

Saimaa University of Applied Sciences
Faculty of Business Administration, Lappeenranta
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The Present State of Manager Induction in Finavia Corporation

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Abstract

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The Present State of Manager Induction in Finavia Corporation, 82 pages, 2 appendices

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The importance of induction is well acknowledged and the importance of it is even increasing in the competitive environment. The objective of the study was to examine the present state of manager induction in the case organization, Finavia Corporation. The study concentrated on relatively new manager's induction process.

A relevant literature has been reviewed to form the theoretical framework for the study. The main themes in the theory part are induction process and organizing induction, managerial work and special features in manager induction. Data for this study was collected from company materials and interviews. The present state was examined through company's materials and interviewing new managers about their personal experiences about the process.

The results of the study show that there are some areas of development. The main themes that rise from the research are induction to managerial work and the unclear responsibilities between different roles. Most of the managers would have wished for more comprehensive induction. The study recommends developing the process in a more carefully planned and controlled way. The study also suggests engaging the managers' superiors better into the process.

Keywords: Induction, orientation, manager induction

Table of contents

1	Introduction	5
1.1	Background	5
1.2	Objectives and delimitations	7
1.2	Research questions	9
1.3	Theoretical framework	10
1.4	Research method	11
1.5	Structure of the thesis	13
2	Induction.....	14
2.1	Why induction.....	16
2.1.1	The employment relationship.....	17
2.2	Induction process	19
2.2.1	Work community and organizational induction.....	23
2.2.2	Work task induction.....	25
2.2.3	Reasons for unsuccessful induction.....	27
2.3	Organising induction.....	27
2.3.1	The superior's role	29
2.3.2	The role of Human Resource Management	30
2.3.3	Induction plan	32
3	Managerial work	34
3.1	Manager induction	36
3.2	Learning process	40
3.3	Challenges for managerial work and learning.....	42
4	Conducting the study.....	44
4.1	Finavia Corporation	44
4.2	Induction according to organization's materials	45
4.3	The research process.....	46

5 Manager induction in case organization; the empirical research .	52
5.1 Organizing induction	52
5.2 The outcome of the induction period	59
5.3 Areas of development	64
5.4 Summary of the results	68
5.4.1 What is the present state of the manager induction in the organization?	68
5.4.2 Manager induction process: managers' perceptions.....	70
5.4.3 Areas of development in the manager induction	71
6 Conclusions.....	72
6.1 Theoretical framework and research observations	72
6.2 Developing the manager induction	75
List of references	78

Appendices

Appendix 1 Interview themes

Appendix 2 Organization's induction plan

1 Introduction

Induction is often mentioned as an important part of the success of an organization. Recruiting and inducting new employees is expensive, so it makes sense to do it properly. (Davis & Kleiner 2001.)

Effective induction process is important for every organization despite the size of the organization. Proper induction benefits both parties; the employee and the employer. It is also required in the law covering occupational safety and health. Despite this, proper induction is often neglected. Manager induction is an even wider process than employee induction and to succeed in that takes more time and effort (Österberg 2015).

This study concentrates on the manager induction process in Finavia Corporation and aims to find out how the current process actually works in the organization. In addition, the study examines how the current process reflects the theory and the previous studies from the subject. The study design is a case study, where Finavia Corporation is the case organization. The study also points out main areas of development according to the study, and the study conclusions suggest ideas for development.

1.1 Background

Employee performance is related to attitude. Therefore it is important to start shaping the positive image from day one and continue it during the first months (Davis & Kleiner 2001). The purpose of the induction process is to give the employee the knowledge he/she needs to cope with the job by him/herself. There lies a great opportunity for companies when new employees enter the workplace in their first day at the job. There is potential to shape the employees' attitude and perceptions into positive and to make the employee a productive and effective part of the organization (El-Shamy 2013). According to an article by Dragomiroiu, Hurloiu and Mihai (2013) first 1.5 years have an important role in the employees' attitude and perceptions of the work in future. Learning from the employee is also a chance for the organization to grow and learn (Österberg 2015). The person inducting new employees must be motivated and have pro-

fessional skills. It is not a job for anyone just on a basis of an assignment from superior. (Moisalo 2011.)

