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ORIENTATION MATERIAL FOR A TRANSPORTATION COMPANY

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ABSTRACT

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The Finnish transportation company had been lacking of an orientation material for many years. They wanted to provide written material for their new employees but also to support the work of their current drivers. The material was planned to contain guidelines concerning driver's work, work place policies and instructions for the usage of their electronic system.

The objective of the thesis was to produce as long lasting and beneficial orientation material as possible. The objective was also that it would serve employer's purposes and provide comprehensive information that is completely according to legislation and other regulations.

The theory basis of the theses contains theory about orientation from legislation and literature. Legislation rules strongly towards orientation and requires it. Methods of orientation differ between organizations, depending on the characteristics of the work. It is recommended to plan the orientation since it helps organizing orientation in the companies. The content of the orientation depends on the knowledge base of the new employee. There are many good impacts of acquainted employee. For example, efficiency and profitability grows whereas uncertainty and risk of injuries lowers.

To be able to evaluate the process, I collected data by observing all meetings with the company representatives. The data was used in the reporting the outcomes. As a result of this thesis, I produced a material that was delivered as an electrical document to the company. The company did not allow publishing it. The material contains all planned information and pictures that aims at support the communication.

I learned much about the theory, the transportation field, working with the company members, producing an orientation material and time management. It would be interesting to know, how the employees received the material and what kind of reactions it aroused.

Keywords: orientation, orientation material, guidebook, transportation,

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1 INTRODUCTION

Orientation is usually the first thing an employee faces in a new work. In the situation, where everything is new and there are lot of things to be learnt, it is necessary to provide information in a logical order. The purpose of the orientation is to lessen uncertainty, to familiarize with safety issues and to unify the person to follow company's strategy and purpose. It can be said, that sooner the new employee is acquainted, sooner s/he is profitable for the company. Many companies have a planned orientation program that ensures all necessary information about the organization, work community, work environment and work task becomes familiar to the new employee. An orientation material is supporting orientation by providing information in written form.

The purpose of this thesis was to produce a guidebook and orientation material for the employees of a Finnish transportation company. The company had a thesis application at OUAS intranet and I contacted them to get more information. The company representatives told that they had lacked an orientation material for many years and now had found it necessary for their new and current employees but for the management people too. They saw the material also as a management tool. The need for this work was clear and I chose the topic, since I wanted to make a project that has direct benefit for the company. The objective of the thesis was to produce as beneficial material as possible, which does not need updating soon but will stay valid for a long time. My plan was to deliver the product to the employer and finish the thesis process in March.

This thesis has two parts: this report and the guidebook. The content of this report includes introduction of the company and business field. To be able to understand the field and plan the content of the guidebook, I describe the legislation and regulations that are ruling the field and have an impact on the guidebook. The theory basis consists of theory of orientation. I took a unification of an organization as a perspective for the orientation theory, since it became visible and essential aspect on orientation during the process. Because the employer did not want the guidebook to be published, I did not attach it to this report, but explained the content briefly in the report. I observed all meetings with the employer and used the observation data in the process analysis. In the end of this report, I evaluate the result, the whole process and my learning outcomes.

2 THE EMPLOYER AND THE WORKING FIELD

The thesis was executed for a Finnish company, which is specialized in transportation and delivering goods and people. In this chapter I will introduce the company and tell about their methods of organizing orientation program at work but also examine the field of business and regulations that are ruling in that particular business field. The chapter includes also more detailed information what the collective agreements states and what other rules exists that concerns the ways of doing work at transportation business.

2.1 Company X

The story of the Company X started as a one-man transportation company but after couple of years of existence, it started to grow and nowadays they employ about 40 employees. Most of the employees are drivers, the average age being approximately 30 years of age. The basic purpose of the company is to transport items and people with different sized cars, trucks and other transportation vehicles. Company's characteristics are fast and sure service as well as friendly personnel. Their values are customer orientation and honesty. They want to ensure customer satisfaction and fulfilment of all requirements set for them.

The management of the work is arranged by naming three supervisors. The supervisors take care of employees and that company's services are done as agreed, without delay and in a proper manner. Supervisors are also responsible eventually for orientation of new employees but they usually name a person to put it into practice. The named person is normally an employee who has worked in the company for a long time, knows a certain route well, and is able to explain all the details properly for the new employee.

The orientation is organized in the beginning of the employment relationship. It lasts normally from two to four days depending on the employee's former experience and knowledge about the work. The orientation includes the basic information about the company, making the contract and introducing people and office facilities. After that, the new employee gets needed equipment and clothes required in the work. The person responsible for orientation teaches the new employee how

to use the electrical system in the car and both own business based and customer based information that is related to the route and work by participating him in to the work.

