changes on the new employee onboarding programme could have an impact on stakeholder's position, meaning that they can be moved around the map as well as

change in the list of the most influential stakeholders in an organisation.

The organisation's strategy for relating to each stakeholder is determined by the part of the map the stakeholder is in.

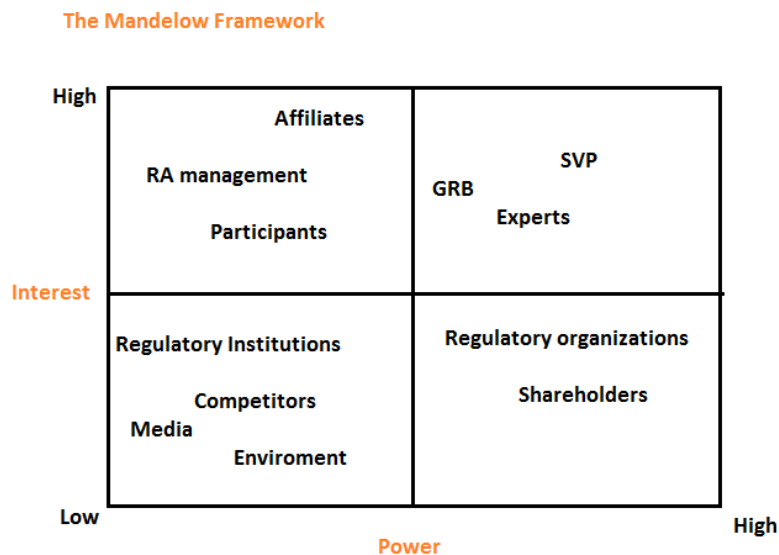


Figure 11. The Mendelow Framework

Key players - SVP, GRB, the experts

Those in the upper right represent the high-interest and high-power stakeholders who have the highest influence on employee onboarding programme. In this case there are several key players in the quadrant and there is a possibility that they have most influence in decision making related to the employee onboarding programme.

According to Clarkson this group can also be referred to as a primary stakeholder group and it is a group of people without whose continuing participation the organization cannot survive. Hence, whereas Evans and Freeman view stakeholders as being influenced by an organisation, Clarkson shows the critical distinction between the key players that influence an organisation and those that do not. Secondary stakeholders are those that the organisation does not directly depend upon for its immediate survival. Such as the following identified groups.

Keep Informed - Affiliates, RA management, participants

Stakeholders with high interest are those that care a lot but have low power. They can increase their overall influence by forming coalitions with other stakeholders in order to create a greater pressure and make themselves more powerful. By moving upwards on the map, they can increase their power, and as a consequence, their overall influence is increased. The only strategy for dealing with these stakeholders is to keep them informed. It can include sending them new updates or meeting face to face to explain changes to the onboarding programme.

Mahoney (1994) divided stakeholders into active and passive. Active stakeholders are those who seek to participate in the organisation's activities and want to be part of it. These stakeholders might a part of the organisation's formal structure. Management and employees obviously fall into this active category.

Keep Satisfied - Regulatory Organization, Shareholders

Those in the bottom right corner on the map are with high power, but low interest. What all these stakeholders need to do in order to become influential is to show their interest. This will move them across into the high influence quadrant, and so the right strategy for these stakeholders is to keep them satisfied.

In contrast, passive stakeholders are those who do not normally seek to participate in an organisation's policy making. This is not to say that passive stakeholders are any less interested or less powerful, but they do not seek to take an active part in the organisation's strategy. Passive stakeholders will normally include most shareholders and other parts of organizations that are involved but do not know it yet.

Minimal Effort - Regulatory Institutions

Stakeholders with neither interest nor power require minimal effort according to the Mendelow framework. This group of stakeholders can be ignored, although this does not take into account any moral or ethical considerations. It is simply the chance to take if strategic positioning is the most important objective.

This distinction describes those stakeholders who engage with the organisation voluntarily and those who become stakeholders involuntarily. Involuntary stakeholders include those affected by the activities of large organisations, local communities and 'neighbours', the

natural environment, future generations, and most competitors.

6.4 Summary

In this chapter, there were presented in detail primary and secondary data findings. Key finding from interviews were that participants attend the onboarding training programme too late and the information they receive during it is already something they know and have experience with. Or in another case, the information they receive was too complex for them and hard to understand and process. Another key finding was that employees come to the onboarding training already having some predefined expectations of their own or their managers. Most of those expectations are to get the system training as well as learn about processes within RA organization. Most of the participants claim that their expectations are fulfilled after the onboarding training programme. Another thing is that participants suggest that the training durations is too long since it is too much information to process in a short period of time. Moreover, participants have nice feedback regarding the game that they play during the training and that helps them interact and network with colleagues.

Findings from surveys show the participants are satisfied with the overall onboarding training programme as well as trainers' communication skills and learning objectives achieved. Although the respondents answer differ a little bit when it comes to the questions regarding the duration of the programme and the level of difficulty.

The social agent/stakeholder analysis done helps to identify main stakeholder involved in the onboarding training programme that can affect employee learning outcomes that will be discussed in the following chapter of data analysis.

7 Data analysis

7.1 Discussion

The goal of the thesis/paper is to explore in what way in which the factors of RA onboarding training programme are influencing the learning of participants and the impact that it has on distal and proximal outcomes in Novo Nordisk. The following chapter will deal with interpretation of the main findings of the analysis, taking into consideration the theoretical framework and the literature review used in this paper. First of all, the findings for each factor of the onboarding training will be discussed and then its effect on learning. Secondly, learning and its impact to proximal and distal outcomes will be discussed. This process will contribute to answering the main research question of the paper.

7.2 Training Methods and Content

7.2.1 Games-based method

The findings of data have indicated that the 'Introduction to RA game' that was played during the onboarding training programme very well represented a real life situation. Participants state that they enjoy the game part of the training the most, as they can network, interact with their colleagues and build relationship with them. They can also ask questions that occur during the game which help them better understand the processes within Regulatory Affairs and learn from their colleague's way of thinking, as it is played in groups. It also gives those better insights into what Regulatory Affairs is as an organization and what steps need to be taken into consideration when trying to get a marketing authorisation from Health Authorities, in order to sell a Novo Nordisk drug in different countries. The game is being facilitated by different trainers who are the experts within certain steps of the game and they can help participants by answering questions. Therefore, participants not only learn from the game and team members, but also from the people facilitating it.

However, the participants were pointed out, that it might be too complex if employees are completely new to Regulatory Affairs. On the other hand, others participants claimed was too easy, especially those who have been working within RA outside Novo Nordisk and have

many years of experience. Some participants stated that the 'introduction game' should be aimed for the employees that worked within Regulatory Affairs for at least a few months in order to be able to understand it. It was also pointed out that it is not the best idea to have this game in the Introduction to RA course and that it should instead be offered later as a separate part of the employee onboarding at a later stage.

Although the game based method is very effective on employees learning it can be seen that it was not suitable for the majority of the participants, as some of them had either too little or too much experience. According to **Johnson & Helms (2008)** this can lead to a negative impact on learning and employees' motivation. In addition, **Faria (2001)** points out that this can also have an impact on business performance.

7.2.2 Lecture based method

Moving forward, lecture based, findings pointed out that the presentations were very content heavy and not interactive enough. According to **Zhang, Zhao, Zhou, & Nunamaker (2004)**, the lecture method has to be used to build upon the participants' existing skills, knowledge and as **Thiagarajan's (2005)** argues, must always be adjusted to the participants' level as this can have an impact on participants' learning, especially if it does not promote interaction.

One can see that the programme is not the best fit for the employees' needs and that the participants were receiving too much information during the RA onboarding training programme. This can bring confusion to the participants, whom might not have the time to process the information. Respondents also claimed that the presentations were not crisp enough and some key aspect was missing. According to **Webster-Wright, (2009)**, this can be a disadvantage as the information provided during the onboarding training programme can affect the participants' learning. More specifically, they will fail to acquire necessary knowledge if the training content is long and complex instead of simple and short. Other findings supported by **Webster-Wright (2009)** pointed out that the duration of the onboarding training programme was too long and it could have been reduced in time therefore, according to **Saks, (1996)**, this can be linked to learning and consequently affect work results.

Since this programme is only held four times a year, some employees in both affiliates and Headquarters receive the training too late and therefore it is no longer relevant to them. On

top of that the employee loses time when participating in the training and at the same time spending organization's resources on it. Therefore if participants take the training too late because of its lack of availability, according to **Slattery, Selvarajan & Anderson (2006)**, it can have negative consequences associated with the provision of early training even for temporary workers.

Data findings from interviews and surveys comments show that the participants considered the lectures not enough interactive; moreover, they regarded the presentations as having too many new information. **Barbazette, Kurtz (2010) Lee (2006)**, would argue that an ineffective training design can lower learning and retention.

The findings suggest that some participants in the programme were very new to the organization and others had already a lot of years of experience and they all participated in the same programme. This means, as pointed out by **Barbazette, Kurtz (2010), Lee (2006)** that not understanding the participants who are going through the training programme can affect learning in a negative way.

Furthermore, **Klein & Polin et al. (2010)** criticized the practice of waiting until there is a large group of new hires so that they can be trained and onboarded together. Data findings show that a part of employees had to wait until they could participate in the training as the training was only available four times per year. Consequently, the new employees struggle to make sense of things on their own for weeks before they are formally trained and onboarded.

Data findings show that the onboarding training programme is too long when it comes to sitting in a meeting room and receiving a lot of information the entire week. This information is too much to process in seven days since this should be spread through an onboarding that should last around 90 days.

Studies show that, in the current state of onboarding process, just 30 minutes after a training session, employees will remember only 58% of the material covered, seven days later they forget 65% of what they learnt. In fact after six months employees have forgotten 90% of the training materials. Data finding from interviews show that some participants receive too much information in seven days onboarding training and this leads to not being able to remember things when they need it most.

From the survey' data participants divide into two groups, the ones that say that duration of the training is too long and the ones who say that it is a suitable length. It is assumed that this

depends on the experience of the participants within Regulatory Affairs. The ones that have little experience tend to say the programme was too long and contained too much information. The participants who had a lot of previous experience said that the programme was not too long and they were lacking even more detailed information.

7.3 Social agent/stakeholders

7.3.1 Managers

First of all the findings pointed out that almost all of the employees and their managers expectations were related to systems training. Since most of the participants main tasks are related to RIMS system. It is seen that this systems training is crucial for both the managers and the employees. Some of the employees had to wait to attend the onboarding training in order to be allowed to use the RIMS system since other colleagues were doing it for them. Others also emphasized on how important it was for their managers that employees understand overall Regulatory Affairs processes and its impact on the organization.