Managers play an important role in a company in many ways. They work as a link between the high level management and employees, and they have an important role in executing the company strategy. It is important for managers to know what is expected of them and what their place in the organization is. Induction for new managers has to be done thoroughly and effectively. The sooner the new manager feels comfortable in his/her position, the sooner he/she will be productive in the company. Unsuccessful manager induction can also reflect in the poor performance of employees. (Aarnikoivu 2013.)

This study is about manager induction in Finavia Corporation. In Finavia the induction of new managers or supervisors is both the responsibility of managers' superior and human resources unit. The superior has more responsibility on the unit's individual aspects, and Human Resources (HR) more organizational and HR related aspects. At the moment there is not a common induction programme for new managers. There are different procedures listed, but the execution of those varies from case to case. There is also material available for managers on the company's intranet pages.

The problem of the current system is that there is not a common induction system for new managers. The practices depend on the background of the managers and all the HR coordinators have a little bit different styles of doing things. That puts the new managers in unequal position. The HR department have little control over the induction process because they lack a common process and guidelines for different units.

The subject is perceived important in the organization but has never been researched before. The purpose of this study is to give the case company updated information about the state of the current induction process and find the main areas of development. The study results will enable the company's human resources department to develop the induction process to better answer the needs of the managers. The study will also examine how well the current process reflects the general principle of induction.

1.2 Objectives and delimitations

In literature and general discussion manager induction is a lesser discussed subject than employee induction. Also in organizations, employee induction is often somehow considered but it might be that manager induction has not been taken into account. According to Österberg (2015), manager induction is an even wider process than employee induction. Manager induction is also important because manager/supervisor acts as an example for employees (Aarnikoivu 2013).

The objective of this thesis is to examine the current status of manager induction in the case organization Finavia. The study aims to find out what is the current state of manager induction in the organization. The study will investigate the current process by researching the material and processes. In order to find out how the current process actually works in real life, the managers are being interviewed. The purpose of the study is to form a holistic view of the situation by summing up the organization's induction in paper and in real life, and see how it reflects the general theory about the matter. The study aims to point out possible areas of development and show direction in which way the induction process should be developed. The final results from this study will give a summary/conclusion about the current induction process and how it should be developed.

The study concentrates on the current induction process, methods and actions. The study will also examine how well the current situation correlates to the main topics presented in the theory. This will also give an impression on what the most essential areas of development are. The study concentrates solely on the induction process, although many of the themes might be accurate also in the further steps in the employees' career. This study concentrates on managers who have worked less than 2 years. This is because the managers will have fresh experiences and the induction has followed the current process. The study concentrates on the parent company Finavia only, and the subsidiaries are excluded. When conducting the study, air navigation services were part of the parent company and they are included in the study. Since 1 April 2017 the air

navigation services have operated as a separate organization Air Navigation Services Finland (ANS Finland).

The term “induction” is chosen to be used in this thesis. Other similar terms used are “orientation”, “socialization” and “onboarding”. “Induction” as a term is considered as the widest to cover all the steps included in the whole process. The terms induction and orientation are often used as a synonyms but there is a difference in the meaning of the words. The term “induction process” refers to on-going process where the aim is to make the new employee fully a part of organization’s productive workforce, whereas “orientation” is seen more as a short briefing session or part of the induction. In this thesis the term “induction” is used in order to describe the whole process although in US “orientation” is usually used instead of “induction” to describe the whole process. (El-Shamy 2013.)

The induction process begins even before recruiting, when the organization is considering what kind of person they are looking for, and continues with recruiting and actual induction period (Kupias & Peltola 2009). In this study the part of the induction that is under examination starts from the recruiting but the main focus is starting from the first day at the job. Time before recruiting is delimited from this study.

The study is conducted in different units in Finavia and concerns different level managers. All the managers have their own employees and the study is delimited to concern only relatively new managers (approx. 0-2 years). That is because they have fresher images of the process and experiences of the current organization. In addition, the study does not include opinions concerning the work methods themselves, but concentrates solely on the manager induction process. Although induction concerns also employees returning from parental or study leaves this study concentrates only on the first time induction. Induction process is perceived as one process including all the phases that were taken to familiarize the manager in the position and work task.