2.2 Transportation field and structuring regulations

Different authorities control the transportation field. The company follows the Finnish law and regulations stated by EU and Finnish government. The company also follows the labor agreement of The Transportation Worker's Union AKT. In this chapter, I will examine some of the regulations that are mostly affecting the driver's daily job. I will not explain legislation that is common for everyone, but only parts that are focused for transportation workers. The legislation that is specialized to the transportation field concerns driving licenses, working hours and permissions to drive and work under particular conditions. These subjects are important for both employers and employees to follow and it is the reason, why those topics are also covered in the orientation material.

To the Finnish Driving License Act (Driving License Act 386/2011) has been listed all possible driving license classes that are valid in Finland. The employer is responsible for monitoring that employees have correct and valid driving license and that they are allowed to drive a certain car with their driving permissions. The Driving License Act states for instance, that driving with vehicles with more mass require different driving license than the lighter or smaller vehicles. The decree of the vehicle usage on the roads states how the load has to be lashed to be secure in the traffic (The decree of the vehicle usage on the roads 1257/1992).

Transportation workers' working times are strictly legislated in the Finnish legislation but also by EU. There are for example two regulations The Regulation No 165/2014 of the European Parliament and of the Council on tachographs in road transport and the Regulation No 561/2006 of the European Parliament and of the Council on the harmonization of certain social legislation relating to road transport that state how the working time is controlled by electronic systems, how many working hours drivers are allowed to work in a row and for example how many minutes they have to have breaks during a work day. (EP 2014, cited 25.1.2017; EP 2006, cited 25.1.2017). These regulations are legislated by Finnish government and the information can be found in the Road Traffic Act (Road Traffic Act 267/1981). The most impactful information is written into the guidebook and will be found in the chapter 5.

The European Agreement concerning the International Carriage of Dangerous Goods by Road (ADR) controls transportation of dangerous items, liquids and gas. There are two part in the agreement, the first one that has a list of dangerous goods and rules, which concerns for instance packaging, packing, marking, testing, and documenting of those goods. The second part controls the transportation for instance so that the drivers have gotten required training and the vehicles are correct for that purpose. (UNECE 2017, cited 25.1.2017.) The Finnish government has legislated a decree according to ADR agreement. The decree (Valtioneuvoston asetus vaarallisten aineiden kuljettajien ajoluvasta 401/2011) includes precise information about ADR driving permissions and required trainings. At the company, the management follows the validation of the permissions and organizes training for workers who need the ADR permission.

Labor agreement is an agreement between the representatives of employee and employer unions. The role of the labor agreements is to complete legislation for those parts that the legislation does not have anything to say and to provide information about for example salaries and working times that are not legislated in the laws and vary between different fields. (Penttinen 2017, cited 6.2.2017) The Transportation Worker's Union's labor agreement, which is followed in the company, provides additional rules to legislation to complete and structure the field of business. It contains the salary information, which means the paydays, amounts and separate rules in special cases. It also includes information about rest times, holidays and responsibilities and obligations for employee. (AKT 2017, cited 6.2.2017.)

3 METHODOLOGY

My thesis is a development work for a transportation company and thus a practice based thesis. Practice based theses are always focused on specified target group, since they are usually for example products, events, materials or programs from their nature. The aim can be to clarify actions or to instruct people with the help of the product. It is important to figure out the problem, which the thesis will solve, since it helps understanding the target group, content and the purpose of the work. However, the practical product is not the final thesis but it requires reporting and theory basis to show student's theoretical and vocational competences. (Vilkka & Airaksinen, 38–40.)

As I contacted the company, they already had specified the problem: a lack of orientation material and work guidelines. The target group for the thesis was employees of the company and the implementation was an electrical document. In the first meeting, we planned the project as it belongs to such project works (Vilkka & Airaksinen, 49). We talked about the content, purpose and the execution and decided about schedules and data collection. Decision was that I would collect all necessary data for the guidebook from the management team of the company and by using quality sources such as legislation. They arranged an orientation to driver's work for me and we met in separate meetings with the management team after my orientation.

During the process, I kept a diary, in which I wrote everything related to the thesis. To be able to evaluate and follow the process, I used observation as a method to collect data about the progress of the project, feedback, development ideas and own reflection. Observation is a common method of data collection in ethnographic research (Eriksson & Kovalainen 2008, 86). The purpose of ethnographic research is to understand cultures. From business point of view, it can mean for example management styles, human resource practices and relationships in organizations. The method helps to look subjects from different perspectives. (Eriksson & Kovalainen, 2008, 139–140.) In this case, I wanted to understand the progress and the organization to be able to produce a material that is most beneficial for the company and unified with the company culture.

There are four observation methods, which are participant or non-participant observation, concealed or non-concealed observation, observation in natural or abnormal scenes, observation with or without a structure (Eriksson & Kovalainen 2008, 86). I used a participant observation, which is one of the demanding observation methods, since it usually requires becoming a member of a

culture, which can take a long time (Eriksson & Kovalainen 2008, 86). That is why we had many meetings and I became familiar with people in the company. I participated the discussion, asked questions and adjustments, so I resulted into the outcome. The company representatives knew that I observe them and all observations were carried out in natural scenes in the company's premises. There was no checklist for observation, but things, such as discussion topics, communication, tone of voice and feelings were observed. I wrote observation notes after the meetings to my diary.

