Planning Of Employees Orientation And Competency Improvement

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Abstract: The planning of orientation and competency improvement of employees is a crucial element in effective human resource management within an organization. Well-planned orientation helps new employees understand the culture, tasks, and job responsibilities optimally, while continuous training enhances employee competencies to meet job demands and industry developments. This study employs a theoretical approach involving the grand theory of organizational learning, the middle theory of the ADDIE model, and the applied theory of andragogy implementation. This study aims to identify strategic steps in designing orientation and training, as well as the benefits for organizations and individuals. Findings indicate that well-designed programs can enhance individual performance, organizational effectiveness, and competitiveness in the global market. Hence, a systematic approach to planning orientation and training serves as a strategic investment for modern organizations.

Keywords: Employee orientation, competency improvement, training, andragogy, HR planning.

INTRODUCTION

Employee Orientation

In today's era of increasing competition, human resource (HR) management is one of the determinants of organizational success. New employee orientation is the initial step to ensure the integration of employees into their work environment and responsibilities. According to Tb. Sjafri Mangkuprawira (2014), the objectives

of employee orientation are: 1) Helping new employees understand job tasks and responsibilities; 2) Accelerating employee adaptation to the work environment, organizational culture, and company regulations; 3) Providing understanding of organizational structure, core business, and employee rights and obligations; 4) Reducing new employee anxiety by addressing questions like: "Can I perform this job?" and "How can I adjust to the company culture?"; 5) Instilling company values and enhancing employee motivation and optimism. Orientation also benefits companies by: 1) Reducing material waste by up to 80%; 2) Cutting training costs by two-thirds; 3) Lowering production costs by 15%.

The core materials to be delivered during the employee orientation process include: 1) Background, understanding the company's founding story, vision, mission, and goals; 2) Organizational structure and leadership, introducing the organizational structure, names, and
positions of key executives and company leaders; 3) Organizational environment and culture, explaining the values, ethics, norms, and work practices in the company; 4) Employee rights and obligations, discussing salaries, benefits, job security, and employee duties; 5) Occupational Safety, Health, and Security (OSH), including safety procedures, risk management, and the use of personal protective equipment (PPE); 6) Rules and regulations, introducing company policies and disciplinary rules, including sanctions for violations. 7) Job duties, providing an overview of specific tasks, their relation to other jobs, and the company's expectations of employees. z

According to Donald L. Kirkpatrick (1998), orientation material should also cover: 1)The production process or services offered by the company; 2) Company policies regarding discipline, work schedules, and probationary periods; 3) Facilities and services available to employees, such as training programs, counseling, and health benefits.

Improving Employee Competencies

On the other hand, improving competencies through training has become a strategic need to maintain workforce relevance and competitiveness. The objectives of employee competency improvement, according to several experts, include: 1) Tb. Sjafri Mangkuprawira (2014), Creating a professional workforce that meets the competency standards expected by the company; 2) Donald L. Kirkpatrick (1998), Ensuring the workforce can keep up with technological advancements, scientific developments, and organizational need; 3) Tony Pont (1991), Enhancing workforce efficiency and productivity in performing their duties; 4) Goldstein (1993), Aligning employee capabilities with the strategic needs of the company.

The benefits of competency improvement for employees, according to Mangkuprawira (2014), include: 1) Helping employees build confidence in performing their tasks; 2) Opening career development and promotion opportunities. According to Tony Pont (1991), it provides employees with new skills relevant to their tasks. For companies, the benefits as per Kirkpatrick (1998) are: 1) Enhancing work efficiency and reducing errors; 2)Increasing employee loyalty to the company. Meanwhile, Goldstein (1993) highlights: 1) Lowering production costs by improving workforce efficiency; 2) Strengthening the organization's competitiveness in the global market.

