



## A STUDY ABOUT THE ROLE OF PLACEMENT TRAINING AND INDUCTION PROGRAMME FOR THE SIGNIFICANT IMPROVEMENT OF PROFESSIONAL ENGINEERS

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### **Abstract**

*The researcher shows that the role of placement and induction training for the significant improvement of professional engineers in this abstract. Placement plays the vital role for professional engineers. Placements are normally structured schemes or programmes where the engineering students invest their entire academics to get placed. Now-a-days engineering colleges take more efforts to produce more placements. The basic reason for the failure of placements is the lack of communication skills. Because of the lack of communicative efficiency the students fail to explore their technical and soft skills. Engineering students now-a-days consider their course as a mark producing factor to get placed. Taking this into consideration many of the engineering colleges put forth a lot of effort to get their students placed through placement training. While they face the interview they come to know their level in communication.*

### **Introduction**

Placements are available across a wide range of industries and roles. Previously, students looking for part-time work or summer jobs were advised to take any type of role because, at that time, all work experience was considered valuable, and it was viewed as an indication that the student had drive, enthusiasm and a willingness to get on and work. But those days are over. Career and graduate recruitment experts are now recommending that students build up a portfolio of relevant work experience as early as possible – before they arrive at university, if they get the opportunity.

Students shouldn't be dissuaded from undertaking part-time jobs or underestimate the valuable employability skills that they will undoubtedly gain from them, but should be warned that, when they graduate, that experience alone will probably not be enough to get a job. Many employers will require what they term "relevant work experience" gained either through a suitable placement or internships.

Prospective students therefore need to work out what industry sectors and job roles they might be interested in sooner, rather than later, and then focus on gaining work experience in these areas. Many universities and business schools are offering programmes with built-in placements and internships. The common benefits experienced by students across placements are gaining confidence, maturity and motivation, providing focus for their final year of study, confirming their career path, opening their eyes to opportunities they had never previously considered, showing them jobs that they would or would not do in the future.

The most popular sectors for placement years are Banking, Finance, Retail, Accountancy, Engineering and IT however there really are placements available in most industries. Within these sectors, you will then also find placements available across a wide variety of roles such as Business Management, Marketing and HR for example. Most placements will give you a good insight into what a graduate scheme will be like within that organisation or industry so they are a great way of finding out what you may (or may not!) want to do when you graduate. In his recent review into collaboration between business and universities, Sir Tim Wilson recommended internships and work placements as the way for students to improve their employability. His research revealed that students who either completed sandwich courses or had the experience of an internship were more employable after graduation.

The Office for National Statistics report in graduate recruitment shows the vast increase in the size of the graduate population, an increase of more than 430,000 graduates in the past 10 years from 1,063,000 in 2001 to 1,501,000 in 2011, which means a much more competitive jobs market for graduates than in the past. Differentiation is therefore the key. It is vital that a student (or prospective student) does everything they can to make themselves stand out from the crowd. For higher education careers services, it also means finding a balance between supporting those on placements, and helping those without such valuable work experience, to secure a graduate position.

Induction programme is the process used within many business to welcome new employees to the company and prepare them for to put their new role. Induction training should, according to TPI theory, include development of theoretical and practical skills, but also meet interaction needs that exist among the new employees. An induction programme is an important process for bringing staff into an organisation. It provides an introduction to the working environment and the set-up of the employee within the organisation. The process will cover the employer and employee rights and the terms and conditions of



employment. As a priority the induction programme must cover any legal and compliance requirements for working at the company and pay attention to the health and safety of the new employee.

An induction programme is part of an organisations knowledge management process and is intended to enable the new starter to become a useful, integrated member of the team, rather than being "thrown in at the deep end" without understanding how to do their job, or how their role fits in with the rest of the company. Good induction programmes can increase productivity and reduce short-term turnover of staff. These programs can also play a critical role under the socialization to the organization in terms of performance, attitudes and organizational commitment.

### **Purpose**

In order to fully benefit the company and employee, the placement and induction programme should be planned in advance. A timetable should be prepared, detailing the induction activities for a set period of time (ideally at least a week) for the new employee, including a named member of staff who will be responsible for each activity. This plan should be circulated to everyone involved in the induction process, including the new starter. If possible it should be sent to the new starter in advance, if not co-created with the new starter

It is also considered best practise to assign a buddy to every new starter. If possible this should be a person who the new starter will not be working with directly, but who can undertake some of the tasks on the induction programme, as well as generally make the new employee feel welcome. (For example, by ensuring they are included in any lunchtime social activities.)