1.2 Research questions

The theoretical framework sets the basis for the research in the case organization. The study aims to find out how the current situation correlates to the theory and also to find areas of development with the help of the manager interviews. With the objective in mind, the study aims to answer one main research question and two supportive questions.

The research questions in this study are following:

What is the present state of the manager induction in the case organization?

- How do the current managers perceive the induction process?
- What are the areas of development in the manager induction process?

The main question aims to determine what is the actual state of the manager induction in the organization. The answer to this reveals how functional the current system is and what areas need to be developed in order to improve the whole process. The question examines how well the current process reflects the main themes discussed in the theory. There are some main principles in successful induction process and this will answer if they are followed in this process.

The first supportive question will help answer the main question by considering the reality of the process. It sets to find out how the current managers perceive the induction process and what kind of experiences they have from their induction period. Answer to this question will affect greatly the study results. The answer to the second supportive question will evaluate the needs for development.

By answering these research questions, the study will give a realistic picture of the present state of the induction in the company. The purpose of the final thesis is also to give suggestions for development on the basis of the research results. It will also give a holistic view of the managers' perceptions across different departments and give ideas for areas of development.

1.3 Theoretical framework

The theoretical framework in this study is to set boundaries for the research. The theory part guides into the subject and introduces previous studies on the subject. The theory sets the basis for the empirical study and helps to interpret the results from the research.

In business life induction of new employees is important for the company's economic success. Poorly inducted employees reduce the company's effectiveness and profit (Davis & Kleiner 2001). The importance of induction is well known, even though in many companies it is a cursory affair (Cirilo & Kleiner 2006). The aim is to build up the theory consistently. The main themes of the theory part are induction and the importance of it and managerial work- and induction. The theory part builds around the meaning of the induction to different groups, the goals of the induction and the induction process. The theory will also discuss manager work and role of the managers, in relation to that the theory will also cover aspects of organizational interaction.

The theory part discusses induction in general, and the special features in manager induction are discussed in their own chapters. Manager induction is often considered even more important than employee induction because it can have an effect on the employee performance as well (Aarnikoivu 2013). The same issues important in employee induction are present in manager induction with some added special features. The theory consists of literature concerning induction, the different roles in induction and the importance of proper employee induction. The induction process, and the execution of it, is also discussed in order to form a picture how the practices should be arranged in reality and what the possible pitfalls are. According to an article by Aleksia Vernon (2012) there are few common mistakes that companies make in induction practices. Managerial work is discussed in its own chapter. The focus point there is on managerial work, manager induction, managerial learning and organizational support. According to Aarnikoivu (2013), one of the most important things in managerial success is support from the superior and high management and from the whole organization. The starting point for everything is understanding the importance of managerial work on high management level (Aarnikoivu 2013).

Literature concerning induction is broad. There are books and articles concerning induction from the 1980's. The basic level information is still valid in the books. For example Judy Skeats's manual from 1991 offers the basic information about induction. More recent discussion and more versatile aspects to this matter are offered by articles. Ghehardi and Perrotta discuss in their article in 2010 the terminology and the history of the terms. Dragomirou et al. (2014) discuss in their article the importance of the induction concerning the employee commitment. Cirilo & Kleiner (2003) write about how to successfully orientate employees into new positions. Susan El-Shamy gives advice for dynamic induction in her book in 2013. Manuals about induction are written, for example by Päivi Kupias and Raija Peltola in 2009. Importance of induction is often mentioned in handbooks and journals concerning human resource management. For this study, for example books from Veli-Pekka Moisalo (2010, 2011) and Maritta Österberg (2015) have been studied. The subject is also discussed in previous theses for example Kaisa Ahonen wrote in her Master's thesis in 2015 about induction as a part of the strategy. Books and articles about managerial work are many. For this research Henrietta Aarnikoivu's (2015) about managerial works was found appropriate. In addition, different books and articles about managerial work and learning were read, for example Reg Revans' ABC of action learning (2012) and Ann Rolfe's about mentoring (2014).

1.4 Research method

The term "methodology" refers to the way in which we approach problems and seek to answer questions. Our own objectives, perceptions and assumptions define what the chosen method is (Taylor, Bogdan and DeVault 2015). Two main perspectives among researches are quantitative and qualitative research methods. The two methods seek different kind of answers to problems. Quantitative method seeks facts and causes and qualitative method seeks to understand social phenomena and to understand how words are experienced. (Taylor et al. 2015). The research method always needs to be aligned with the theoretical framework (Alasuutari 2011 p.82).