This research aims to explore effective planning steps in implementing

orientation and training, as well as their impact on organizations.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

The grand theory underlying this research is Behaviorism Theory, which posits that learning occurs through stimuli and responses. According to Skinner (1953), effective learning requires reinforcement to shape new behaviors. In the context of the ADDIE model, this theory supports the importance of hands-on training, enabling employees to apply new competencies through simulation and behavior reinforcement. Stimuli are presented in the form of training materials, and responses are measured by changes in employee competencies after training.

The middle theory relevant to this study is the ADDIE Instructional Design Theory, introduced by Gustafson and Branch (2002). This theory emphasizes five integrated steps to ensure training meets the needs of learners and organizations: 1) Analysis, identifying competency needs; 2) Design, structuring learning objectives, methods, and curricula; 3) Development, creating training modules and support media; 4) Implementation, conducting training using selected methods; 5) Evaluation, Measuring the impact of training on individuals and organizations. This theory highlights the importance of continuous evaluation to measure training effectiveness.

The applied theory used is Kirkpatrick's Training Evaluation Model (1994), which assesses training success across four levels: 1) Reaction: Participant satisfaction with the training; 2) Learning: Knowledge and skill improvement; 3) Behavior: Changes in workplace behavior; 4) Results: Impact of training on organizational performance.

Additionally, Agency Theory by Jensen and Meckling (1976) explains the relationship between employees (agents) and organizations (principals). Organizations expect employees to perform tasks with appropriate competencies to achieve strategic goals, while employees require training to meet organizational expectations. This theory emphasizes the importance of providing relevant incentives and training to reduce information asymmetry and enhance employee performance.

METHODS

Research Approach

This study employs a qualitative descriptive method with a literature review approach. Data is sourced from academic literature, training modules, and prior research to analyze the planning process for employee orientation and competency improvement. The analysis method used is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), a systematic framework for designing training programs. The ADDIE model was chosen for its flexibility and relevance to training development based on organizational needs (Branch, 2009).

ADDIE Model

The ADDIE model comprises five main stages: 1) Analysis, identifying training needs; 2) Design, structuring the training program; 3) Development, preparing training materials and resources; 4) Implementation,conducting the training; 5)

Evaluation, assessing the effectiveness of the training. According to Branch (2009), each stage in the ADDIE model must be interconnected to ensure the success of the training program.

Research Procedures

1. Data Collection
   The data collected includes: 1) Surveys and interviews, to determine training needs and employee competencies; 2) Document study, to understand organizational structure, job descriptions, and past performance evaluations; 3) Direct observation, to identify competency gaps in the field.
2. Data Analysis
   Data analysis involves mapping the results of surveys and interviews into the ADDIE framework. Qualitative analysis techniques are used to identify training needs patterns and strategy planning.
3. Data Validation
   Data is validated through method triangulation, comparing the results of surveys, interviews, and observations to ensure consistency of findings.
4. Implementation of the ADDIE Model
   The application of the ADDIE model involves: 1) Analysis, determining training needs based on competency gaps; 2) Design, developing the training curriculum and implementation plan; 3) Development, creating training modules and learning media;
   4) Implementation, conducting training sessions for employees; 5) Evaluation, assessing the training at four levels (Kirkpatrick, 1994): reaction, learning, behavior, and results.

Research Instruments

The instruments used include: 1) Questionnaires for training needs surveys; 2) Interview guides for qualitative data collection; 3) Observation sheets for monitoring training implementation; 4) Training evaluation forms based on Kirkpatrick's model.

Data Analysis

Thematic analysis techniques are employed, following these steps: 1) Coding, categorizing data based on ADDIE stages; 2) Theme Development, organizing findings according to inputs, processes, outputs, and outcomes; 3) Data Interpretation, drawing conclusions based on relationships between ADDIE stages.

RESULT AND DISCUSSION

Analysis Based on the ADDIE Model

The ADDIE model comprises five stages: Analysis, Design, Development, Implementation, and Evaluation. Each stage involves critical elements that support employee orientation and competency improvement. Below are the findings and discussions for each stage:

Analysis

Input	Training needs data collected from training needs assessments, employee competency analyses, and organizational performance targets. This includes human resources (HR), budget, and training facilities.
Process	Identification of competency gaps, analysis of the difference between current and desired competencies, and determination of training objectives.
Output	A detailed training needs assessment (TNA) document and prioritized competencies for improvement.
Outcome	Employees better prepared to undergo training that aligns with their job requirements.