From the current onboarding training programme, just one day out of seven is spent on RIMS system training. One could clearly see that one day of RIMS system training is not enough since most of employees and their managers expectations are related to this system training.

Finding reveal that the most important part of the onboarding training programme for managers of affiliates was getting to know the system as they could not do their jobs until the fullest. According to **Kammeyer-Mueller and Wanberg (2003)** the manager has a positive influence on the political knowledge that employee acquires. As in this case the managers have an influence on what the employees should acquire and concentrate in the onboarding training programme. Therefore the employee learning is affected by the manager's expectation and they are more likely to learn what was required by the manager and pay less attention to everything else.

In the same study it was discovered that managers have a significant influence on reducing employee turnover but not on the organizational commitment. On the other hand colleagues had an impact on the organization commitment and not on the turnover. One of the interviewees also mentioned that it could be nice to have a list of contacts from headquarters colleagues in Regulatory organization so they can contact them in case of questions and

collaboration.

7.3.2 Trainers

When it comes to the effectiveness of onboarding, another challenge the international organizations are facing is consistency. Having multiple trainers, multiple teams or departments taking care of onboarding programme increases the probability that employee experience will be different for every new hire. Therefore, the training materials become less consistent and are dependent on the person in charge with the onboarding training programme. According to data findings, some participants have complained about the fact that some presentations were cancelled due to the fact that their trainers decided not to show up the last minute and other presentations were taken over by unexperienced trainers, which lead to inconsistency issues. Furthermore the findings from survey related to the trainers communication skills and interactions during the onboarding training programme; overall respondents were quite satisfied with the trainers.

7.4 Newcomer proactivity

Most of the interviewees from the affiliates had very similar expectations for the programme and most common was to learn how to use the specific systems such as RIMS and Adocs. Another important answer pointed out that the participants expected to network as well as meet the colleagues that they work with from headquarters.

7.4.1 Information seeking

It has been suggested by **Ashford & Cummings, 1983; Morrison & Bies (1991)** that newcomers seek information to gain competence, self-evaluate, correct errors, and manage impressions. Therefore, according to **Bauer et al., 1998; Saks & Ashforth (1997)** this could be regarded as a proactive behaviour. In this case, the information that the employees are seeking are to learn systems and different RA processes. However, from the data findings it is seen that the current onboarding programme fails to fulfil the participants' needs. **Miller & Jablin, (1991)** point out that information seeking is important for new employees, because it helps in reducing their uncertainty as well as supplement the information provided by other,

more formal socialization activities.

7.4.2 Networking

According to **Crant (2000)**, **Griffin et al. (2000)**, building relationships and social networks have also been considered proactive behaviours. The findings are pointing out that one of the participant's expectation was the desire to network and meet colleagues from headquarters that they work with and the other way around, people from headquarters wanted to meet and interact with the colleagues from affiliates. However, from the survey comments one could observe that there was not enough emphasis on networking, as they felt like it was too little interactions among participants. Consequently, **Wanberg & Kammeyer-Mueller (2000)** underline the lack of new employee's relationship and that networking building can be related to newcomer's social integration and role clarity in a negative way.

Expectations

According to **Tannenbaum, Mathieu, Salas, and Cannon-Bowers (1991)** achievement is significantly linked to post training organizational commitment, training motivation, and self-efficacy as *“the extent to which training meets or fulfils a trainee's expectations and desires”*. The data findings pointed out that employees had certain expectations before participating in the onboarding training programme and most of those expectations were fulfilled, although some were not fully satisfied as they were expecting to learn for example some more systems training. Therefore, this shows that the achievement of expectations can influence employees learning.

Saks (1994, 1995) discovered that self-efficacy diminished the effects of formal training on new employees' anxiety and reduced the relationship between the amount of formal training and work adaptation. According to data findings employees claimed that after taking the training they are comfortable about working on their own and completing their tasks. Which mean that the programme has affected their adaptation to work as well as the training fulfilled their learning expectations.

Surveys suggest that the overall satisfaction of the participants in the sample is quite high as the average mean is 3,21 out of 4 (the highest rating). And since the data is very closely distributed around the mean, it means that participants were either satisfied or very satisfied as participants either agreed or strongly agreed with the statement of overall satisfaction.

7.5 Proximal outcomes

7.5.1 Role clarity and Skills acquisition

According to **Bauer (2007)** there is a relationship between employee onboarding programmes and roles and responsibilities clarity as well as social acceptance. As the organizations that are providing their employees with the relevant information are more likely to result in role clarity of employees.

The finding in the study show that employees gained a lot of new information and skills during the onboarding training programme and when asked if they can use the skills to do their jobs, they said yes. However, the onboarding training programme for a part of participants, the ones that were new to the organization, contained too much new information related to the rims programme and reported that when going back home they will still need to ask their colleagues if is right what they do. Therefore it is seen that participants did not fully understood the information provided and they still feel confused about their skills.

Furthermore, according to **Rollg (2010)** there are limits on how much information individuals can acquire at one time. Exceeding those limits may results in misunderstanding, misinformation or even frustration and consequently affect the employee's role. Overall most of the participants complained about either too detailed or high level information provided during the onboarding training programme and this therefore affecting their role clarity in different ways. Therefore this shows that there is a relationship between the onboarding training programme and role clarity.

Additionally, according to survey's data, participants had very different opinion about the level of difficulty during the onboarding training programme, which suggests that the data is not very closely distributed around the mean. Participants have a relatively big gap in the answer distribution meaning that big part of them either disagreed or agreed with the statement. This can be concluded that the level of difficulty is the course was satisfactory to some and not satisfactory to others as they split in two groups: those that agreed with the statement and those that disagreed.

Furthermore, according to the expectations of the employees it is seen how important was for the most part of them to receive the system training. After the onboarding training programme the employees claimed that this was the most interesting part of it. Moreover, they expressed

their content when they finally received it, which was important for performing their tasks as they were not able to do before participating in the onboarding training programme. Consequently this finding are supported by **Chan & Schmitt (2000)**, **Morrison (1993)** who claim that acquiring technical information is positively related to perceived job mastery and role clarity.

At the same time **Morrison (1993)** suggests that the information seeking is positively related to task mastery, role clarity, and social integration and negatively related to intentions to leave the organization. Consequently the data findings are supporting Morrison as it is shown that participants were seeking to learn more about system training, different processes and also they expected to network with their colleagues. By doing so, as in data finding employee claim that learned about the system trainings as well as networked with other people, this lead to a better role clarity as well as social integrate them in the organization.

The surveys data show that the learning objectives of the onboarding training course were achieved and they are now able to apply the skills and knowledge to their everyday tasks.

7.5.2 Social integration

Social integration can also be affected by an onboarding training programme that included lecture based training method as well as game-based training method. According to data findings present, the employees had a lot of positive experience related to the interaction while playing 'The introduction game' in teams with their colleagues. Thus, during this game they were able to network and build relationships by getting to know their colleagues. Lecture based training method provided those with a lot of new information that was presented by different trainers, which according to surveys were rated to be very satisfactory. This gave them an opportunity to interact with trainers and ask questions. Both of the factors have resulted social integration within the organization. Therefore, the findings show that there is a positive relationship between interactions, networking, information acquired and social integration. In this sense, **Wanberg & Kammeyer-Mueller (2000)** argue that new employee relationship building has been found to be positively related to new employee social integration.

7.5.3 Organization fit

Data findings from interviews show that participants in the training programme were mainly interested in getting the system training rather than knowing more about values or culture of the organization. At the same time, participants were keen on knowing more about the process within Regulatory affairs as well as more about the organizational processes overall. For example, one of the participants said he was missing some specific information about different areas within Regulatory affairs such as product groups and regulatory operations or clinical trials. According to the findings, one might see that there is no link between the formal onboarding training programme within regulatory affairs and organizational fit. Consequently, employees are mainly interested in getting the technical part of training and not values and culture of the organization. In this sense, **Chatman (1991)** argues that there is no link between organizational fit and formal training. According to her, formal training is likely to focus more on the technical aspects, rather than organization's norms and values.

7.5.4 Motivation

Tannenbaum, Mathieu, Salas, and Cannon-Bowers (1991) defined fulfilment as *“the extent to which training meets or fulfils a trainee's expectations and desires”* (p.760), and found that fulfilment was positively related to post training organizational commitment, training motivation, and self-efficacy. Participants had expectations to learn about the systems, socialize and network. The data findings show that the expectations of the onboarding training programme were met, since the participants claimed to have acquired the information they needed. According to surveys, participants were very satisfied with the onboarding training programme and the use of learning outcomes at their everyday work. Therefore, one could see that their expectations were fulfilled and now the employees are motivated to apply the skills acquired.

These findings were also supported by **Tannenbaum et al. (1991)**, who found that new employees' pre-training motivation was linked to post-training commitment and suggested that *“pre-training motivation may prepare participants to receive the maximum benefits from training”* (p.765).

7.6 Distal outcomes

7.6.1 Employee turnover, job satisfaction, performance and organizational commitment

One would discover that employees achieve better role clarity during the onboarding training programme. This supports **Bauer, Bodner et al. (2007)** findings where they state that role clarity results in better job performance, job satisfaction, organizational commitment, and intentions to stay in an organization for a longer period of time. As a consequences, it minimises the employee turnover and instead increases employee organizational commitment.

At the same time, **Ostroff and Kozlowksi (1992)** argues that new employees acquisition of information was related to their knowledge, satisfaction, commitment, and adjustment, and lower turnover intentions and stress. Therefore, the participants claim that they were provided with the necessary information and skills during the onboarding training programme. Consequently, this is likely to result in job satisfaction, stress reduction, commitment, and adjustment, and lower turnover intentions. Moreover, **Ostroff and Kozlowksi (1992)** discovered that new employees' acquisition of information was related to higher satisfaction, job commitment, and adjustment, and lower turnover intentions and stress.

Additionally, **Morrison (1993)** claimed that information seeking was positively related to task mastery, role clarity, social integration, job satisfaction, and job performance and negatively related to intentions to leave. This idea is supported by data findings of employees searching for certain information such as learning about the system training before participating in the onboarding training programme. In other words, participants acquired the skills they needed to do their jobs and perform better by mastering their tasks.

This idea is also supported by **Adkins (1995)**, who examined the relationship between developing a sense of task competence, role clarity and networking, and found out that perceived task competence and role ambiguity and role conflict were related to job satisfaction and organizational commitment.