The theory basis of my thesis I wrote about orientation. I formed three research questions that lead my information search:

1. What is orientation?
2. What needs to be taught to the new employee in a transportation company?
3. What kind of orientation material is the most beneficial?

However, during the process I found out that process was a lot about personnel integrity and unified ways of working. That is a one approach to the orientation theory too. As sources, I used literature, legislation and regulations.

4 ORIENTATION

Orientation is mostly the first thing one faces when beginning in a new job. A person has been recruited to the company and when he starts the work, he gets familiar with a new company, working community and work itself. Depending on person's own background, the work tasks may be familiar at least on some level, but the methods and work equipment may differ between companies, so the work must be also learnt. Orientation is not always familiarizing a new employee, but also orientating the old employee to a new position. All actions related to getting familiar to and learning a new job can be concerned as orientation. (Kjelin & Kuusisto 2003, 14.)

4.1 Legislation

Employee's orientation to a new job has been ensured by Finnish legislation. Many acts guides to orientation to work and are aiming at safety, equality and sufficient knowhow of the employees. Especially acts, such as Employment Contracts Act (55/2001), Occupational Safety and Health Act (738/2002) and Act on Co-operation within Undertakings (334/2007) provide legislation concerning orientation (Kupias & Peltola 2009, 20–21). The Occupational Safety and Health Act is completed with the Act on Equality between men and women (609/1986) and Non-discrimination Act (1325/2014) which ensure that everybody has possibilities to success at work regardless for example the gender, age and ethnic background. (Kupias & Peltola 2009, 25.)

In the Employment Contracts Act is legislated that the employer has to make sure that even when there are changes in company's operations or work methods the employee has to be able to perform appropriately. It means that the employer is responsible for familiarizing their employees with the work and changes and organize the orientation. The act also says that the employer has to bring up possibilities for career growth and self-development. (Employment Contracts Act 55/2001 2:1§)

Where the Employment Contracts Act does not rule directly towards onboarding by naming it, the Occupational Safety and Health Act (Occupational Safety and Health Act 738/2002) does it in its second chapter. Its fourteenth section says that employers have to make sure that they provide information about avoiding risks and hazards at the workplace and appropriate orientation or

onboarding to the work, its methods, equipment and the usage of them, working environment and so forth. All orientation has to be done with keeping employees' occupational skills and experiences in mind. The law requires that the orientation has to be provided always when starting a new job and in case of changes in working tasks, equipment, working or production methods. It also tells to give instructions for exceptional situations as well as for adjustment, maintenance and cleaning work. Employees are entitled to get an orientation by law always, when necessary. (Occupational Safety and Health Act 738/2002 2:14§)

Act on Co-operation within Undertakings (Act on Co-operation within Undertakings 334/2007) requires negotiations within the companies and its purpose is to increase dialogue between the management team and employees and possibilities for employees to effect on issues happening at the work place. (Kupias & Peltola 2009, 25.) It says that new employee orientation has to be considered in the co-operation negotiation (Act on Co-operation within Undertakings 334/2007 15§).

4.2 Orientation methods

The importance of orientation can be seen essential for companies and employees even only from looking at the legislation. The nature of work has changed during work's history and methods of orientation has also changed during the development. However, the basic nature of orientation has not changed. As mentioned, orientation means familiarizing an employee to a new work (Kjelin & Kuusisto 2003, 14). However, the organization has to reply on the development by providing required orientation and using methods that serve best the working environment, customers and the new employee (Kupias & Peltola 2009, 33–34).

There can be seen five different orientation methods depending of the nature of the work. In "handcraft" works the most used way to train new employees to the work is to let them follow how the old employees work. One person describes everything related to the work giving very personalized orientation for the new comer. The orientation may be either very good or very bad, depending on the time management and the attitude of the trainer. (Kupias & Peltola 2009, 36–37.)

Company may also have a comprehensive model for orientation and it is structured so, that the new employee follows the steps of the planned model. In the model orientation, the common

orientation is done on the organizational level, but teaching of subject related to work tasks and working community happens in the business unit. Various orientation materials are a key element of this kind of orientation model. The next level from this is quality orientation, which brings together the two aforementioned orientation methods. It puts more responsibility to the business unit and the teams. The orientation as a team creates more value, makes the newcomer a member of the team naturally and provides up-to-date information. (Kupias & Peltola 2009, 37–40.)

In the customized orientation, the leader of the process is for instance the supervisor and the orientation tasks are divided to separate modules. The whole orientation is built with the modules and the total result may differentiate between newcomers. Different modules may consist of information that is related to certain customer, or information that will complete the knowhow of the newcomer. Dialogical orientation is used when a new employee is recruited for a specific profession or the work does not have a clear description. The work description and the orientation are created in a dialog between the initiate, the trainer and the team and sometimes the customers. (Kupias & Peltola 2009, 40–43.)