Design

Input	TNA documents, initial training curriculum, and participant information, such as the number of employees and their competency levels.
Process	Developing training modules, delivery methods (offline, online, or blended), training schedules, and selecting learning media.
Output	Training modules, a training implementation plan (TIP), and a training evaluation design.
Outcome	A structured training program designed to meet learning objectives.

Development

Input	Training modules and designs from the previous stage, learning aids (e.g., videos, printed materials), and prepared trainers or facilitators.
Process	Creating detailed training content, developing supporting media, and testing materials for effectiveness.
Output	Completed training materials, including simulations or role-playing activities if necessary.
Outcome	Training ready for implementation with relevant and engaging content.

Implementation

Input	Training participants, training venue, and prepared materials and modules .
Process	Delivering training according to the schedule, methods, and plans. Monitoring ensures active participant engagement.
Output	Participants who attend training as planned.
Outcome	Improved understanding and skills among participants during training.

Evaluation

Input	Data on training outcomes, such as participant feedback, learning assessments, and post-training workplace performance.
Process	Evaluation conducted on four levels: 1) Reaction, participant satisfaction with the training; 2) Learning, knowledge gained; 3) Behavior, application at the workplace; 4) Results, contribution to organizational performance.
Output	A training evaluation report, including recommendations for improvement.
Outcome	Measurable training effectiveness and sustainable employee development programs.

Discussion

The application of the ADDIE model in employee orientation and competency improvement revealed several key aspects:

Input Success	Comprehensive initial data ensures relevant training design.
Process Consistency	The ADDIE model's structured process ensures interconnected steps, reducing the risk of ineffective training.
Output Quality	Well-documented outputs from each stage enhance transparency and training management.
Outcome Impact	Trained employees demonstrate increased productivity, adaptability, and performance, contributing to organizational goals.

The results show that applying the ADDIE model to employee orientation and competency development provides clear structure, measurable competency

improvements, and positive impacts on organizational performance. Planned new employee orientation improves adaptation and productivity, while training programs designed using the ADDIE model yield relevant and measurable outputs. Furthermore, the use of andragogy fosters participatory and adult-oriented learning experiences. Organizations consistently investing in employee competencies achieve greater competitiveness in the global market.

CONCLUSIONS

This study analyzes the planning of employee orientation and competency improvement using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) as a systematic framework. Based on the research findings, the following conclusions are drawn: 1) Effectiveness of the ADDIE Model, the ADDIE model has proven effective in designing structured, measurable, and relevant training programs that align with organizational needs. Each stage of the model is interconnected, ensuring the training program addresses employee competency needs. This supports Branch's (2009) assertion that the ADDIE model integrates needs analysis, solution design, and systematic evaluation; 2) Strengthening Competency Needs, the Analysis stage enables in-depth identification of competency gaps, serving as a foundation for targeted training design. Training needs surveys and employee performance analysis are crucial steps to ensure program relevance; 3) Structured Training Planning, the Design and Development stages ensure that the curriculum, learning methods, and media used support training objectives. The findings indicate that training designed using the ADDIE model produces flexible and relevant modules, as highlighted by Gustafson and Branch (2002); 4) Improving Employee Competencies, the Implementation stage shows significant improvements in employee understanding and skills, positively impacting work productivity. Evaluation using Kirkpatrick's four-level model (1994) demonstrates that training programs significantly influence employee behavior and organizational outcomes; 5) Contribution to Organizational Performance, orientation and competency improvement programs designed with the ADDIE model support organizational goals by enhancing employee performance. Focused training on specific needs ensures sustainable human resource development.

Organizations are encouraged to continue using the ADDIE model in designing training programs to ensure relevance and effectiveness. Further research should integrate digital technology into each ADDIE stage to enhance training accessibility.

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