According to **Saks and Ashforth (1997)** there is a clear relationship between information acquisition and job performance, intentions to quit, and turnover. Data findings pointed out that participants acquire necessary information during the onboarding training programme and

that will consequently affect their performance and turnover. As well as interactions with colleagues and trainers help to acquire information and is positively related to job satisfaction, organizational commitment, and task mastery and negatively related to anxiety.

As seen in the data findings, participants were very satisfied that they could network and interact with colleagues during the training which results in job satisfaction. For example, **Ashford and Black (1996)** analysed new employees' use of networking, general socializing, building relationships and information seeking and found that all these factors are related to job satisfaction and self-reported job performance 12 months after entry.

Riordan et al. (2001) points out that social agents have also been found to influence some of the distal outcomes, which means that the availability and helpfulness of colleagues were associated with higher organizational commitment and lower turnover intentions. Similarly, **Klein, Fan, and Preacher (2006)** found learning of organizational goals and values mediated the relationship between socialization, networking and affective organizational commitment, while employee learning only partially mediated this relationship.

According to **Fisher (1986)** the most immediate outcomes of the onboarding training are changes in employee knowledge. The most appropriate factors are therefore according to **Chao et al. (1994)**, indicators of the learning that occurs during the socialization process. The alternative, claimed by **Chao et al. (1994); Fisher (1986)**, is to use proximal or distal outcomes as secondary criteria. The challenge of using secondary criteria is that are impacted by successful onboarding while at the same time they are also influenced by many other potential factors as **Chao et al., 1994; Fisher, 1986; Ostroff & Kozlowski (1992)** would claimed. As such, it is unclear if the indicated relationships are the result of onboarding training and/or those other factors.

7.7 Summary

In this chapter, the analysis to answer all three sub questions of the research. As seen from the findings, there is a relationship between an onboarding training programme and learning outcomes. The training methods used in the onboarding training programme such as lecture-based and game based, are very much related to employee learning. For example game-based training method seems to give a nice learning experience for participants, as they work in

teams together with their colleagues, they get the chance to interact, network, build relationships with each other as well as learn from one another. Participants also get a chance to ask questions from the experts who are there to facilitate the game and learn from them as well as from their mistakes during the game. Although using this training method can be very critical for employees who have either too much or too little experience as the game can be too complex or too easy to play. Therefore the link between learning outcomes and game-based method can be very small. On the other hand lecture based training method used in the onboarding training programme is also related to employee learning. Using this method is critical that the presentations given by the experts and different management members are interactive and crisp, otherwise it can become a very information heavy training and participants can end up being even more confused or not able to remember things that were being thought.

Social agents/stakeholders that are involved in the onboarding training programme can also have an impact on employee's learning. For example employees manager can have certain expectations for their employees that they need to achieve or learn by participating in the onboarding training programme. Employees are very likely to pay more attention to things that his or her managers is expecting them to know. For example a lot of employees claimed that their managers wanted them to pay most attention to system training. This can affect employee learning in a way that he or she can miss out on other important information as they only focus on things their managers wanted them to know. Another important social agents/stakeholder on the onboarding training programme are the trainers or the experts that present and provide participants with different information. In other words, participants learn from the way the experts see and understand things within Regulatory Affairs. Therefore learning and experience is much related to people who teach them.

Moreover, Employee proactivity has a strong relationship with learning outcomes. Employees usually have certain expectations before participating in the onboarding training programme and having these expectations is defined as information seeking behaviour. It is very likely that if those expectations are not being fulfilled, participants will not be engaged or proactive but rather bored and distracted. If for example employee was expecting to network during the training and instead the training programme consisted mainly of different presentations it is very likely that employee learning was not as effective as each participant may learn

differently.

Data findings also show that there is a relationship between an onboarding training programme and proximal outcomes such as: role clarity, skills acquisition, social integration organization fit and motivation. Role clarity and skills acquisition is very much related to the information acquired during the onboarding training programme. Although it is very critical the information acquired is relevant for all participants. The fact that some participants attend the onboarding training programme too late can have a very little impact on proximal outcomes. It is important that employees attend the onboarding training programme as soon as they start working in Regulatory Affairs. Social integration is mainly related to employees networking, interaction and relationship building activities during the onboarding training programme as getting to know your colleagues helps new employees integrate into an organization. Organization fit is very much related to acquiring knowledge about organizations culture and values rather than technical training of systems and processes. Therefore, according to findings there was not strong link with organization fit as this part of onboarding is more related to employee orientation programmes rather than training programme. Moreover, motivation was mostly related to employee's expectations fulfilment and according to data employee's claim they are motivated to do their jobs after participating in the onboarding training programme,

Finally according to researcher's findings, there is a relationship between the onboarding training programme and distal outcomes such as: employee turnover, job satisfaction, performance and organizational commitment. All distal outcomes are very much related to proximal outcomes within the multilevel model. For example relevant information acquisition leads to better task master, role clarity and skills acquisitions which then results in employee job satisfaction, better performance and employee turnover. Moreover, networking and interactions with colleagues lead to social integration as well as better organizational commitment and lower intentions to leave the organization.

8 Indications and recommendations

In this chapter key challenges of the current onboarding programme set up will be identified and recommendations will be proposed by the researchers.

8.1 Indications

Three key challenges have been identified: reaching the affiliates, consistency and scalability of the programme (Fig. 12).

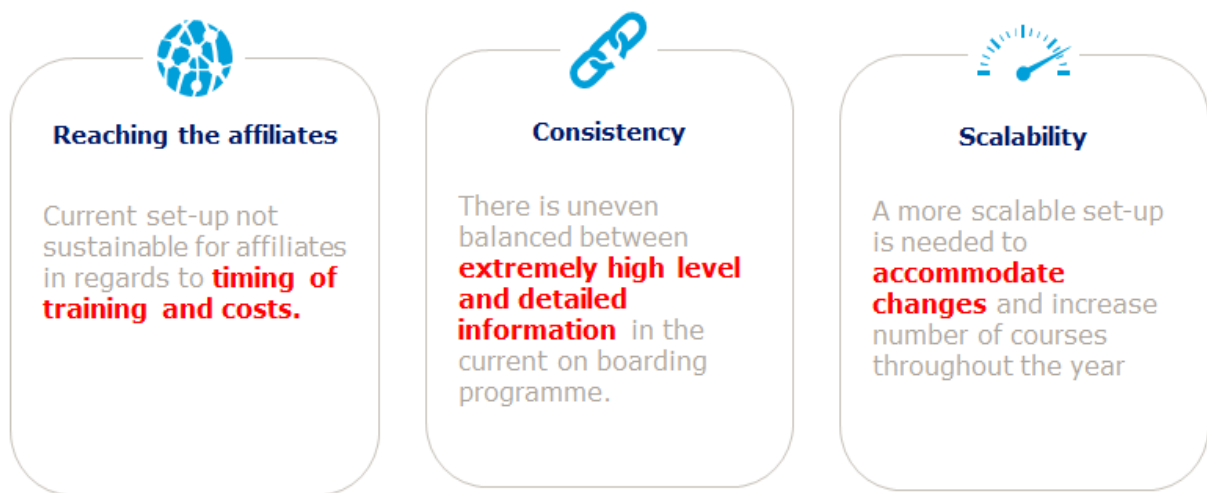


Figure 12. Onboarding training programme's key challenges, created by the authors

8.1.1 Reaching the affiliates

This challenge is addressing the fact that the employees from RA affiliates do not get a chance to travel to the headquarters to take the training. Some of those who do travel are participating too late, which is time consuming and costly, both for the affiliates and the organization. Moreover, the fact that trainers spend their time presenting and teaching at the course with five participants from affiliates it can also be costly for the organization, since the trainers spend time teaching, instead of focusing on their daily tasks and performance.

8.1.2 Consistency

It is important for the programme to have a balanced level of information. In the current programme, the content is either too detailed or too high level for the participants in this stage of the onboarding. The content should be structured according to their time spent in the organization. Especially for participants who take this course too late and already have experience in RA. On the other hand, too much detail for completely new employees can be confusing. Moreover, it is simply too much information to process in such a short time.

8.1.3 Scalability

The current onboarding programme is not scalable as it is. It can only be held four times a year, due to the fact that internal resources are spent to conduct it. Even though it is already very costly to conduct it just four times per year with the current design. One should bear in mind that it is important for the course to be organized at the right time for new employees, so they only receive relevant amount of information. This would also mean that the course needs to be easily scalable when needed and in this case it is not possible. Therefore, In order to solve these challenges, the onboarding needs to be re-designed so as to meet the organization's needs and to improve its performance by improving its employee's performance.

8.2 Recommendations

Based on data findings and literature review, researchers came up with a few recommendations which would lead to an adjustment of the onboarding training programme in the international organizations. Researchers discovered that using lecture-based training methods is no longer the most efficient for the new employee onboarding, in the 21st century organizations. For example, it may not be *"...effective as the primary or predominate mode for inculcating values, enhancing critical thinking, and encouraging individual participation"*. **Ragsdale & Mueller (2005, p. 268)**, describe this by stating that, *"to be successful, a new employee onboarding training programme must be comprehensive, interactive, and thought-provoking, and provide an environment in which assimilation of organizational values culture, and standards can occur"*. In other words, using lecture training in an organization as

a main training method can be very time consuming and costly. Therefore, organizations should consider other onboarding methods that can be used to achieve better employee performance results. By identifying the right methods of onboarding, the organizations can save money and at the same time acquire the right employee skills and competencies.

8.2.1 Online is key

The data findings in this paper also suggest that it can sometimes be difficult to offer a standardized onboarding training programme to all employees. Especially when the employee's level of experience is different. When employees do not always get a chance to travel to the headquarters to take the onboarding programme right after they were employed.