4.3 Organizing an orientation

Successful orientation starts by planning it in the organization. Orientation program includes division of responsibilities and roles, content of orientation and scheduling. (Österberg 2005, 93) It seems that many researchers have their own vision, how the orientation should be executed: for instance Österberg (2005) shows it with a table showing a program for four days where as Kupias and Peltola (2009, 102–110) explains it as a longer process lasting several months. Regardless the duration of the orientation process, I will use Valvisto's (2005, 51) brief listing about the steps of orientation:

1. Paying attention to recruitment and interview, since those are the first contacts with an employee.
2. Arranging a meeting with the manager in the first day to welcome a new employee.
3. Introducing organizational information, for example business strategy, values and strategy, since this is essential information about company's identity.
4. Familiarizing the employee with the work tasks and work place policies.

5. Collecting feedback about orientation program, which builds trust to the company and the employee becomes heard.
6. Making corrections to the orientation habits if needed.
7. Developing the orientation process for the future based on the feedback (Valvisto 2005, 48–51).

The content and duration of orientation may differ because of many reasons. The extent of the orientation depends on the duration of the employment contract. For example, substitutes for some roles require shorter but compact orientation, whereas longer relationships may demand or allow orientation that is more extensive. Employees who have been absent from work due to various reasons or persons who change their work tasks require orientation to the new situation and role. Professional knowhow, working experience, age and the role in the organization effect on the extent of the orientation. The content of the orientation for young people may differ much when comparing to the orientation for a person with long experience on the working field. However, in both cases the organization has to be introduced to them. (Österberg 2005, 91–92.)

In the beginning of orientation, it can be beneficial to survey the knowledge base of the new employee. This way companies are able to concentrate on most essential subjects in the orientation process. Kupias and Peltola (2009, 89) divide expertise into six categories: basic knowhow about working life, knowledge related to employment relationships, expertise on the field of business, task expertise, expertise of working in a team and as a member of work community and knowhow about the organization. These expertises may overlap, which means that same thing can belong to two expertise categories.

Basic knowledge means person's common understanding and experience about the working life. It means for example language and technical skills, ability to be a subordinate and work in a team and skills that are required or emphasized by the company culture, such as initiative. The knowledge about employment relationship consists of knowledge for example rights and obligations. Task knowhow means familiarity about the basic work task. When a person has studied and worked on certain field of business, he has gathered business field expertise. Organizational expertise includes all knowledge regarding a specific company. Company's culture, strategy, vision and environment belongs to that category. Every team has its own way to work having written and unwritten rules and those vary between teams. Work community knowhow can be learned only by

being a member of the team. The emphasis of a certain expertise depends on the knowledge base of the employee in the orientation. (Kupias & Peltola 2009, 89–92.)



Picture 1 Areas of Expertise (Kupias & Peltola 2009, 90)

The overall responsibility about the person's orientation is on the closest manager. The tasks belonging to the orientation process can be divided for many people, depending on the area of expertise. In some cases, the human resource manager is the person to familiarize the person about the organizational subject, whereas the closest coworker is the best person to explain the work task. (Österberg 2005, 93.) The ideal person to acquaint is a one who has good work motivation, has not worked too long time and forgot how is to be newcomer, who work quite close to the newcomer and is interested to help and instruct others. Good interaction is a key to good results in orientation. (Kjelin & Kuusisto 2003, 195–197.)

4.4 Impacts of orientation

As said before, the basic aim of orientation is simply to familiarize new employee with the work or an old employee to a new work by providing information about the company, work environment, work community and work tasks. There can be seen also other aims such as creating positive attitude towards working place and community, decreasing uncertainty, vocational mistakes and

accidents and ensuring profitability and productivity of the organization in the future. (Lepistö 2000, 63.) In other words, the eventual aim of orientation is to increase efficiency, so that the newcomer can work profitable as soon as possible (Valvisto 2005, 47.) Companies can benefit from orientation if they organize it well. Not only the coworkers and managers but also the business get benefit from well-oriented employees, who know their work and are familiar with work related issues. Mostly the benefits for the company, the supervisor and the employee are common and are consequences from each other. (Lepistö 2000,63.)

The employee benefits from orientation because his insecurity declines and he becomes a part of the working community faster. He learns the work tasks and is able to make work with required quality level. (Lepistö 2000, 63–64) If work tasks are taught successfully and correctly, there is lower risk for misunderstandings and errors at work. Many times the correction of an error takes more effort than teaching the work right in the beginning. Especially parts that may endanger the employee's health must be described to the employee in the orientation. (Österberg 2005, 90.) That is required by the legislation. It also makes fluency to the work, if the newcomer learns everything in the beginning so that he does not interrupt others work with asking (Österberg 2005, 90).

