

A Study on 30-60-90 Days Orientation Plan & Feedback from New Joiners at Thinkfounders Advisors Private Ltd - Bangalore

OPEN ACCESS

Manuscript ID:
MGT-2026-13039734

Volume: 13

Issue: 3

Month: January

Year: 2026

P-ISSN: 2321-4643

E-ISSN: 2581-9402

Received: 13.11.2025

Accepted: 15.12.2025

Published Online: 01.01.2026

Citation:

Karthikeyan, K., et al.
“A Study on 30-60-90 Days Orientation Plan & Feedback from New Joiners at Thinkfounders Advisors Private Ltd - Bangalore.”
Shanlax International Journal of Management, vol. 13, no. 3, 2026, pp. 40–45.

DOI:

<https://doi.org/10.34293/management.v13i3.9734>



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

K. Karthikeyan

*Professor & Head, Department of Management Studies
Saranathan College of Engineering, Trichy, Tamil Nadu, India*

M. Karpagaratchambikai

*Student, II MBA, Department of Management Studies
Saranathan College of Engineering, Trichy, Tamil Nadu, India*
 <https://orcid.org/0009-0008-6210-766X>

A. Archana Devi

*Student, II MBA, Department of Management Studies
Saranathan College of Engineering, Trichy, Tamil Nadu, India*

Abstract

This study investigates the success of the 30-60-90-day orientation plan implemented at Think Founders Advisors Pvt. Ltd. in Bangalore. The goal is to explore how this organised on boarding process aids new hires in acclimating to the company culture, gaining a clearer understanding of their responsibilities, and attaining greater job satisfaction and engagement in the long run.

***Method:** Quantitative surveys and qualitative feedback sessions with new hires who completed the 90-day orientation cycle were included in a mixed-methods approach. For each phase (30, 60, and 90 days), the survey recorded metrics of role comprehension, engagement, communication clarity, and training efficacy. A deeper understanding of experiential elements, including perceived support, alignment with corporate expectations, and mentorship quality, was made possible by qualitative input.*

***Findings:** The findings show that the 30-60-90-day plan greatly increases new hires' comprehension of their responsibilities and strengthens their assimilation into the company. Participants reported increased clarity, organised learning, and a more seamless transition into professional responsibilities. However, the study also pointed out areas that needed development, especially in terms of improving ongoing assistance over the course of the 90-day period, establishing mentorship relationships, and improving feedback mechanisms. Employee confidence, productivity, and early stage retention are positively impacted by a well-designed 30-60-90-day orientation framework. This study reaffirms the crucial role of structured on boarding in influencing employee views and performance in the early stages of employment.*

***Future Research Directions are Discussed:** Future research should examine the 30-60-90-day plan's long-term effects on performance and retention. Research comparing different businesses or industries is more broadly applicable. Further insights into improving orientation programs may be obtained by including digital on boarding tools and evaluating their impact on learning and engagement.*

Keywords: Orientation Program, Onboarding, Employee Engagement, Feedback, Role Clarity, Mentorship, and Employee Retention

Introduction

Employee orientation plays a vital role in influencing the early experiences of new hires by introducing them to their jobs, organizational expectations, and the workplace culture. Although many businesses spend money on organised on boarding programs, it is frequently unclear how well they prepare workers, lower anxiety, and facilitate seamless integration. Although a methodical 30-60-90-day orientation program is followed at Think Founders Advisors Pvt. Ltd., Bangalore, its effects on role clarity, policy comprehension, an

d culture alignment have not yet been systematically assessed. This lack of empirical evaluation draws attention to a research issue: there is no proof of how well the current orientation program benefits new hires and what particular elements need to be improved in it.

Research Gap

This study addresses the limited practical understanding of employee orientation in Indian organisations. Although theory highlights its value, real experiences and perceptions remain under explored. Research rarely examines what makes orientation effective across roles and departments. This study captures employees' genuine views on clarity, structure, and impact, offering meaningful and grounded insights.