Online onboarding should be a priority within larger organizations, especially for the younger generations and tech solutions. Growing beyond the traditional onboarding training programmes will keep the training content up to date and provide new employees with the training that lecture based onboarding programmes cannot. Many technical tools are popular and already available to do this. Employee-onboarding eLearning not only makes onboarding easier to access, but also has an advantage of taking it whenever needed

8.2.2 A proposed training onboarding programme

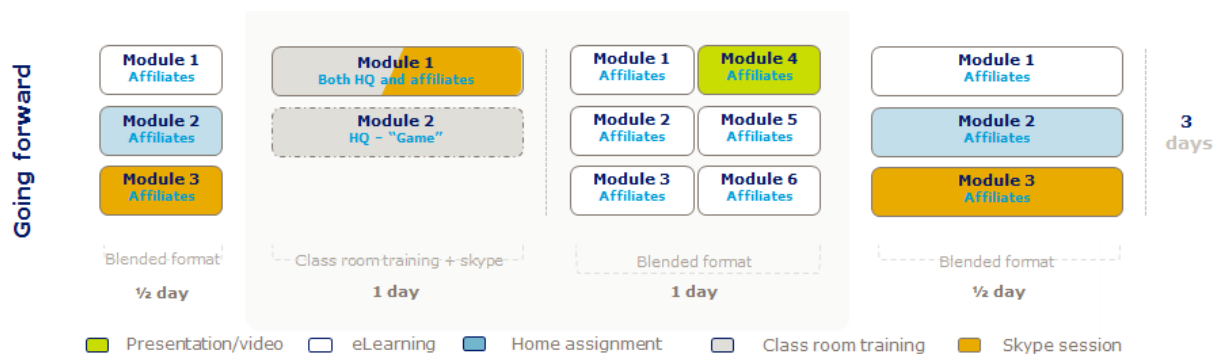


Figure 13. A proposed training onboarding training programme, created by the authors

Day 1

Day 1 of system training can be turned into an eLearning that would consist of three different

modules. For example, first module would be an eLearning with some detailed explanations of how to navigate in the system and where to find necessary information, how to update information and so on. The second module would be a home assignment, where participants could get to complete an exercise on their home based or local requirements. The third module could be a virtual follow up session via skype where participant would be able to reflect on their assignments and ask questions from the experts (trainers) who would run the virtual training instead of facilitating the onboarding training programme.

Day 2

Day 2 can be shortened to half a day (approximately three hours) where participant can be presented with very high level introduction to Regulatory Affairs with one of Regulatory management members running the day. Affiliates would be able to join this half a day via skype and ask questions along the way.

Day 3

Day 3 where participant play the Introduction Game can be separated from the course and offered at another time as also seen from the data findings. It would no longer be mandatory to participate in this game. But it is much recommended to take this course after you have been within RA organization for half a year.

Day 4 and 5

Day 4 and 5 for affiliate training could be turned into a bundle of smaller e Learnings which are very task specific and are very much focused on the job training. Affiliates would be able to complete the eLearning whenever needed in order to perform certain tasks at a certain time rather than getting an information overload in a lecture based onboarding training environment.

Day 6 and 7

Day 6 and 7 that is only relevant for affiliates who work with publishing could also be able to complete an eLearning together with a home assignment based on their local requirement depending on where they come from. As well as have a virtual follow up with an expert to ask questions and get the support needed from the Headquarters. According to data findings this would be more suitable for employees from affiliates.

This whole new employee onboarding programme will then take only three days to complete for an affiliate instead of seven days onboarding training programme.

9 Conclusion

Nowadays, organizations recruit employees from a more diverse and heterogeneous labour pool. Employees normally have very clear expectations of what they expect from their employers and the organisation. If those expectations are not met, employees are most likely to seek employment somewhere else. Moreover, the employees have the tendency to change their jobs more often than before. For this reason, organizations need to find new ways of retaining their employees. In this sense, onboarding can be used as a way to deliver necessary information to new hires and to help them be more productive and solve the turnover issue. As a consequence, this study tried to show that there is a relationship between the onboarding training programme, which is a part of onboarding overall and employees intentions to leave the organization.

Data findings of this study of onboarding training programme pointed out the significant influences on employee learning, role clarity, skills acquisition, social integration, organization fit and motivation. Consequently, these influences shown to have a significant impact on employee job satisfaction, turnover, performance as well as organizational commitment.

This can be concluded that if employees acquire the necessary skills to do their jobs; they have a clear understanding of what role they play in the organization; they are socially integrated into organization; they are motivated to do perform their tasks; they feel like they fit in the organization, then they will most probably also be satisfied with their jobs, perform better and commit to the organization for a longer period of time.

Therefore, data findings and relevant literature help to answer the initial research questions of this master thesis. It becomes imperative and empirical to say that there is a relationship between an onboarding training programme and employee intentions to leave the organization.

9.1 Contribution to the theory

With regards to contribution to the theory, it should be noted that this study did not extend the onboarding on a general level. However, it contributed to the existing theory related to

onboarding training aspects, to be more specific, its relationship towards employee intentions to leave the organization. Employees' experiences were both positive and negative and mostly related to their own expectations to participate, involvement in activities, interaction and networking with others. This research also pointed out aspects that are important in order for employee to stay in an organization after participating in onboarding training programme. More specifically factors like learning outcomes, proximal outcomes (role clarity, skills acquisition, social integration, organization fit, motivation) and distal outcomes (job satisfaction, employee performance, turnover and organizational commitment). Moreover, the existing literature which is related to onboarding of employees in the organization, the term onboarding training is either briefly or implicitly, mentioned without any sufficient clarifications or an exact description.

9.2 Propositions for further research

The research about onboarding training programme and its relationship to employee's intentions to leave the organization could be developed even further, taking into consideration that this study has several limitations.

Future research could focus on other aspects of onboarding such as orientation or socializations or even all three aspects of onboarding at the same time. The sample that the study was based on, could be larger and more representative of the population. It would be interesting to apply the same research in the same organization but on another department and compare the results in order to see if there is a similar relationship.

Furthermore, as this thesis focused on the perspectives of the onboarding training programme and its relation to employee intentions to leave the organization, it would be really interesting to examine the onboarding training and its relationship to the organization competitiveness or its impact on organizational performance. Lastly, other cases could be examined using the same theoretical framework in order to see if the same pattern applies.

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11 Appendixes

11.1 Surveys

11.2 Interviews

11.3 Framework

11.4 Statistics



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 13 / 21

Date Range: N/A - N/A

Item: Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Offerings: 1 Mean Score: 3.2 Total Surveys: 13 / 21

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Question 1: Overall, I am satisfied with the training.

Answer



Total Respondents: 13

Question 2: The learning objectives for the training were achieved.

Answer



Total Respondents: 13



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 13 / 21

Date Range: N/A - N/A

Item: Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Offerings: 1 Mean Score: 3.2 Total Surveys: 13 / 21

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Question 3: I am able to apply the learning outcomes in my everyday job.

Answer

2 - I disagree

1 7.7%

3 - I agree

9 69.2%

4 - I strongly agree

3 23.1%

Total Respondents: 13

Question 4: The trainers communicated clearly and delivered an interactive training.

Answer

3 - I agree

8 61.5%

4 - I strongly agree

5 38.5%

Total Respondents: 13



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 13 / 21

Date Range: N/A - N/A

Item: Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Offerings: 1 Mean Score: 3.2 Total Surveys: 13 / 21

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Question 5: The level of difficulty lived up to my expectations.

Answer

N/A

1  7.7%

2 - I disagree

1  7.7%

3 - I agree

9  69.2%

4 - I strongly agree


2  15.4%

Total Respondents: 13

Question 6: The duration of the training was appropriate for the content.

Answer

2 - I disagree

5  38.5%

3 - I agree

5  38.5%

4 - I strongly agree

3  23.1%

Total Respondents: 13



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 13 / 21

Date Range: N/A - N/A

Item: Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Offerings: 1 Mean Score: 3.2 Total Surveys: 13 / 21

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Question 7: To improve our training, we appreciate your comments. Please give examples of what worked well and what can be improved:
(In order to complete the survey, please write N/A if you do not have comments)

Answer

NA

N/A

1) det ville være godt med navneskilte til tøjet under kurset.

Dette letter networking i pauserne.

2) det kunne godt fremgå tydeligere at det er en fordel at have været i RA i et par måneder før man tager kurset. Hvis man er helt ny i RA vil det ikke være så let at følge med. Jeg fik dog denne info fra en kollega og valgte derfor først at følge kurset efter et par måneder i RA og var glad for dette. Da kurset står som intro kursus kunne man dog godt tro at det ville være godt at starte ude med inden for de første par uger.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 13 / 21

Date Range: N/A - N/A

Item: Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Offerings: 1 Mean Score: 3.2 Total Surveys: 13 / 21

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

The game at day two worked really well - great insight to what we actually do in RA

It was a great experience. I could met people I interact in my daily job, it was awesome!!

The RA game on Day two - could have been shortened a bit incl. a more formalized follow up

The workshop helped a lot in the understanding of RA, I would suggest more workshops or role-games and less formal presentations.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 13 / 21

Date Range: N/A - N/A

Item: Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Offerings: 1 Mean Score: 3.2 Total Surveys: 13 / 21

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

Most of us were already working in RA or in NN (or both) for some time, therefore I think the course could be a bit more challenging, the information was really basic. Most of the speakers were good, but I would liked more practical knowledge regarding the everyday work. I missed a clear description of what every department actually does, the course contained more info on a strategical level, which is also very interesting, but maybe some real practical information would also be good. Maybe also invite a speaker from an affiliate to explain the processes going on in the affiliates.

I think the course could be shorter or the content should be made more challenging. The game was fun, but maybe shorten the game rounds and add a more complete oversight of the whole submission



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 13 / 21

Date Range: N/A - N/A

Item: Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Offerings: 1 **Mean Score:** 3.2 **Total Surveys:** 13 / 21

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

process in the end.
It would also be fun to have a
social event with the
participants, like afternoon
drinks or a dinner.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 13 / 21

Date Range: N/A - N/A

Item: Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Offerings: 1 Mean Score: 3.2 Total Surveys: 13 / 21

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

The training could be shorted down to only one day (8 am to 5 pm). Take out the workshops since every group was coming up with the same things. Some sessions can be shorted down. The session 'Hello IO!' can be taken out. The session 'Introduction to RA in development projects and life cycle management' was really good and needs a little more time. The session 'The Learning organisation' should be a classroom discussion and not discussion in smaller groups. Why is this kind of training not held in a hotel in CPH were the participants from affiliates lives in? Would be much easier for the affiliate people to access and the people from affiliate can all stay at the same hotel.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 13 / 21

Date Range: N/A - N/A

Item: Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Offerings: 1 Mean Score: 3.2 Total Surveys: 13 / 21

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

I believe it could have been reduced to one day. We finished before schedule the last day and lunch breaks could have been shortened. Please also consider if all content is relevant for affiliates.

The course needs to be held very soon after starting in NN or RA otherwise a lot of the topics become irrelevant. There should be a proper introduction round of delegates. The RA submission game was good and gave a good overview of the RA process.

Total Respondents: 13



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 18 / 36

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 18 / 36

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Question 1: Overall, I am satisfied with the training.

Answer

2 - I disagree

2 11.1%

3 - I agree

12 66.7%

4 - I strongly agree

4 22.2%

Total Respondents: 18

Question 2: The learning objectives for the training were achieved.