The benefit for the employee is that employee's expertise is taken better into use, and at the same time, the motivation and responsibilities increase. From the supervisor's perspective, as soon as the newcomer gets to know the working community, co-operation and problem solving among people becomes easier. These lead to efficiency and savings in costs, production and in the use of resources (both materials and human resources) on business level. If the newcomer is acquainted well, also the motivation and wellbeing in the work increases, which can affect to better company image. (Lepistö 2000, 63–64.)

4.5 Unification as a result of orientation

Besides earlier mentioned impacts of orientation, one of the most important purpose is to familiarize the employee with the identity of the company. The identity can include for example company's strategy, vision and values. (Valvisto 2005, 47, 49). Organization's practices and culture can be seen also as a part of the company's identity. Organizational culture and practices have been formed during company's history and the aim of the orientation is that the employee adapts to the company's identity and to keep the unity in the company's operations. (Kjelin & Kuusisto 2003, 15.)

By teaching the new employee to the company's identity, the company can ensure that s/he is committed to the mutual purpose and objectives. However, to be able to create unity among organization it requires that everybody is aware of certain information, not only newcomers (Kjelin & Kuusisto 2003, 201.)

Company culture means basic assumptions that a certain group, for example members of the organization, have created to be able to solve problems and adapt to outside environment or to form an inner consensus. This model has been proved and it is taught to new members of the group as ways to think, act and feel. The culture is divided in three parts: artifacts, values and norms. Artifacts means visible elements of a company, such as premises. Values reflects the beliefs and matters that are seen important or presents the ideal situation. Norms have become obvious ways to react on something and they form the common policies and practices. (Schein 1987, 26–38; Viitala 2003, 58.)

Company culture integrates people and focuses operations towards mutual targets (Viitala 2003, 56). The two approaches of company culture, adaptation to outside environment and inner consensus, can both be described in more detail. The adaptation and survival are seen in companies as common understanding and integrity about the basic business idea, objectives, methods, monitoring and measurement and development and corrections. Inner unity within company means consensus about used language, membership of a team, management and roles, rapport, rewards and sanctions and ideology within a company. (Schein 1987, 68–81.) The founder of the company establishes the basis for the company culture: by recruiting people who think similar way and familiarizing them with the founder's thinking and feeling they create a model for the company culture. Founder's behavior act as an encouraging factor for employees to assimilate culture. Later on company's management influences most on the culture. (Robbins & Judge 2016, 295–296.)

From the description of company culture and based on the theory of orientation, it becomes visible that some aspects of organization culture are introduced and taught already in the orientation process. However, organization culture is not always possible to see clearly, but sometimes it is visible for even company visitors (Viitala 2003, 56). Viitala refers to Nikkilä (1986) and states that it is estimated that new employee's adaptation to a company culture and work methods takes about 6-10 months. (Viitala 2003, 60.) Some rules are so obvious that the members of that company

culture does not think those and they are learned only by taking a part of the team (Viitala 2003, 56).

4.6 Orientation material

Written communication is obviously the method of communication when considering orientation materials. The written communication is the most effective method to convey complex information. Anyway, to gain best results, it is important to use also other communication channels in addition to written communication. However, written communication is also the best way when the information has to be provable and when it needs to be ensured that the message has been received. (Robbins & Judge 2016, 169–172.)

Orientation materials are commonly used in different organizations. The purpose of these materials is to provide information about organization, working environment, culture, habits and practical policies that the company follows. There are however some important issues to be noticed: it is important that the material is not a list of rules, but gives a positive image about the company; The orientation material should be compact and not too long; The update of the material needs to be planned beforehand to ensure that new employees are provided with up-to-date information. (Kjelin & Kuusisto 2003, 211–213.) In addition to that, the correct wording, meaning grammar and misspelling, effects on the understandability of the text. (Robbins & Judge 2016, 172.)

In addition to a work place introduction material, that includes basic information about the company, business, working habits and rules and so forth, Työturvallisuuskeskus has suggested using an orientation checklist as a tool. The purpose of the checklist is to ensure that all necessary information has been told to the new employee. The checklist includes comprehensive list about the work related matters, such as organization, personnel, important contact information, the occupational health care, safety issues and working times. (Österberg 2005, 94.) The idea is to follow the list in the orientation and mark the date when the certain thing has been handled.

5 THE CONTENT OF THE GUIDEBOOK

My guidebook is divided in two parts: the first one handles general working habits, rules and methods and the second part is a guidebook for AC Panther – electronic system, which is one of the main tools for drivers in their daily job. The guidebook has been written in Finnish, since the employees are Finnish speaking and the used language in the company is Finnish. However, in this chapter I will go through the content briefly in English because of the language of my thesis and because the guidebook is only provided to the principal. As a font, I used Times New Roman size 12pt, since the company used it in their webpages and documents. The company logo and slogan were present on the first page. I added the logo also to the header of every page.