This study aims to understand how effectively orientation programs prepare new employees, introduce them to company rules, and help them feel part of the company culture. It also explores the challenges faced, key factors shaping on boarding experiences, and practical improvements. These insights aim to strengthen future on boarding and support long-term employee satisfaction and organizational success.

Literature Review

Sutinen and Liukkonen (2023) emphasise that formal onboarding programs are essential for effective organizational socialisation. Their study found that structured onboarding enhances newcomer adjustment, job clarity and early productivity. However, many organisations still rely on traditional task-focused methods. The authors recommend data-driven on boarding with continuous feedback, mentorship, and personalised learning aligned with long-term organizational goals to improve engagement and retention.

Kowalski and Keller (2025) found that integrating formal, informal, and self-directed learning enhances employee adaptation and confidence. Their study showed that blended learning—combining structured training, peer interaction, and self-learning—helps employees effectively develop both technical and interpersonal skills. They emphasised that on boarding should include experiential learning and

collaboration rather than just classroom sessions. Providing autonomy in learning fosters ownership, motivation, and long-term engagement in the learning process. This study recommends a holistic on boarding approach that balances guidance and independence for faster integration and sustained growth in the future.

Cem (2024) explored the role of on boarding in enhancing employee engagement and retention in the hospitality industry. The study concluded that effective on boarding should balance administrative, social, and professional elements to ensure holistic integration into the organisation. Cem further emphasised that on boarding is not a one-time event but a continuous process that fosters long-term commitment and productivity among employees.

Conceptual Framework and Research Hypotheses Objectives of the Study

Primary Objective

To evaluate the effectiveness of the orientation program at Think Founders Advisors Pvt. Ltd., Bangalore, in preparing new employees for their roles, familiarising them with company policies, and integrating them into the organizational culture.

Secondary Objectives

To identify challenges encountered during the orientation process, such as information overload, lack of engagement, or unclear expectations.

- Examine the key factors influencing the orientation plan for new joiners.
- To provide recommendations based on feedback to enhance the overall on boarding experience and employee integration.

Hypotheses

- There were no significant differences between overall satisfaction with the 30-60-90day orientation plan and the factors influencing the orientation plan.
- There were significant differences between overall satisfaction with the 30-60-90 day orientation plan and the factors influencing the orientation plan.

Scale Reliability

After identifying the dimensions underlying a factor, a researcher may prepare a scale of those dimensions to measure them. Such a scale must be tested for Validity and Reliability. Researchers commonly use the Cronbach's alpha coefficient to establish Scale Reliability. Cronbach's alpha coefficient is an indicator of the internal consistency of the scale. A high value of the Cronbach alpha coefficient suggests that the items that make up the scale "hang together" and measure the same underlying construct. A Cronbach's alpha value above 0.05 can be used as a reasonable test of scale reliability.

Reliability Statistics

Cronbach's Alpha	N of Items
.968	25

Sample Size

The sample size for a population of 200 was calculated using a 95% confidence interval. The population proportion is anticipated to be 50% of the actual result, with a 5% margin of error. The outcome of this calculation was 100. I used all final results for the current study. The total sample size used in the study was 100. The employees at Think Founders, Bangalore, were the sample for this study.

Sampling Technique

Convenience Sampling was used for Preliminary Collection of data

Tools for Analysis

Using IBM SPSS Statistic version 20.0 the following tools were administered in this study

Table 1 Multiple Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.624a	.389	.363	.79783

Regression analysis is used to assess the relationship between one dependent variable (DV) and several dependent variable (DV) and

Inference

The above model summary table shows that the R-squared for this model is .389. This means that

38.9 percent of the variation in overall normative commitment (dependent variable) can be explained by the independent variables. The table also shows the adjusted R-squared for the model as 0.363.