Answer

3 - I agree

13 72.2%

4 - I strongly agree

5 27.8%

Total Respondents: 18



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 18 / 36

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1

Mean Score: 3.1

Total Surveys: 18 / 36

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Question 3: I am able to apply the learning outcomes in my everyday job.

Answer

3 - I agree 12 66.7%

4 - I strongly agree 6 33.3%

Total Respondents: 18

Question 4: The trainers communicated clearly and delivered an interactive training.

Answer

2 - I disagree 1 5.6%

3 - I agree 9 50%

4 - I strongly agree 8 44.4%

Total Respondents: 18



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 18 / 36

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1

Mean Score: 3.1

Total Surveys: 18 / 36

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Question 5: The level of difficulty lived up to my expectations.

Answer

1 - I strongly disagree

1 5.6%

2 - I disagree

2 11.1%

3 - I agree

14 77.8%

4 - I strongly agree

1 5.6%

Total Respondents: 18



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 18 / 36

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1

Mean Score: 3.1

Total Surveys: 18 / 36

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Question 6: The duration of the training was appropriate for the content.

Answer

1 - I strongly disagree

2 11.1%

2 - I disagree

1 5.6%

3 - I agree

12 66.7%

4 - I strongly agree

3 16.7%

Total Respondents: 18



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 18 / 36

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 18 / 36

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Question 7: To improve our training, we appreciate your comments. Please give examples of what worked well and what can be improved:
(In order to complete the survey, please write N/A if you do not have comments)

Answer

N/A

n/a

The game was a big succes!



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 18 / 36

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 18 / 36

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Answer

Overall I think the Introduction to RA in NN in general is a good course, however I think you need to split it up between RA people with RA experience (>3-5 years outside NN) and other new RA people. The morning of the first day is good for all new RA employees in NN as well as the NN RA Intelligence part. The rest of the course is basically only for people unexperienced in regulatory affairs. I felt a bit it was a waste of my busy time to spend two days on this course, considering I have 18 years of experience within regulatory affairs outside NN.

Everything was well organised and the learning game was very good:-)

The part with the game on day 2 was excellent. A good and interactive way of learning.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 18 / 36

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 18 / 36

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Answer

The 2 days of Introduction could have been squeezed in 1.5 days and save some time from for example Friday afternoon.

Over all training was very useful for me, It was helpful to have more understanding about Regulatory affairs processes and implementations

Everything was very clear during the presentation. The game was also very useful for applying the different concepts. It was also a great occasion for networking.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 18 / 36

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 18 / 36

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Answer

It is too much to spend 2 working days at this kind of courses if you have many years of RA experience from outside NN.

For new persons in RA or less than 2-3 years experience i think it it a very good courses. I will recommend to make one courses for new in RA (current course) and one for new in NN but experience RA with a lengths of 4-5 hours hours. The "new Courses" should mainly contain the presentations given at this courses.

It would have been nice with a longer presentation from ASTA and perhaps it should have been one of the first presentation to get a general idea of submissions and LCM of marketed products.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 18 / 36

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 18 / 36

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Answer

To many group discussions. At one point we had 4 times 5 min within 1 hour. Before we can discuss in a group we need to learn something first/have a presentation to base our discussion on. The game was good.

Please deliver a copy of the exact presentations. It good to be able to write notes along with the presentation. Do not only give some of the slides - its confusing and the participants used time to search in the papers we had if the slide presented where there or not.

I would have liked to have been presented for an overview of process and requirements before game round 1, 2 and 3. For an unexperienced RA person the learning curve in RA practice and processes would have been better.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 18 / 36

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681,2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 **Mean Score:** 3.1 **Total Surveys:** 18 / 36

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Answer

Total Respondents: 18



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 32 / 34

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 32 / 34

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Question 1: Overall, I am satisfied with the training.

Answer

2 - I disagree

1 3.1%

3 - I agree

22 68.8%

4 - I strongly agree

9 28.1%

Total Respondents: 32



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 32 / 34

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 32 / 34

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Question 2: The learning objectives for the training were achieved.

Answer

N/A

1 3.1%

2 - I disagree

2 6.3%

3 - I agree

23 71.9%

4 - I strongly agree

6 18.8%

Total Respondents: 32



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 32 / 34

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 32 / 34

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Question 3: I am able to apply the learning outcomes in my everyday job.

Answer

N/A

3 9.4%

1 - I strongly disagree

1 3.1%

2 - I disagree

2 6.3%

3 - I agree

22 68.8%

4 - I strongly agree

4 12.5%

Total Respondents: 32



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 32 / 34

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1

Mean Score: 3.1

Total Surveys: 32 / 34

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Question 4: The trainers communicated clearly and delivered an interactive training.

Answer

2 - I disagree

4 12.5%

3 - I agree

15 46.9%

4 - I strongly agree

13 40.6%

Total Respondents: 32



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 32 / 34

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 32 / 34

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Question 5: The level of difficulty lived up to my expectations.

Answer

N/A

1 3.1%

2 - I disagree

2 6.3%

3 - I agree

22 68.8%

4 - I strongly agree

7 21.9%

Total Respondents: 32



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 32 / 34

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 32 / 34

Offerings:

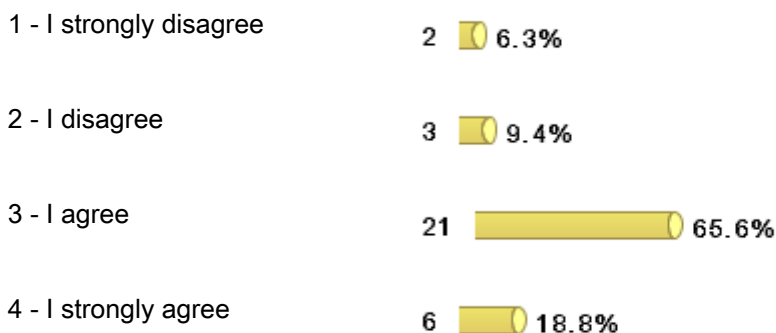
Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Question 6: The duration of the training was appropriate for the content.

Answer



Total Respondents: 32



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 32 / 34

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 32 / 34

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Question 7: To improve our training, we appreciate your comments. Please give examples of what worked well and what can be improved:
(In order to complete the survey, please write N/A if you do not have comments)

Answer

.

x

NA

N/A

I was here for only 2 days when I got the course. From one side it was very nice because I got an overview of the company, on the other side, sometimes it was hard to follow on the content of the course because some background on the daily job was still missing.

A fine course



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 32 / 34

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 32 / 34

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Answer

It was really good that the seats were predefined – this provided good opportunities for talking to people in different parts of HQ and the affiliates. It was also very good in the game because all participated with their individual knowledge. The learning game was really good.

It should be more interactive.

The interactive parts really worked well

It was great to meet employees working at affiliates. If possible, I think even more emphasis should be put on networking with affiliates and discussing the differences with regard to work flow, interaction with, and demand from, authorities etc. That would increase the understanding and facilitate future cooperation.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 32 / 34

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 32 / 34

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Answer

the learning came was very good and the introduction to RA intelligence

The team work on the 2nd day, is was a bit complicated. I think I did not understand it properly.

for new employees it would make sence to include a session about most common stakeholder interactions

Really good with the game, but a bit difficult for new employees - especially ones without RA background

my comment is to make all courses available for all the participants in order to refresh their information .

The pokemon drawing was a funny thought, but didn't bring much value with it.

The quiz was really good to sum up what we had gone through.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 32 / 34

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 32 / 34

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Answer

The course was very interactive and gives good overview of various process. Especially the game in the end was an eye opener and more practical.

I missed some more detailed/basic RA work, how is the process in RA - applying, submission, approval etc. I am new to RA so that would have been fine.

the learning games allowed for good integration of the material in a hands on way. Some presentation tailored for head office were not very appropriate for affiliate processes.

As being in affiliate, the training was general. It is relevant to the work but these are general info and were more focus on the work of HQ; what we need is more related to our daily work



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 32 / 34

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 32 / 34

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Answer

I believe the training was very lengthy in relation to how much i got out. I expected an introduction to the different departments and their key responsibilities. I didnt believe that this goal was achieved. I had hoped that i would get a better organizational understanding, but instead i feel i was introduced to bits and pieces which are very difficult to apply in my day to day job. Take the IT introduction, although very lively i dont know how i would have to use this in my job. Instead of talking about the strategic IT projects they are part of, and how this supports the overall RA strategy, ensure compliance, ... Now instead we know that we have a lot of IT applications, which i cant use in my job.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 32 / 34

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 32 / 34

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Answer

The introduction from Lene Garde could be more crisp and providing a better overview of where in NN and R&D do RA belong. And furthermore provide at better introduction to each of the CVP areas and highlevel explain what they do. More about the RA value chain and processes across RA.

Two days is too much and the GAME is too complex if you only have been in RA few weeks - in addition the game mainly touch upon the TA areas with little focus on CMC and ReqOps processes.

I think the course could be reduced in time - I might be possible to get presenters in the morning and play a reduced edition of the game in the afternoon - Thus the course would only have a duration of one day. Just an idea.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.1

Total Surveys: 32 / 34

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.1 Total Surveys: 32 / 34

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.1

Answer

I could have used the information from day 1 earlier (I had been employed for 3 months) maybe already 1 month after employment. Day 2 on the other hand would be better to have at a later stage (maybe +4-6 months after employment).

Total Respondents: 32



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1

Mean Score: 3.2

Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Question 1: Overall, I am satisfied with the training.

Answer

2 - I disagree

1  5.6%

3 - I agree

11  61.1%

4 - I strongly agree

6  33.3%

Total Respondents: 18

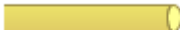
Question 2: The learning objectives for the training were achieved.

Answer

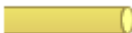
2 - I disagree

1  5.6%

3 - I agree

10  55.6%

4 - I strongly agree

7  38.9%

Total Respondents: 18



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1

Mean Score: 3.2

Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Question 3: I am able to apply the learning outcomes in my everyday job.

Answer

2 - I disagree

2 11.1%

3 - I agree

9 50%

4 - I strongly agree

7 38.9%

Total Respondents: 18

Question 4: The trainers communicated clearly and delivered an interactive training.

Answer

3 - I agree

10 55.6%

4 - I strongly agree

8 44.4%

Total Respondents: 18



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1

Mean Score: 3.2

Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Question 5: The level of difficulty lived up to my expectations.

Answer

N/A

1  5.6%

1 - I strongly disagree

1  5.6%

2 - I disagree

2  11.1%

3 - I agree

12  66.7%

4 - I strongly agree

2  11.1%

Total Respondents: 18



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1

Mean Score: 3.2

Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Question 6: The duration of the training was appropriate for the content.