5.1 The first part: Work guidelines

The guidebook starts with general information about the company. It introduces its purpose and values and explains the main idea behind the operations. There is also information about orientation and the purpose of that guidebook; the law requires orientation and that material is a help for new and old employee to familiarize themselves with the practices of the company. In the first page is a list of references and a text saying, “Finnish legislation and current labor agreement complete this document.” There is also a table in which all modifies are marked with dates and names. After that page, there is a list of important contact information.

5.1.1 The first workday

The first chapter concerns the first workday. It tells how orientation has been planned, explains the equipment worker gets and what the employee has to do during the first days. For example, it reminds the employee to deliver his/her income-tax card and bank account number to the office. It also explains the requirements for the working clothes. There are parts from legislation and some regulations from clients that demand certain quality or features (e.g. client’s logo) from working clothes. It tells where to get detailed information about the clothes and what the employer compensates.

5.1.2 Practical instructions

The second chapter includes all practical instructions concerning driver's daily work. The chapter starts with general information; for example where can phones and keys be found. The chapter is divided into seven parts: When you start working, Lashing the load, During the drive, Good customer service, Break, Waiting situations and In the end of the day.

The first subheading is a checklist to do before starting the work: how to log in to electric system, how to check the vehicle and who to contact in case of problems. The second subheading tells about rules for binding the load. It is important due to traffic security and highlights that everything in a load must be bound in a correct way. During the drive –section is about usage of AC Panther, what to click in different situations. Salary is paid according to AC recordings, which makes recording important. Driver meets company's clients daily, so the guidebook handles customer service also: greeting, way of speaking and cases of reclamations are handled in this part. Fifth subheading concerns breaks that are strictly ruled by the legislation: e.g. "Driver of a delivery van has to have a 30 minutes break at latest after driving 5 hours and 30 minutes, which can be divided in two 15 minutes parts". Under the sixth subheading it is explained what to do if the driver has to wait for long time. In the last paragraph is a checklist how to finish the workday: about cleaning, logging out of the system and about the office work.

5.1.3 Workplace principles

The third chapter of the guidebook is about general guidelines and principles concerning the workplace. These instructions are based on labor agreement, legislation and common habits based on company culture. There is information about working times, rosters and payroll, such as how often salary is paid and where to find the pay slip. One subchapter handles the occupational health care, sick leaves and substitutive work in case of sickness. For example in case of sickness the employee has to deliver a doctor certificate from the occupational health care and the salary is paid according to the labor agreement. There are mentioned different recreational activities that the employer provides and where to find information about them.

After that, topics become more serious and employee's responsibilities are explained according to the law. For example, as in the Employment Contracts Act is said, confidentiality obligation

concerns every employee and both company's and its' customers businesses. Sanctions resulting in breaking common rules, working times or other rules by employer are explained in the 7th subsection: the rules of warning procedure and termination or cancellation of the employment are explained in this part. It is also told that there is zero tolerance towards thieving.

There are instructions for accidents in the next part of the guidebook. At first, there are information about insurances, and then a procedure in case of accidents or injuries caused by employer himself or some other. There are practical instructions what to do and who to contact in those situations; in case of emergency number 112 but in other cases the supervisor. In the end, driving and working permissions are handled and at last introduced the occupational health and safety representatives.

In the end of this part of the guidebook, there is a short orientation checklist:

| Perehdytyksen työlista (Orientation checklist) | Tehty, pvm (done, date) |
|-------------------------------------------------------------------------------------------------------------------|----------------------------|
| | |
| Työsopimus (Employment contract) | |
| Ovikoodi, avaimet, henkilönnumero (Door code, keys, personal number) | |
| Verokortti ja tilinumero toimitettu toimistolle (income-tax card and bank account number delivered to the office) | |
| Sähköpostiosoite toimitettu toimistolle (e-mail address delivered to the office) | |
| | |
| Toimitilat (premises) | |
| Ilmoitustaulu, tiedotteet (Message board, bulletins) | |
| Johto ja esimiehet (Management and supervisors) | |
| Työsuojelupäällikkö, -valtuutettu, ja pääluottamusmies (Occupational health and safety committee) | |
| | |

Caption 1. Orientation checklist

There is also a paper, which will be given to the employee to undersign after reading the paper. This is done to make sure that everybody working in the company knows all the instructions.

5.2 The second part: AC Panther guidebook

The second part is an instruction to use the electrical system AC Panther. The part includes pictures and text and it is very practical. At first it shows how does the device look like and what are the buttons in it. It is explained how to switch it on and log in. All the possible functions are explained

one by one. For example in the main menu is option Messages and by clicking it the user is able to read and write messages.

During the workday, the driver has to change his status in the system and all the statuses are explained. There are examples in which situations different statuses are used, for example "OTHER WORK means for example refueling, maintenance or cleaning of the car, work at the terminal or possible office work". More precise instructions how to use these, are in the second chapter of the guidebook. Since all actions have to be recorded, there are different functions in the systems and those are presented in the guidebook. Also, the use of camera, navigation and messages are introduced in the guidebook accurately.