### **Review of literature**

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### **What is placement?**

Placement is a process of assigning a specific job to each of the selected candidates. It involves assigning a specific rank and responsibility to an individual. It implies matching the requirements of a job with the qualifications of the candidate. Placement is the determination of the job to which an accepted candidate is assigned and his assignment to that job. After selection, the employee is first inducted into the organization. This is the period of familiarization for the employee, with the organization, with his colleagues and with his job. Induction can be defined as 'a systematic process of familiarizing the employee to the organization, the job and other employees so that they quickly become productive'.

A placement appears under a variety of names including 'Sandwich Placement', 'Industrial Placement', 'Placement Year', 'Year in Industry', 'Year-long Internship' and probably a few more

**Why go on placement?** Each year over 50% of students at the University of Surrey choose to do a Professional Training placement, and the benefits vary from person to person.



Some common benefits experienced by students across the board are listed below:

- gaining confidence, maturity and motivation
- providing focus for their final year of study
- confirming their career path
- opening their eyes to opportunities they had never previously considered
- showing them jobs that they would or would not do in the future

The best way to find out about what Professional Training is really about, is to hear it from the students themselves. Student profiles have been written by returning students many of which purely say "I would definitely recommend it!".

Professional Training placements not only provide you with experience within the 'real world' of work but they also provide opportunities for developing skills such as:

- Interview Technique
- Cv And Cover Letter Writing
- Oral Presentations
- Poster Presentations
- Meeting Organisation
- Project Management
- Time Management
- Report Writing

Students can gain a huge amount from their placements, and the age old saying of 'you get out what you put in' really does apply. Employer's can tell the difference between students who have completed a Professional Training year and those who haven't.

"Graduates who have undertaken an industrial placement are able to 'hit the ground running' much faster than those who have no or little experience"

Work placement has many benefits for students:

1. Students get the opportunity to put the academic knowledge and skills learned during their degree into practice.
2. It can be cited on their curriculum vitae and may help to stand out from the crowd when they begin their career.
3. Students may get a better job when they graduate.
4. Students earn extra income from paid work placement.
5. Students can improve their Personal Development Planning (PDP) skills.
6. Students feel more confident working with others in teams and groups.
7. Students can develop key employability and 'soft' skills.
8. IT helps them to bridge the gap between University and the working world.

### **Placement training and induction training**

A good induction programme, like any good training programme, should be interactive. Delegates should be invited to discuss and respond to information, not just sit passively soaking it all up (people often forget most of what is just 'told' to them.) As early as 450BC, Confucius said "Tell me and I will forget. Show me and I may remember. Involve me and I will understand." This idea is the principle of accelerated learning and all good training design theory. Induction programmes usually require a lot of information to be imparted, but this can still be done in fun ways: quizzes, treasure hunts, scenarios, mind map exercises and any number of activities. We even print policies onto jigsaw puzzles and have races to build the jigsaw before discussing the content. This is far more effective than hundreds of tedious slides. The training environment should always be a relaxing, fun environment so that delegates can really feel comfortable to open up and take in new information – especially important when they might be suffering from first-day nerves.

### **Significance of training towards placement**

It improves employee morale.

It helps in reducing employee turnover.

It helps in reducing absenteeism.

It helps in reducing accident rates.

It avoids misfit between the candidate and the job.



It helps the candidate to work as per the predetermined objectives of the organization.

### Conclusion

Students looking for part-time work or summer jobs were advised to take any type of role because, at that time, all work experience as considered valuable, and it was viewed as an indication that the student had drive, enthusiasm and a willingness to get on and work. But those days are over. Career and graduate recruitment experts are now recommending that students build up a portfolio of relevant work experience as early as possible – before they arrive at university, if they get the opportunity. Students shouldn't be dissuaded from undertaking part-time jobs or underestimate the valuable employability skills that they will undoubtedly gain from them, but should be warned that, when they graduate, that experience alone will probably not be enough to get a job. Many employers will require what they term "relevant work experience" gained either through a suitable placement or internships. Prospective students therefore need to work out what industry sectors and job roles they might be interested in sooner, rather than later, and then focus on gaining work experience in these areas. Many universities and business schools are offering programmes with built-in placements and internships. These are proving increasingly popular. Applications for four-year degree programmes at Lancaster University Management School (LUMS), which include an industrial placement, have been soaring and many more students are enquiring about the opportunities for internships. The latest High Fliers Research into the Graduate Market 2012 reveals that a third of this year's entry-level positions will be filled by graduates who have already worked for the organisation during an internship or placement. This is borne out by evidence from companies such as Centrica whose 10-week summer internship scheme for predominantly penultimate year students has grown from 11 places in 2006 to 75 in 2010. Last year, Centrica filled 38 per cent of their graduate intake from this internship pool. The figure rockets in industries such as investment banking, where as many as 80 per cent of positions are filled by those who have undertaken an internship or placement with the company.

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