Answer

2 - I disagree

6 33.3%

3 - I agree

8 44.4%

4 - I strongly agree

4 22.2%

Total Respondents: 18



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.2 Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Question 7: To improve our training, we appreciate your comments. Please give examples of what worked well and what can be improved:
(In order to complete the survey, please write N/A if you do not have comments)

Answer

N/A

n/A

n/a



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.2 Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

Two days duration was a too long. The game was fun but could have been done separately at a later stage as it's good to have some experience. The introduction could be separate. I believe some things about clinical development and project milestones could have been removed or better linked to RA. I would rather have more about the RA process wheel and what each phase includes. The slides by MBOE felt out-of-date and should have been updated. This also applies to the part which was her responsibility from the beginning.

I think the training could have been boiled down to one day.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.2 Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

The game was a great experience both to learn about the submission process in more detail and to apply the knowledge and learnings from the other days. It was also a nice opportunity to network and get to know your group and their perspectives and challenges related to the submission process. It was by far the part of the course that contributed most to my learning and it contained several elements that I can use in my everyday work. Because it was interactive, I remember more of the learnings from this part of the course than from the presentation parts.

It was irritating (not the course responsible peoples fault) that some of the presenters did not show up or cancelled in the last minute since I had looked forward to the presentations and the course seemed less well



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.2 Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

planned than it was, when last minute changes had to be made.

Half of the information that I received from the day was repeated from other intro courses..



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.2 Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

I have 10+ years RA experience and found parts of this course too basic e.g. the presentation "Introduction to RA in development projects and life cycle management" was fine, but nothing new for me there. Regarding the presentation "HQ vs Affiliate" it is a good idea to have it, but I felt it was talking a bit down to me as a professional, and I was surprised there was no initiative for a discussion in the room afterwards, as there were representatives from HQ and affiliates attending it would have been obvious to have. Before the course I was looking forward to learning a lot about the Novo RA organisation and RA HQ organisation in particular, i.e. what the different departments and teams are doing exactly, but there was no information about that. Only an



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.2 Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

organogram at CVP level!
Which I have seen many times,
but it doesn't inform one as new
employee in NN which team is
doing what in e.g. Reg Ops. So
for me the learning objective
"Recognise the different
departments in Regulatory
Affairs and their contribution"
was unfortunately not fulfilled by
this course.

Regarding the first two
presentations on Day 1, I would
have expected the slides
included up-to-date information.
This can be improved.
The presentation about RA
Intelligence and RA crossfit was
very useful!

I think a different format of this
course would be good. If you
come with 10+ years RA
experience you don't need basic
information but rather detailed
information about the overall



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.2 Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

strategy of the company (up-to-date) and detailed information about the RA HQ organisation in Novo. Maybe some Modules are relevant for colleagues with no/short RA experience and other Modules are relevant for colleagues with long RA experience and other Modules are relevant for affiliate colleagues. And all should have detailed modules about the Company strategy and NN RA HQ organisation.

I also think the course should be updated to reflect that we are now part of MARS. There was no mentioning about the new organisation and what the Global Safety and Global Medical Affairs departments are doing. I know it is early days, but relevant to implement in future courses.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.2 Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

The game was very interesting and fun. I learnt a lot from my teammates and enjoyed implementing my knowledge. I hoped more would have been covered with regards to contents of the CTD and what health authority bodies there are/ how we interact with them. I think it could have been more difficult because I think we could have handled more information overall for the 2 days.

I enjoyed this course. Really showed the big picture of the RA machinery. And great mix between lectures, video and activities.

I think it is difficult to make the introduction relevant and useful for all participants, but for my sake I didn't get much new information.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.2 Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

Great to get an introduction to RA, particularly introduction from Maria Boese about the overall strategy/goals/definitions of RA, as well as SAEFs presentation about HQ vs affiliates. Further also interesting to meet and network with different colleagues from the affiliates. The game was quite fun, and gave a good understanding of RA, however two days might be a bit excessive for this event.

The RA game worked well both to get the understanding of the processes within RD and to test own knowledge and to learn other participants to know.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.2 Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

Good course. However, it was too bad that two presenters were not able to present. Maybe reconsider that now when we have people from other countries attending the course. It looked like the schedule was not well-planned.

Overall it was a great experience attending the course and getting introduced to different aspect of RA from both the Head office and the affiliate perspective. However it was a bit disappointing that some of the speakers did not show up.

It would be nice if the slides had been updated with the new IO organisation and employee numbers. It would also be nice if the business plan for 2016 had been presented instead of the one for 2015. I found all presentations very valuable and relevant.



Item Evaluation

Survey: RA - Standard Evaluation (RA - Standard Evaluation)

Mean Score: 3.2

Total Surveys: 18 / 28

Date Range: N/A - N/A

Item: RA - Introduction to Regulatory Affairs for RA HQ and RA in Affiliates, (COURSE, L3681, 2014-01-06 15.32 Europe/Copenhagen)

Scheduled 1 Mean Score: 3.2 Total Surveys: 18 / 28

Offerings:

Page1: Regulatory Learning Training Evaluation

Resource Type: None

Mean: 3.2

Answer

Total Respondents: 18

Interviews

Date: 03-11-2016

Duration 10:00-10:45 (40 min.)

Location: HQ Novo Nordisk

Interviewee: 1

Organization: Novo Nordisk

Department: Regulatory Affairs

1. How long have you been working in RA? How long have you been in NN?

I started in January 2016, six months ago

Why so late?

Because of the budget restraints.

2. What were your expectations before coming to this course?

I only had training from my colleagues at the Affiliate, so I couldn't perform my tasks to the fullest. I expected that the programme would help me to be more independent to be able perform tasks on my own, without my colleagues help. It was important to know more in depth the various systems.

Some of the proofreading training provided me with an interesting insight that will help me do my job better. I really appreciated the training in RIMS system.

I have 4 colleagues at the office who helped me do my tasks (also 2 of them in manufacturing, so they use different systems).

3. Have you had a discussion with your manager before coming here? What were your expectations regarding this course?

Me and my manager had a meeting before coming to Denmark for the training and discussed how I could take advantage of the training to perform tasks related to RIMS. At the moment my colleagues help me in updating the system since I am not completely comfortable using it on my own.

Were you comfortable asking for their help?

It can be a little frustrating to always ask for help from my colleagues.

Are you now ready to use it on your own after attending the training?

I hope I will be able to do it myself although I do not remember the training in detail. But I made a lot of notes so I will go back to my country and try to use RIMS. It was a lot of information to process but it was nice to ask some questions during the class.

4. *Could you point out areas in which we could improve the programme?*

I think all the affiliates should participate in the RIMS course. It was the most beneficial one. I found it useful to be trained in how to navigate in the system. I would like to have more of RIMS training and less of everything else.

5. *Could you describe your optimal on boarding programme based on the tasks in your area? How would it look like?*

I believe the most productive trainings were in RIMS and RAS. However, it was missing better information in clinical trial applications. A specific training on clinical trials would be more beneficial.

Clinical trials training is not a part of RA employee on boarding but it is available as a separate training. Do you think it should still be included?

Yes, because I think it would be beneficial to know at least a little bit about it. For example the training in devices was very informative as it became more real when we got to touch the devices ourselves. Sometimes affiliates do not have access to the devices. (just good to know). The same could be with clinical trials, just a little bit of introduction to it.

6. *Is there anything that could be left out of this programme?*

IT systems focusing on headquarters employees, as affiliates do not use the same systems. However, if an alternative focused on the affiliate's needs could be provided it would be more productive.

Date: 03-11-2016

Duration 11:00-11:45 (40 min.)

Location: HQ Novo Nordisk

Interviewee: 2

Organization: Novo Nordisk

Department: Regulatory Affairs

1. How long have you been working in RA? How long have you been in NN?

I have 7 years of experience as regulatory and 4 months in Novo Nordisk as Regulatory Affairs representative and PV officer for Albania and Kosovo.

2. What were your expectations before coming to this course?

I wanted to learn about specific systems, especially RIMS and how to find information in there for my daily work. I wanted to learn how to fill Adocs and RIMS information forms.

So are you saying that these systems were the most important for you to learn?

I believe that those sessions with the systems were in fact the most important training sessions for me, because I use it on my daily work. These sessions were also very productive because I could ask a lot of questions from the trainers that I was struggling when I had to work in the system.

3. Have you had a discussion with your manager before coming here? What were your expectations regarding this course?

My manager's expectations are almost the same as mine, learning how to use RIMS as I need it every day at work.

Do you now feel confident using the systems?

Yes, I feel comfortable, but I would have liked to get more training of the systems instead of other presentations that were not so interesting for my job.

4. Could you point out areas in which we could improve the programme?

Some of the presentations were very informative but could be more interactive.

How would you make them more interactive?

Maybe more exercises and group discussions would help.

5. *Could you describe your optimal on boarding programme based on the tasks in your area? How would it look like?*

First to read SOP related with RA and Pharmacovigilance and Novo Nordisk policies. This should be followed by an introduction to RA in the Novo Nordisk approach to standard file and extended standard file.

Also different systems in use as RIMS, RA Planit, Adocs. After this introduction, the best would be to be provided with contacts in HQ that can support the affiliate for different tasks.

In my opinion the same introduction in RA should be specific also for PV.

6. *Is there anything that could be left out of this programme?*

As affiliate, the introduction for HQ and affiliate (06 and 07 September) should be in one day. Life cycle management and RA intelligence were very interesting to know, however, in my opinion the game was more appropriate for employees from headquarters than for affiliates.

Do you think that overall programme was too long for you?

I think it was too long in a way because I received information overload and some of that information was not relevant for me.

Date: 03-11-2016

Duration 12:00-12:45 (40 min.)

Location: HQ Novo Nordisk

Interviewee: 3

Organization: Novo Nordisk

Department: Regulatory Affairs

1. *How long have you been working in RA? How long have you been in NN?*

I worked 10 years with Regulatory affair and around 11 months at Novo Nordisk.

Why are you attending this training so late?

Because, in my affiliate, the managers are prioritised to get the training first. Also because I had a lot of experience in RA before I worked at Novo Nordisk so I didn't need it so much in the beginning. Some of my colleagues still haven't received the training.

So how are they performing their tasks?

Same as me, they had experience in RA before starting to work in Novo Nordisk. They learnt everything they needed by themselves or from other colleagues.

2. *What were your expectations before coming to this course?*

I expected to have a better understanding of the entire RA organization in Novo Nordisk and its processes as well as to get the system training.