6 PROCESS ANALYSIS

During the process, I collected data about the progress by observing the meetings. I made notes in which I described the settings, members, discussed topics, my observations and reflections about the company culture, procedure, communication and my feelings. When analyzing the data, I found seven visible themes, which I will go through in this chapter. These are my observations and other researcher could have noticed different things. Although this process is one special in that company, these themes can appear when doing similar development task for other companies.

The premises of the company were always the place for our meetings. It was natural space for the company representatives, but it somehow emphasized the fact that I was outsider, who came to visit and interview them. In the beginning, there were always two members in the meetings, but for some unknown reason, the other person did not participate meetings in the end of the project. It was easier to communicate with one person. In the meetings, he told me, that they had had meetings together in which they had gone through the draft of the guidebook. During the process, the whole management team read the guidebook many times. They sent their evaluations and corrections to me via e-mail. From this I understood, that whole the management team was still in the process, although they did not participate in the meetings.

As seen in this thesis report, legislation influences strongly in the field of business and in this project. Already in the first meeting, the company representatives highlighted the fact that everything has to be done honestly and according to law. Honesty was a word one of the member used quite many times when describing their working attitudes. In almost every meeting, we opened either the Finnish legislation database to check some part of certain act or the labor agreement. Legislative approach determined my work much, since I read many acts, we discussed about them and I wrote particular sections in to the guidebook with my own words.

Although the material was focused on orientation purposes, the word or theme orientation did not appear many times in the data. In the notes of the second meeting, I had written: "I had regarded the guidebook as an orientation material, but now it seems that it is more a guideline which includes all workplace rules. They said that there is no need for the orientation checklist if this guidebook will be read through together with the new employee and he undersigns it as a sign of understanding and approval." It seems that the deeper purpose of the guidebook was not clear to

me in the beginning of the process, but it clarified in the second meeting. The whole idea of the material was to make workplace methods, habits and rules more unified and to increase harmony among employees.

However, the word orientation appeared always when we were talking about a new topic. "Many question that came to my mind, were connected to the need of a certain feature or to the fact, how often it is discussed during the orientation". In the communication, I had to think carefully how I present questions. I learned to ask, how they use to teach a particular thing to the newcomer. An answer was an explanation, which gave me information about matters that had to be emphasized in the guidebook. The way in which they explained gave me hints how to write that information down to the book to gain the best results. Things to consider where the formality, terminology and the audience. Of course, they explained things clearly to me, since I was a layman, but one of the representatives told to present things with "clear Finnish language", meaning that he does not expect difficult technical terms, but easily understandable text.

The obscurity towards company's principles was confusing. Some topics seemed to be unclear to the management team or it seemed to me that they had not discussed about it before. The answers to some questions were sometimes difficult to get or those were generalized. Sometimes I felt frustrated, since my purpose was not to write how things are used to be done in general but how they do things in this company. I also noticed a phenomenon that when they did not have an answer they asked it from me. There seemed to be disagreement among the management team about certain policies. Couple of times, they argued about something and I used to take a listener's role. Discussions were interesting since those were based on long work experience and professional knowhow, but I got a feeling that the guidebook was not only targeted for the workers but also for the management team to harmonize their collaboration.

One challenge in the project was an obscurity concerning my work and company's principles. After unclear picture about the work in the beginning, the purpose of the guidebook became clear and obscurity disappeared. As a nonprofessional, I felt that I should have had more information about the field to be a full member and participant in the meetings. Nevertheless, the benefit of my laymanship was that I was able to question everything since things were not familiar or self-evident.

My role as a process developer and student played a big role in the notes. It seemed that the representatives of the company used to consider me as a consultant, who would give answers to

them. Due to the fact, that I was a first person outside of the company to make this type of project to them, it is understandable that the nature of my role was unclear to them. The situation was new for all of us. They might have used to get consultant services from outsider the company, not development work as such. However, my role and task was determined in the first place: I would write down their workplace practices in cooperation with the management team and produce a material for the drivers as my thesis. However later on occurred some misunderstandings about my role, when they provided me other tasks that were not related to the project and they seemed to assume that I would provide them consultancy concerning for example legislative issues and customer service. From the notes and experience, it seemed and felt that I had to be strict to not to take additional tasks besides this.

The atmosphere in the meetings was glad, open and honest. There were always humor and laughter in the meetings and I felt that it increased mutual understanding and the sense of cooperation toward a common outcome. Listening to the employer was essential to me to be able to produce a material they were satisfied with. Although I disagreed with some topics and decisions, I respected their opinions and fulfilled their wants. The product had to fit the company culture and that became clear to me during the process. They valued my opinion and seemed to trust on me as they asked my opinions and knowledge about different topics. Perhaps this was a way to question my professionalism. They gave me possible to show it and they provided room for me in the decision-making. "Tell me", said the representative always when he saw me thinking something.