The will to know more about one's practice and will to improve it leads to research questions that are often best answered with qualitative study (Merriam

2014). The early explanation for qualitative study is that it tends to “interpret” or “understand” (Lapan, Quortaroli, Riemer 2014). Typical for qualitative study is to collect data that enables investigation from many perspectives (Alasuutari 2011).

The chosen research method in this study is a qualitative case study. Qualitative method is chosen because it achieves to understand and describe opinions and thoughts of certain groups of people (Merriam 2014), in this case the managers of the case organization. Qualitative research method is more suitable for this study because it leaves more freedom to interpret the phenomena and that is how a more holistic view of the phenomena is created. It also suits this study because it allows using people in a natural environment as a source of information (Merriam 2014). Case study as a design, on the other hand, suits this study because of the small amount of information on this subject and the need for understanding the phenomena deeply and thoroughly (Lapan et al. 2012). In case study research under investigation is a single phenomenon or a limited set of procedures. In case study how and why questions are common (Alasuutari 2011). In this study the phenomenon is the manager induction process, how it works and how the managers perceive it.

The sources of information in this study are multiple. Company documents, archival records, intranet pages and interviews are used for data collection. By doing so, the study aims to be more accurate and complex. Interview is a way to find out someone else’s thoughts about a certain matter as Patton (2002 p.341) summarizes the meaning of interview (Merriam 2014). Interview is considered to be more informative, and also motivating for the respondent, than a survey (Hirsjärvi & Hurme 2008 p. 36). Interviews will be the main source of information in the research part. The interviews are semi-structured theme interviews. There is not one definition for semi-structured interview. The essential thing in semi-structured interviews is that some aspect of the interview is pre-designed (Hirsjärvi & Hurme 2008). The idea of theme interview is that it proceeds according to certain themes instead of pre-designed questions (Hirsjärvi & Hurme 2008). This study has both, some planned questions and themes that are followed. There are also some questions the results of which are presented in

tables. Theme interview is an interview with a conversational mode, aiming to receive information about lesser familiar phenomena. Theme interviews are always well planned and thought through because the interviewees are already chosen (Saaranen-Kauppinen & Puusniekka 2006). Theme interviews are appropriate when subject is sensitive or the researcher is trying to reach sensitive things like motivation or ideals (Metsämuuronen 2008). In this study the subject is personal and sensitive when people are going through their own experiences about the matter. In semi-structured interview the content of the interview is pre planned but the structure of the interview may vary depending on every interviewee.

Thematic analysis was used when analysing the data. Thematic analyses identify, analyse and report patterns within the data. Minimally it describes the data in detail, but it can also go even further. (Braun & Clarke 2006.) According to Hirsjärvi and Hurme (2008) thematic analysis shows the common features that arise from interviews. In theme interview the themes most probably are the themes emerging but often there are also other and even more interesting themes. The themes emerging from the data need to be also analysed in relation to each other, otherwise the analyses can be left short. (Hirsjärvi & Hurme 2008.)

1.5 Structure of the thesis

In the next two chapters the theory part and the theoretical framework of this study is presented. The theory discusses aspects of induction (chapter 2) and managerial work (chapter 3).

Chapter 4 presents the case organization and the research process. Chapter 5 presents the empirical part of the study. The results from the interviews are discussed in that chapter and the research questions are answered. Chapter 6 draws a conclusion of the study.

2 Induction

There are many terms to describe the process of what is in this research called induction. Other words to describe the similar process are for example familiarization, onboarding and orientation. An article by Anderson-Gough et al (2000) explain the definition and meaning of the term socialization for example as following; “Organizational socialization consists of formal and informal processes that enable new individuals to become successfully functional members of collectivism” (Antonacopoulou & Güttel 2010). The same article claims according to Cooper-Thomas & Anderson (2006 p.492) that staff induction and organizational socialization is a learning process in which an outsider becomes a fully integrated insider The central aim of organizational socialization is to transfer job and task relevant information to the new member in the organization. From an organizational perspective, staff induction strives to enhance learning in order to familiarize a new employee with the systems, rules, conditions, and colleagues in the new workplace. Learning provides a common link between staff induction and organizational socialization. (Antonacopoulou & Güttel 2010.) As Ghehardi and Perrotta (2010) put it, it seems that the term “induction” has replaced the term “socialication” in recent literature. “Induction consists in a series of activities deliberately and formally undertaken by the organization to integrate new employee”, they continue. In other words; induction can be anything from a short presentation to on-going process including different methods to fully integrate the new employee into the organization.