3. *Have you had a discussion with your manager before coming here? What were your expectations regarding this course?*

I have not discussed in detail with my manager. I believe that only reading SOPs in the office is not sufficient to understand the whole RA related processes, so by attending to the introduction days I wanted to get the big picture of the processes.

So do you think that now you have a clear understanding of the processes and systems?

Yes, but also a lot of new information, I think I will need some time to reflect on it.

4. *Could you point out areas in which we could improve the programme?*

More system training would be beneficial to do my job. Also RA related SOPs' structure and main contents should be introduced. It was too much presentation from Headquarters that was not relevant for me.

Do you think that the programme was too long?

I think 7 days were too long for me, I cannot remember a lot of things that were said by trainers. I do not think I can learn everything I need to know in these days, I would maybe like to later have a possibility to hear it again later.

5. *Could you describe your optimal onboarding programme based on your tasks in your area? How would it look like?*

I believe that it is important to know the flow of RA work (for new product registration and variation, respectively) and processes entailed. This should have been mentioned more in the course.

6. *Is there anything that could be left out of this programme?*

No. On the contrary, it would be good if a more advanced RA training course could be provided as well. But maybe because I have been working within RA for such a long time.

Do you think this programme was not entirely relevant for you?

It was but mainly the system training that I received and the rest I already knew. It was just a little bit different of how Novo Nordisk handles things compared to my previous experience.

Date: 03-11-2016

Duration 14:00-14:45 (40 min.)

Location: HQ Novo Nordisk

Interviewee: 4

Organization: Novo Nordisk

Department: Regulatory Affairs

1. How long have you being working in RA? How long have you been in NN?

I have worked with Regulatory Affairs 5 years and I have started working in Novo Nordisk 1 year ago.

2. What were your expectations before coming to this course?

I wanted to learn more about the systems that I should have access to and how to navigate in them.

I also wanted to meet in person the people in headquarter that I work with from distance. Also to have clearer vision from what the Headquarters are expecting from me as RA Affiliate.

3. Have you had a discussion with your manager before coming here? What was his or her expectations regarding this course?

The main focus was on RIMS training as I didn't handle RIMS yet and the RA in region is handling it for me.

So are you ready to handle in yourself now?

Yes but I think when I sit down to work with it I might still have some questions or need some help.

4. Could you point out areas in which we could improve the programme?

The training tackled few systems and processes. If it would be possible to tackle more systems or to give a session related to the systems needed in the affiliate and a small intro to each of them.

I know there are a lot of processes but in the affiliate we do not know what is needed especially for the new comers.

5. Could you describe your optimal on boarding programme based on your tasks in your area? How would it look like?

There is no optimal on boarding program that fits everyone. However, it would be great if from the first month of joining the company the new comers have a list of all the SOPs/systems/processes and if possible an e-learning showing how the systems work. Maybe if RIMS training and the Affiliates intro was combined together would be good, as many RIMS process interferes with other platforms.

6. Is there anything that could be left out of this programme?

The training with HQ was good, but the information was so general and mostly related to the work of headquarters. Maybe if just basic information were given to Affiliates without taking the whole 7 days.

Date: 03-11-2016

Duration 15:00-15:45 (40 min.)

Location: HQ Novo Nordisk

Interviewee: 5

Organization: Novo Nordisk

Department: Regulatory Affairs

1. How long have you been working in RA? How long have you been in NN?

I was working for 5 years in RA & I have 5 months in RA in Novo Nordisk.

2. What were your expectations before coming to this course?

My expectations were very high because my line manager informed me that the RA on boarding programme will give me a very clear image for RA role in Novo Nordisk and my role as an affiliate.

3. Have you had a discussion with your manager before coming here? What was his or her expectations regarding this course?

Yes, he actually recommended and insisted on me to attend this course to get the whole knowledge regarding our job in RA affiliate.

So do you now think you understand your job as RA affiliate?

Yes but it is a lot of information in my head right now, so maybe in some time I will understand better.

4. Could you point out areas in which we could improve the programme?

Maybe you can improve your programme by making a hyper link for the RA on boarding where both new and old employees in RA have the access to it so they can refresh their information from time to time on the most important topics that the training focused on it.

Do you mean you want to have link to this information on the internal site?

Yes, so I can access it when I need it because now I think I would still not remember everything that was taught at the course.

5. Could you describe your optimal on boarding programme based on your tasks in your area? How would it look like?

in fact your programme is very identical for me based on my tasks in my area.

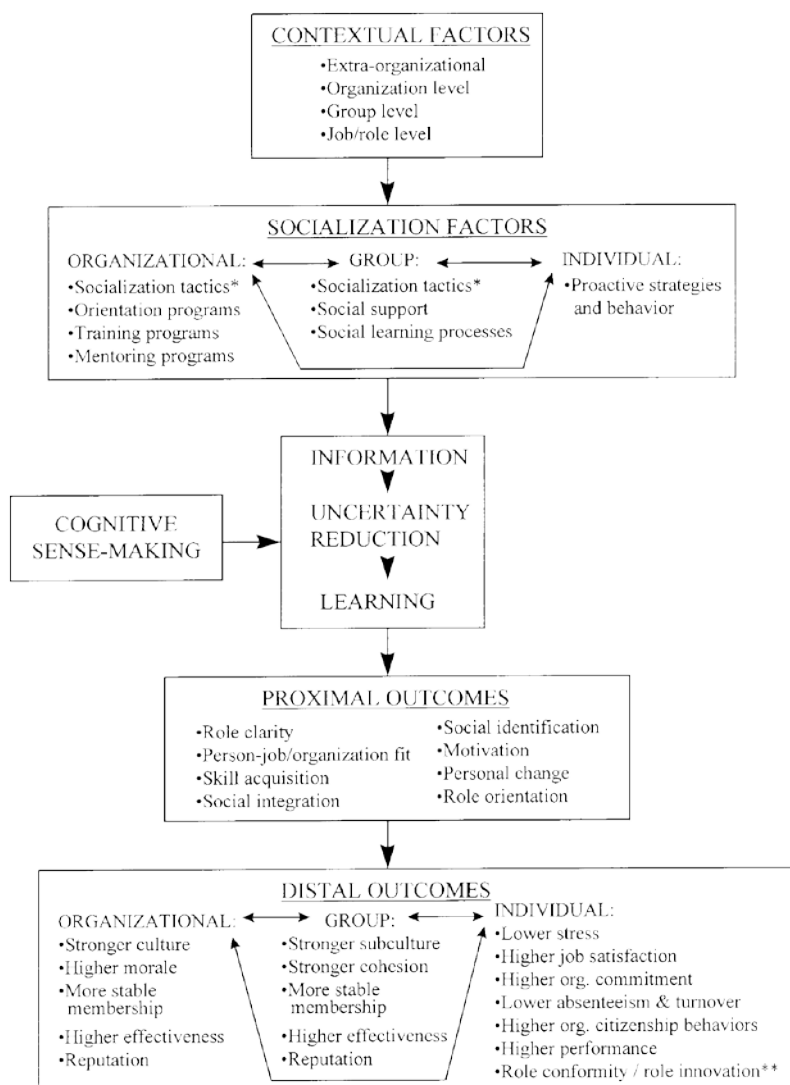
6. Is there anything that could be left out of this programme?

Not all the topics were very important for me. Finally I hope there are more workshops for the RA affiliate annually to update their information and thank you so much for this opportunity it was very useful course.

Do you think that this on boarding programme should be available more times a year?

Yes indeed, because it was very hard to attend it earlier I had to wait for 5 months and I would have loved to attend it in my first month.

ORGANIZATIONAL SOCIALIZATION



* The model assumes institutionalized socialization tactics rather than individualized

**The relative weight depends on the group's and organization's values

FIG. 1. A multi-level process model of organizational socialization.

Survey March

| ID no. | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | All |
|--------------------|------|------|------|------|------|------|------|
| 1 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 2 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 4 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 5 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 6 | 3 | 3 | 3 | 3 | 3 | 2 | |
| 7 | 4 | 3 | 3 | 3 | 3 | 2 | |
| 8 | 4 | 3 | 3 | 3 | 3 | 2 | |
| 9 | 4 | 3 | 3 | 4 | 3 | 2 | |
| 10 | 4 | 4 | 4 | 4 | 4 | 2 | |
| 11 | 4 | 4 | 4 | 4 | 4 | 4 | |
| 12 | 2 | 4 | 4 | 4 | 2 | 4 | |
| 13 | 2 | 4 | 2 | 4 | na | 4 | |
| Sum | 42 | 43 | 41 | 44 | 37 | 37 | |
| Count | 13 | 13 | 13 | 13 | 12 | 13 | |
| Average mean | 3,2 | 3,3 | 3,2 | 3,4 | 3,1 | 2,8 | 3,2 |
| Standard deviation | 0,73 | 0,48 | 0,55 | 0,51 | 0,51 | 0,80 | 0,60 |
| Standard Error | 0,13 | 0,08 | 0,10 | 0,09 | 0,09 | 0,14 | 0,11 |

Survey June

| ID no. | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | All |
|--------------------|------|------|------|------|------|------|----------|
| 1 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 2 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 4 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 5 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 6 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 7 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 8 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 9 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 10 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 11 | 3 | 3 | 3 | 4 | 3 | 3 | |
| 12 | 3 | 3 | 3 | 4 | 3 | 3 | |
| 13 | 4 | 3 | 4 | 4 | 3 | 4 | |
| 14 | 4 | 4 | 4 | 4 | 3 | 4 | |
| 15 | 4 | 4 | 4 | 4 | 4 | 4 | |
| 16 | 4 | 4 | 4 | 4 | 2 | 2 | |
| 17 | 2 | 4 | 4 | 4 | 2 | 1 | |
| 18 | 2 | 4 | 4 | 4 | 1 | 1 | |
| Sum | 56 | 59 | 60 | 62 | 51 | 52 | |
| Count | 18 | 18 | 18 | 18 | 18 | 18 | 108 |
| Average mean | 3,1 | 3,3 | 3,3 | 3,4 | 2,8 | 2,9 | 18,88889 |
| Standard deviation | 0,58 | 0,46 | 0,49 | 0,51 | 0,62 | 0,83 | 3,490952 |
| Standard Error | 0,10 | 0,08 | 0,09 | 0,09 | 0,11 | 0,15 | 0,617119 |