One theme, that was visible in the data, was practical realization of the guidebook. During the progress the content was defined; what to include and what not. I did two versions, one with acts as in-text references and one without them and gave them possibility to choose the more purposeful. They chose the version without in-text references. References were mentioned in both versions. Also the future of the guidebook was planned; the information should be relevant and up-to-date but as general as possible so that it will last time; also the document should be easily updated in necessary and have a list of updates. Although this does not regard me in the future, it was an important aspect of the guidebook. The guidebook has to be up-to-date to be useful.

The observation data includes aspects of organizational culture. Honesty and following of legislation and other regulations became visible as well as flexibility towards employees and customer orientation. The atmosphere in the company feels comfortable and easygoing. However, the management team emphasized their management right and presented their decisions directly.

It seemed to me that they wanted to show their power this way and the employee has to agree on them to be able to work in the company. I wanted to bring some softness to the guidebook and impact on the employer image, so I suggested that there could be images and story about their history, purpose and values in the beginning of the guidelines. The purpose of it was to give a comprehensive picture about the work and the employer to the newcomer and express the nice atmosphere of the company. They did not want pictures, but a brief description about the company was written in to the first text page of the guidebook.

I did not get much feedback during the project. I got development ideas and corrections during the meetings and via e-mail. That is understandable, since the guidebook was in a progress. Anyway, the representative gave me very good feedback about the work and seemed to be very satisfied with it in the end of the project. The guidebook matched with their company image and everything has been done as they wished.

7 CONCLUSION AND DISCUSSION

The objective of my thesis was to produce an orientation material for a transportation company by March. The aim was to produce the material in cooperation with the management team and make it as enduring as possible. To be able to evaluate the process, I collected data by observing as a participant the meetings and wrote notes, which I analyzed by dividing them in themes. The outcome was a concrete product, guidebook for drivers, which was delivered to the company in the middle of March.

At first, I can say that I am satisfied with the guidebook and the process as a whole. There are things that I would have done otherwise if I started now, but I have learned from them. For example, in the beginning of the project, I felt that I hurried and did not take enough time to familiarize myself with the business field enough. The transportation field was very new for me and at some points of the process, I felt that with more comprehensive knowledge I could have provided more informative perspectives to the discussion with the company representatives. However, I learned a lot about the field and I see a benefit in my unprofessional status: I was able to ask anything since I did not know. The aim was to provide guidelines so everything has to be written open meaning that there cannot be assumptions in the text. However, the employer was satisfied with the outcome and that is the best result for me.

Another thing I would have considered differently was the role of the employees in the process. In this process, the opinions of the employees were not asked, because the management team did not see it necessary. It could have generated interesting remarks and different aspects, but I wanted to do as the management team preferred. However, opinions were asked from one supervisor and the vocational health and safety committee, and they suggested corrections that were implemented. I felt that I got enough feedback and information from these sources for the guidebook. Anyway, this aroused a question how much managers have to ask opinions from employees and how much they are allowed to use their right to direct and manage work. On the other hand, it could be asked, what the role of employees in the decision-making processes is.

I learned a lot when I collected information about orientation. I understood that the method the company is using is more likely model orientation than others, especially now as they have the orientation material to use. The theory basis about orientation supported the whole process, but on

the other hand, the nature of the guidebook was also to unify all employees of the company. That made only orientation point of view seem little bit unreasonable and that is a reason why I added unification approach to the theory. I think it supports the idea of orientation and familiarizing a newcomer with common rules, goals and culture within the company. However, the guidebook will be read and undersigned by everyone, who starts working with them, so it was meant for orientation purposes too. For me, producing a concrete product was more interesting than to get acquainted with the theory.

It was interesting to get to know a new company and people. As I got acquainted about the theory of company culture and especially the role of the founder and the management team, I understood many things that happened in the organization. I understood the status of the founder and his impact to the company culture. It seemed to me that his words had most emphasis in the company. I appreciated his attitude and willing to continue building his style and culture in the company. Most of my previous working experience is from bigger companies, so working with a small company was very good learning possibility for me. I learned that in a small sized company, development possibilities may be better compared to big sized companies and corporations, and one person has bigger role in the whole company.

In the beginning of the process in November, I promised to finish the guidebook in March. I managed to do it. In February, it seemed that I manage to do it earlier, but there was one topic missing in the content so I was able to deliver the product in the middle of March. Nevertheless, I liked that there was time between meetings since it gave time to digest the information and allocate it. By the time, the product developed since some things clarified when there was enough time. I dreamed to have the report done by the middle of March and the whole process finished by the end of March but I was not able to do that completely in time.

Updating and maintaining the information is a one discussed topic that concerns future. I recommended the company representatives that always when updating the guidelines there need to be a saved copy from the old version available. The reason is that sometimes it is necessary to go back and check how things were earlier and sometimes it is impossible to remember. There is also an update list in the guidebook. I recommended the management team to keep track who updated the guidebook, when and what corrections are made. The company representative approved the version I sent to them. It would be interesting to know, what kind of response the

guidebook affected in the drivers. It could be a research topic for someone in the future. This process was interesting and very valuable experience for my future work.

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