The terms “induction” and “orientation” are often considered synonyms but there is a difference in the meaning. Orientation refers to a single event of induction whereas induction process is a longer and more thorough process (EI-Shamy 2013). “Induction” is used in the UK and elsewhere whereas “orientation” is used in the US (EI-Shamy, 2013). In literature both terms are used in quite similar ways.

Employee induction has been widely recognized as an important part of human resource management (Antonacopoulou & Güttel 2010). The purpose of induction is to familiarize the new employee into the organization; including work environment, work methods, cooperates, colleagues and managers, everything.

The early definition of induction by Judy Skeats (1991) defines it "any arrangement made to familiarise the new employee with the organization, safety, rules, general conditions of employment, and the work of the section or department in which they are employed". That leaves a lot of space for interpretation and in fact the methods of induction vary a lot within organizations. Cirilo & Kleiner (2006) note in their article that it is not any wonder that people leave the company after first seven months if the induction has been poor. In any proper induction process the role of the employee, position, knowledge and experience must be considered (Aarnikoivu 2013.)

Employee induction is an important process both for the company and for the employee. From the organization point of view it is important to give a good impression of the company at the beginning in order to increase the new employee's feeling of being welcomed and appreciated (Dragomirou et al. 2014). They continue that the first 1.5 years set the basis for the attitude and commitment towards the organization. Another way of seeing the importance of induction is linking it to economical effectiveness. The quicker a new employee learns to be an independent and effective part of the work environment, the quicker he/she will be profitable for the company (Österberg 2015). Recruiting and induction of new employees can be expensive so it makes sense to do it properly in order to avoid employees leaving the organization. Employee turnover rate implies both economic and social effectiveness of human resource management in different types of organizations. This is considered one of the key indicators of organization's general management and to regard human resource management's effectiveness (Ozolina-Ozola 2014.) In addition, the occupational safety and health law obligates the employers to provide sufficient guidance and knowledge for the employee for him/her to safely operate in the job (TTK).

In the next chapters the importance and benefits of induction are discussed more in depth. After that the study concentrates on organizing induction, different participants in the process, and describes the process and its different phases.

2.1 Why induction

As work has gained more importance in our lives so has the need for learning. To be able to work, the worker needs some kind of guidance to the matter. The focus used to be more on the work methods and the ability to do the actual work, but nowadays the importance of more holistic induction has been acknowledged. That is due to more complex working environment and increasing interest in employee's wellbeing. (Kupias & Peltola 2011.)

The following issues have guided organizations towards employee induction:

- increasing the control over work
- adaptation to work and work environment
- commitment
- productiveness and profitability
- wellbeing
- organizational renewal
- utilization of whole employee capacity
- running in period
- executing organizational strategy
- tool for management
- change, development
- retaining, renewal
- fewer mistakes
- safety
- success
- learning work methods
- Knowledge transferring (Kupias & Peltola 2009.)

According to Armstrong (2006) reasons for taking care of induction process are;

- to indicate what the company expects in terms of behavioural norms
- to accelerate progress up the learning curve which in turn lead to obtaining effective output from the new employees in the shortest possible time
- to reduce the likelihood of the employee leaving quickly and, therefore
- to reduce the cost of replacement
- to facilitate socialization (relationships with colleagues) (Zalesna 2014.)

One of the main objectives in induction is to establish commitment between the employee and employer. The supportive induction of the newcomer will enable the organization to grow and to develop. Central issues in the supportive induction are socialization tactics and sufficient training to the work task. (Kjelin & Kuusisto 2003.)

Moisalo (2011) presents that the most importance is on work task induction and the employee mastering the task independently. The induction should cover work environment presentation and work task training (Moisalo 2011). According to Arthur (2006) these things mentioned benefit both parties, but often employees want the most to feel welcomed.