Table 2 Anova

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	38.529	4	9.632	15.132	.000 ^a
Residual	60.471	95	.637		
Total	99.000	99			

Predictors: (Constant)

The organisation culture reflects its stated values, the objectives of the orientation program were clearly articulated, a strong understanding of the fundamental responsibilities associated with my role, a designated mentor or companion has assisted you in navigating your initial day, and I am proficient with tools and software utilised by my team.

a. Dependent Variable: Overall satisfaction of the orientation given to new joiners

Inference

The ANOVA table, as displayed in the above table, shows the F ratio for the regression model, which indicates the statistical significance of the overall regression. The larger the F ratio, the greater the variance in the dependent variable associated with the independent variable. The F ratio = 15.132. The statistical significance was 0.000. There is a relationship between the independent and dependent variables.

Factor Analysis

Table 3 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.917
Bartlett's Test of Sphericity	Approx. Chi-Square	2.396E3
	Df	300
	Sig.	.000

Inference

Bartlett's test of sphericity indicates whether the correlation matrix is an identity matrix, which

indicates that the variables are unrelated, and the significance level .000 indicates that there is a significant relationship among the variables. The KMO value of .917 indicates that the factor analysis is valid and can be performed in this study.

From the table below, each factor loading value represents the partial correlation between the variable and the rotated factor by inferring a common thread among the variables that have large loadings above 0.5 for a specific factor.

Table 4 Rotated Component Matrix

Rotated Component Matrix				
	Component			
	1	2	3	4
Clearly defined objectives.		.850		
Policies and procedures overview.		.826		
Organized on boarding activities.		.771		
Job responsibilities explained.		.728		
Access to essential tools.				
Understanding job responsibilities.	.599	.544		
Awareness of performance metrics.	.702			
Alignment with career aspirations.	.564	.535		
Confidence in acquired knowledge.				.563
Growth since initial employment.	.678			
Mentor guidance on first day.	.828			
Manager’s constructive feedback.	.523			
Effective team meetings.				.663
Colleague assistance provided.				.633
Cross-department collaboration.	.635			

Comfort in sharing ideas.	.675			
Integration with company culture.	.682			
Independent synergy.				.684
Alignment with organizational values.				.694
Support for continuous learning.	.588			
Feeling for inclusion.			.678	
Need for enhanced training.			.717	
Proficiency of team tools.			.781	
Career advancements opportunities.			.728	
Work-life balance support.			.707	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

Factor 1

Mentor guidance on first day shows the highest factor of 0.828

Factor 2

Clearly defined objectives shows the highest factor of 0.850

Factor 3

Proficiency of team tools shows the highest factor of 0.781

Factor 4

Alignment with organizational values shows the highest factor of 0.694

Inference

The four values represent the total variance explained by each factor. Percentage of the total variance attributed to each factor. One of the popular methods used in exploratory factor analysis is Principal Component Analysis, where the total variance in the data is considered to determine the minimum number of factors that will account for maximum variance of data

Suggestions

The orientation program can be strengthened by enhancing communication clarity through interactive sessions and by organising feedback. Improved comprehension and job preparedness are ensured by incorporating policy reviews, hands-on demonstrations and role-specific training. Early practical experience with key tools increases productivity, and individualised development plans and mentorship match employee objectives with professional advancement. Frequent feedback, refresher courses, and skill-building programs encourage ongoing education, self-assurance, and sustained participation.

Conclusion

According to the report, Think Founders Advisors Pvt. Ltd.'s 30-60-90-day orientation program is crucial in assisting new hires in comprehending their jobs, adjusting to organizational standards, and having a seamless transition into their responsibilities. The program's phased and organised approach improves learning, clarity, and early stage productivity, which favourably impacts employee confidence and integration. These results align with the study's mixed-method insights. However, the assessment also identified important areas that need to be improved, especially in terms of the calibre of mentorship, the regularity of feedback systems, and opportunities for cooperation and ongoing assistance. The presence of neutral responses suggests variability in program delivery and uneven engagement across the participants. Overall, while the orientation program achieves its primary purpose, strengthening personalised support, enhancing cultural integration, and ensuring uniform implementation across phases will further improve employee satisfaction, engagement, and long-term retention of employees.