Survey September

| ID no. | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
|--------------------|------|------|------|------|------|------|
| 1 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 3 | 3 | 3 | 3 | 3 | 3 |
| 5 | 3 | 3 | 3 | 3 | 3 | 3 |
| 6 | 3 | 3 | 3 | 3 | 3 | 3 |
| 7 | 3 | 3 | 3 | 3 | 3 | 3 |
| 8 | 3 | 3 | 3 | 3 | 3 | 3 |
| 9 | 3 | 3 | 3 | 3 | 3 | 3 |
| 10 | 3 | 3 | 3 | 3 | 3 | 3 |
| 11 | 3 | 3 | 3 | 3 | 3 | 3 |
| 12 | 3 | 3 | 3 | 3 | 3 | 3 |
| 13 | 3 | 3 | 3 | 3 | 3 | 3 |
| 14 | 3 | 3 | 3 | 3 | 3 | 3 |
| 15 | 3 | 3 | 3 | 3 | 3 | 3 |
| 16 | 3 | 3 | 3 | 2 | 3 | 3 |
| 17 | 3 | 3 | 3 | 2 | 3 | 3 |
| 18 | 3 | 3 | 3 | 2 | 3 | 3 |
| 19 | 3 | 3 | 3 | 2 | 3 | 3 |
| 20 | 3 | 3 | 3 | 4 | 3 | 3 |
| 21 | 3 | 3 | 3 | 4 | 3 | 3 |
| 22 | 3 | 3 | 3 | 4 | 3 | 2 |
| 23 | 2 | 3 | 2 | 4 | 2 | 2 |
| 24 | 4 | 2 | 2 | 4 | 2 | 2 |
| 25 | 4 | 2 | 1 | 4 | 4 | 4 |
| 26 | 4 | 1 | na | 4 | 4 | 4 |
| 27 | 4 | na | na | 4 | 4 | 4 |
| 28 | 4 | 4 | na | 4 | 4 | 4 |
| 29 | 4 | 4 | 4 | 4 | 4 | 4 |
| 30 | 4 | 4 | 4 | 4 | 4 | 4 |
| 31 | 4 | 4 | 4 | 4 | 4 | 1 |
| 32 | 4 | 4 | 4 | na | na | 1 |
| Sum | 104 | 94 | 87 | 101 | 98 | 95 |
| Count | 32 | 31 | 29 | 31 | 31 | 32 |
| Average mean | 3,3 | 3,0 | 3,0 | 3,3 | 3,2 | 3,0 |
| Standard deviation | 0,51 | 0,60 | 0,60 | 0,68 | 0,52 | 0,74 |
| Standard Error | 0,09 | 0,11 | 0,11 | 0,12 | 0,09 | 0,13 |

Survey November

| ID no. | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
|--------------------|------|------|------|------|------|-----|
| 1 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 3 | 3 | 3 | 3 | 3 | 3 |
| 5 | 3 | 3 | 3 | 3 | 3 | 3 |
| 6 | 3 | 3 | 3 | 3 | 3 | 3 |
| 7 | 3 | 3 | 3 | 3 | 3 | 3 |
| 8 | 3 | 3 | 3 | 3 | 3 | 3 |
| 9 | 3 | 3 | 3 | 3 | 3 | 4 |
| 10 | 3 | 3 | 4 | 3 | 3 | 4 |
| 11 | 3 | 4 | 4 | 4 | 3 | 4 |
| 12 | 4 | 4 | 4 | 4 | 3 | 4 |
| 13 | 4 | 4 | 4 | 4 | 4 | 2 |
| 14 | 4 | 4 | 4 | 4 | 4 | 2 |
| 15 | 4 | 4 | 4 | 4 | 2 | 2 |
| 16 | 4 | 4 | 4 | 4 | 2 | 2 |
| 17 | 4 | 4 | 2 | 4 | 1 | 2 |
| 18 | 2 | 2 | 2 | 4 | na | 2 |
| Sum | 59 | 60 | 59 | 62 | 49 | 52 |
| Count | 18 | 18 | 18 | 18 | 18 | 18 |
| Average mean | 3,3 | 3,3 | 3,3 | 3,4 | 2,7 | 2,9 |
| Standard deviation | 0,57 | 0,59 | 0,67 | 0,51 | 0,70 | 0,8 |
| Standard Error | 0,10 | 0,11 | 0,12 | 0,09 | 0,12 | 0,1 |

| Survey from March | | | | | | |
|--------------------|------|------|------|------|------|------|
| Question | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
| Sum | 42 | 43 | 41 | 44 | 37 | 37 |
| respondents) | 13 | 13 | 13 | 13 | 13 | 13 |
| Average mean | 3,2 | 3,3 | 3,2 | 3,4 | 3,1 | 2,8 |
| Standard deviation | 0,73 | 0,48 | 0,55 | 0,51 | 0,51 | 0,8 |
| Standard Error | 0,13 | 0,08 | 0,1 | 0,09 | 0,09 | 0,14 |

| Survey from June | | | | | | |
|--------------------|------|------|------|------|------|------|
| Question | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
| Sum | 56 | 59 | 60 | 62 | 51 | 52 |
| respondents) | 18 | 18 | 18 | 18 | 18 | 18 |
| Average mean | 3,1 | 3,28 | 3,33 | 3,44 | 2,83 | 2,89 |
| Standard deviation | 0,58 | 0,46 | 0,49 | 0,51 | 0,62 | 0,83 |
| Standard Error | 0,10 | 0,08 | 0,09 | 0,09 | 0,11 | 0,15 |

| Survey from September | | | | | | |
|-----------------------|------|------|------|------|------|------|
| Question | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
| Sum | 104 | 94 | 87 | 101 | 98 | 95 |
| respondents) | 32 | 31 | 29 | 31 | 31 | 32 |
| Average mean | 3,3 | 3,03 | 3,00 | 3,26 | 3,16 | 2,97 |
| Standard deviation | 0,51 | 0,60 | 0,60 | 0,68 | 0,52 | 0,74 |
| Standard Error | 0,09 | 0,11 | 0,11 | 0,12 | 0,09 | 0,13 |

| Survey from November | | | | | | |
|----------------------|------|------|------|------|------|------|
| Question | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
| Sum | 59 | 60 | 59 | 62 | 49 | 52 |
| respondents) | 18 | 18 | 18 | 18 | 17 | 18 |
| Average mean | 3,3 | 3,33 | 3,28 | 3,44 | 2,88 | 2,89 |
| Standard deviation | 0,57 | 0,59 | 0,67 | 0,51 | 0,70 | 0,76 |
| Standard Error | 0,10 | 0,11 | 0,12 | 0,09 | 0,12 | 0,13 |

| Survey | March | June | September | November | Overall |
|--------------------|-------|------|-----------|----------|---------|
| Question 1 | | | | | |
| Sum of the ratings | 42 | 56 | 104 | 59 | 261 |
| respondents) | 13 | 18 | 32 | 18 | 81 |
| Average mean | 3,2 | 3,1 | 3,3 | 3,3 | 3,21 |
| Standard deviation | 0,73 | 0,58 | 0,51 | 0,57 | 0,60 |
| Standard Error | 0,13 | 0,10 | 0,09 | 0,10 | 0,11 |

| Survey | March | June | September | November | Overall |
|--------------------|-------|------|-----------|----------|---------|
| Question 2 | | | | | |
| Sum of the ratings | 43 | 59 | 94 | 60 | 256 |
| respondents) | 13 | 18 | 31 | 18 | 81 |
| Average mean | 3,3 | 3,28 | 3,03 | 3,33 | 3,24 |
| Standard deviation | 0,48 | 0,46 | 0,60 | 0,59 | 0,53 |
| Standard Error | 0,08 | 0,08 | 0,11 | 0,11 | 0,09 |

| Survey | March | June | September | November | Overall |
|--------------------|-------|------|-----------|----------|---------|
| Question 3 | | | | | |
| Sum of the ratings | 41 | 60 | 87 | 59 | 247 |
| respondents) | 13 | 18 | 29 | 18 | 81 |
| Average mean | 3,2 | 3,33 | 3,00 | 3,28 | 3,20 |
| Standard deviation | 0,55 | 0,49 | 0,60 | 0,67 | 0,58 |
| Standard Error | 0,1 | 0,09 | 0,11 | 0,12 | 0,10 |

| Survey | March | June | September | November | Overall |
|--------------------|-------|------|-----------|----------|---------|
| Question 4 | | | | | |
| Sum of the ratings | 44 | 62 | 101 | 62 | 269 |
| respondents) | 13 | 18 | 31 | 18 | 81 |
| Average mean | 3,4 | 3,44 | 3,26 | 3,44 | 3,39 |
| Standard deviation | 0,51 | 0,51 | 0,68 | 0,51 | 0,55 |
| Standard Error | 0,09 | 0,09 | 0,12 | 0,09 | 0,10 |

| Survey | March | June | September | November | Overall |
|--------------------|-------|------|-----------|----------|---------|
| Question 5 | | | | | |
| Sum of the ratings | 37 | 51 | 98 | 49 | 235 |
| respondents) | 13 | 18 | 31 | 17 | 81 |
| Average mean | 3,1 | 2,83 | 3,16 | 2,88 | 2,99 |
| Standard deviation | 0,51 | 0,62 | 0,52 | 0,70 | 0,59 |
| Standard Error | 0,09 | 0,11 | 0,09 | 0,12 | 0,10 |

| Survey | March | June | September | November | Overall |
|------------|-------|------|-----------|----------|---------|
| Question 6 | | | | | |

| | | | | | |
|---------------------------|------|------|------|------|------|
| Sum of the ratings | 37 | 52 | 95 | 52 | 236 |
| respondents) | 13 | 18 | 32 | 18 | 81 |
| Average mean | 2,8 | 2,89 | 2,97 | 2,89 | 2,89 |
| Standard deviation | 0,8 | 0,83 | 0,74 | 0,76 | 0,78 |
| Standard Error | 0,14 | 0,15 | 0,13 | 0,13 | 0,14 |

| Questions | Mean | SD | Std error | 68% of the sample | | 95% of the sample | |
|-----------------------------------|-------------|-----------|------------------|--------------------------|------|--------------------------|------|
| Overall satisfaction | 3,21 | 0,60 | 0,11 | 2,61 | 3,81 | 2,01 | 4,41 |
| Acievement of learning objectives | 3,24 | 0,53 | 0,09 | 2,70 | 3,77 | 2,17 | 4,31 |
| Use of learning outcomes | 3,20 | 0,58 | 0,10 | 2,63 | 3,78 | 2,05 | 4,35 |
| Trainers communication skills | 3,39 | 0,55 | 0,10 | 2,83 | 3,94 | 2,28 | 4,49 |
| Level of difficulty | 2,99 | 0,59 | 0,10 | 2,41 | 3,58 | 1,82 | 4,17 |
| Training duration | 2,89 | 0,78 | 0,14 | 2,10 | 3,67 | 1,32 | 4,45 |