Successful induction serves both the employer and the employee. When employee is properly inducted he/she performs better at the job with lesser mistakes. The person with proper induction feels more comfortable at the job and also is more committed to the organization. (Österberg 2015.) Short orientation session is hardly enough. Orientation is what is provided for a new employee in the first days of employment. Induction on the other hand, is an approximately 90-day process of orienting and integrating new hires so they can deliver results as efficiently, effectively, and energetically as possible (Vernon 2012). When the induction process is in order, the outcome usually is feeling of welcome, enthusiasm and commitment and the employee feels self-confident performing the job.

2.1.1 The employment relationship

The relationship between employer and their employees involves around a set of legal rights and obligations, norms and expectations. Some of these are writ-

ten and some are unspoken assumptions. The relationship between employer and employee is a complex relationship between two parties. The balance of power is important in a relationship between employees and their managers. Trust, openness, willingness to cooperate and amenability to different points are basis for the good relationship. Those are also building blocks for the psychological contract between employee and employer. The psychological contract forms around such feelings as loyalty, perception of fair treatment and other factors that affect motivation. (Foot & Hook 1999).

A person starting in a new work place is often enthusiastic and motivated. That is a good starting point for the employer and for the future induction. A new employment is an achievement. Emotions related to that are joy and pride. The stumbling blocks of first days in a new job might be confusion and feeling of neglect. One of the purposes of induction is to change the confusion to commitment and enthusiasm. (Kjelin & Kuusisto 2003.)

Induction is a tool for putting in place a support structure that does not disempower the newcomer but endorses personal growth. Supporting personal growth is a clear role of managers. Abilities to do so depend on person therefore strategic provision of other processes such as coaching, mentoring and facilitated workshops tailored to an individual organization's needs are essential in ensuring growth. Presenting the best of who we are is essential to both personal and professional well-being. (Wilson 2012.)

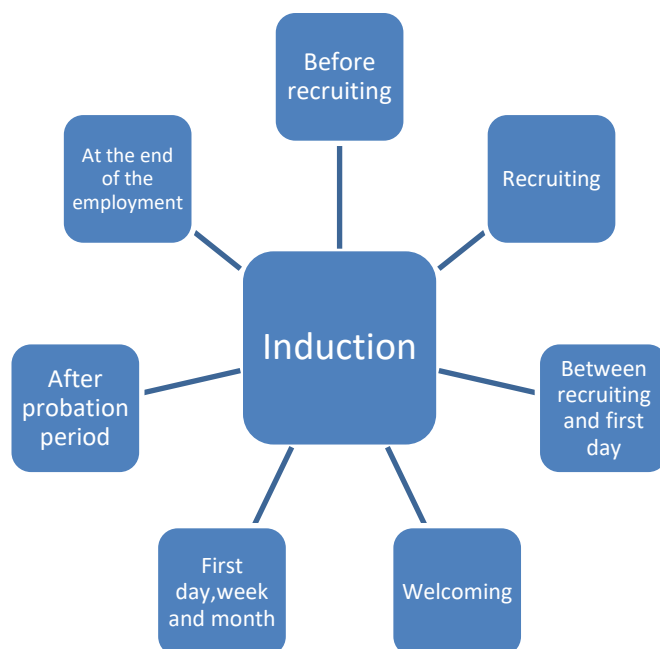
From the organization's point of view it is important to give a good impression of the company at the beginning in order to increase the new employee's feeling welcomed and appreciated. The first 1.5 years set the basis for the attitude and commitment towards the organization (Dragomirou et al. 2014). A part of the induction process starts at the interviews with the information and impressions given at the time. Proper induction process increases the engaging. Employees that are committed perform better and are less likely to resign (Alexandria 2011).

2.2 Induction process

Induction process refers to an on-going process including several actions and lasting for a longer time to fully integrate new employee as a part of productive workforce. It begins when a new employee agrees to take the job. It includes actions taken before the employee begins in the new job and it includes planned actions taken in the early minutes, days and weeks of the new person's employment as well. The dynamic induction process also includes orientation or induction training events, induction companion programmes and electronic and printed media used for conveying work-related information to all new employees. Induction process is more effective and thorough than any single programme. (El-Shamy 2012.)