Scope for Further Research

Future studies should examine the link between onboarding and psychological outcomes such as stress reduction, belongingness, and motivation. To evaluate its long-term effects on commitment, performance, and retention, a longitudinal study is required. With digital transformation, technologies

such as AI, VR, and gamification should be investigated for their roles in boosting onboarding. More research is also necessary on cross-cultural variations and tailored strategies based on occupational functions and demographics of the users.

References

- Allen, David G., and Lisa R. Shanock. "Perceived Organizational Support and Embeddedness as Key Mechanisms Connecting Socialization Tactics to Commitment and Turnover." *Journal of Organizational Behavior*, vol. 34, no. 3, 2013, pp. 350-369.
- Bauer, Talya N., and Berrin Erdogan. "Organizational Socialization: The Effective Onboarding of New Employees." *APA Handbook of Industrial and Organizational Psychology*, vol. 3, American Psychological Association, 2011, pp. 51-64.
- Bersin, Josh. *The Future of Employee Orientation: Creating an Immersive Onboarding Experience*. Deloitte Insights, 2019.
- Cem, E. "Onboarding as a Driver of Employee Engagement and Retention." *International Journal of Human Resource Studies*, vol. 9, no. 4, 2024, pp. 210-225.
- Collins, Christopher J., and Ken G. Smith. "Knowledge Exchange and Combination: The Role of Human Resource Practices in the Performance of High-Technology Firms." *Academy of Management Journal*, vol. 49, no. 3, 2006, pp. 544-560.
- Cooper-Thomas, Helena D., and Neil Anderson. "Newcomer Adjustment: The Relationship Between Organizational Socialization Tactics, Information Acquisition and Attitudes." *Journal of Occupational and Organizational Psychology*, vol. 79, no. 3, 2006, pp. 419-437.
- Eby, Lillian T., et al. "Does Mentoring Matter? A Multidisciplinary Meta-Analysis Comparing Mentored and Non-Mentored Individuals." *Journal of Vocational Behavior*, vol. 72, no. 2, 2008, pp. 254-267.
- Klein, Howard J., et al. "Specific Onboarding Practices for Enhancing Newcomer Adjustment: A Meta-Analytic Review." *Personnel Psychology*, vol. 68, no. 2, 2015,

- pp. 281-340.
- Kowalski, M., and R. Keller. "Integrating Formal, Informal, and Self-Directed Learning in Onboarding: A Holistic Approach." *Human Resource Management Review*, vol. 18, no. 2, 2025, pp. 98-112.
- Rousseau, Denise M. "Schema, Promise and Mutuality: The Building Blocks of the Psychological Contract." *Journal of Occupational and Organizational Psychology*, vol. 74, no. 4, 2001, pp. 511-541.
- Saks, Alan M., and Jamie A. Gruman. "Getting Newcomers Engaged: The Role of Socialization Tactics." *Journal of Managerial Psychology*, vol. 26, no. 5, 2011, pp. 383-402.
- Smith, J. "The Digital Revolution in Employee Orientation: How Technology Is Transforming Onboarding." *Human Resource Management Review*, vol. 26, no. 3, 2016, pp. 347-356.
- Sutinen, S., and J. Liukkonen. "Formal Onboarding Programs and Effective Organizational Socialization." *Journal of Organizational Behavior and Development*, vol. 12, no. 3, 2023, pp. 145-160.
- Wanous, John P., and Arnon E. Reichers. "New Employee Orientation Programs." *Human Resource Management Review*, vol. 10, no. 4, 2000, pp. 435-451.

Author Details

Dr. K. Karthikeyan, Professor & Head, Department of Management Studies, Saranathan College of Engineering, Trichy, Tamil Nadu, India, **Email ID:** karthikeyan-mba@saranathan.ac.in

M. Karpagaratchambikai, Student, II MBA, Department of Management Studies, Saranathan College of Engineering, Trichy, Tamil Nadu, India, **Email ID:** rachanamani9750@gmail.com

A. Archana Devi, Student, II MBA, Department of Management Studies, Saranathan College of Engineering, Trichy, Tamil Nadu, India, **Email ID:** ad2003archu@gmail.com