There are two basic rules for successful induction process. All the steps have to be well planned, including roles and resources. And second, it also needs to be executed according to the plan. (Moisalo 2011.)

Induction process usually follows common steps. In the picture below the induction process is described in different sections along the process.



Picture 1. Progression of the induction process (Kupias & Peltola 2009)

Kupias & Peltola (2009) describe the progress of the induction as following.

- Before recruiting

Before recruiting the focus is on what kind of a person are we looking for? What kind of background and skills should the candidates have? These things define the need for future induction.

- Recruiting

In the recruiting phase the candidates are informed about the requirements of the job, work community and the organization. It is an important phase in the induction process. This is also a part of the organization's public relations image.

- Before the first day at the new job

There is also a lot to do before the new employee's first day. This period from accepting the job to the first day at the job is called pre-orientation (Cirilo and Kleiner 2003). There are several ways how to be in contact with the new hire before the first day. There might be some informational letters or brochures sent to the new employee to familiarize him/herself with the company or maybe a more personal and nicer way is a phone call. It is a good way for both to receive more information about each other and helps the person coordinating the induction to plan it more suitable.

- Welcoming

Welcoming the new employee is important. A positive welcoming experience sets a basis for a good relationship, but a negative experience is hard to fix afterwards and can have long-term effects.

- First day

On the first day it is important to get all the practical things like identity card acquired. On the first day the employee is introduced to closest co-workers and the work environment. Too much information should not be given on the first day to avoid over burdening the employee. But there should be enough to do, see and learn on the first day also.

- First week

During the first week it is important that the employee gets to start working. He or she must be provided with enough information (emergency aid kit) to cope with the job. This is because every employee wants to feel useful and get to “real” work as soon as possible. The content of the emergency aid kit must be considered wisely; which information is useful both for the employee and for the company, and how to avoid the worse mistakes.

- First month

During the first month the employee is able work independently and is able to express his/her own opinions concerning the work and work methods. Employee’s superior and the whole community must be willing to receive feedback and develop their processes. During this first moth the responsibility for the learning shifts to the employee. After 1-2 months it would be useful to go through a feedback discussion about the induction. That way there can be changes made before the end of the probation period.

- After probation period

Probation period is often four months. During this time the employee is able to work independently and achieve information about the job. He/she is fully adapted to the organization and work community and also feels like a part of it. The induction process continues according to plan or need. A discussion with a superior is needed also in this point.

- At the end of the employment

When an employee decides to leave a company it can be done with style. It would make sense to ask for a feedback. After a long career employee should be treated with respect and value his/her opinions.

The induction process can vary depending on the new employee’s background and position in the company. For the induction process to be as efficient as possible the new employee’s job skills, maturity level and professional skills

need to be taken into consideration when planning the induction process (Davis & Kleiner 2001).

Davis and Kleiner (2001) describe in their article a more detailed example of an induction process for a new employee.

- New hire's supervisor gets a guide or a manual about the induction process
- The new hire gets an induction plan
- In pre-orientating phase the superior keeps in contact with the new person and acquires all necessities for the new employee and plans the induction programme
- First day includes casual interaction with co-workers and supervisors, familiarization with company's presentation brochures and company facilities
- First week includes one-to-one discussions with superiors, co-workers and company expertise and settles in the work community and receives all the instructions needed
- During the second week the person begins regular assignments
- Third and fourth week is good time for the person to attend a benefit seminar
- In the next five months the assignments are intensified and progress meetings are held regularly. The employees also take part in seminars concerning productivity, quality, financial and strategic management and employee relations
- After six months the employee summarizes and evaluates the past months with the supervisor and plans the future
- Seventh through 15th months—this period features Phase II induction: division induction, function induction, education programmes, performance reviews and salary review. (Davis & Kleiner 2001.)

Although induction period can be described as a process it is not that simple in practice. The process progresses on new employee's terms and the situation always needs to be monitored (Moisalo 2011).

The content of the induction can vary according to the newcomer's education and previous experience as well as organization's induction policy. The content of the induction can be divided into three different main categories of assignment induction, work community induction and organization induction (Miettinen, Kaunonen and Tarkka 2006). Those categories consist of different main points. In addition, Kupias and Peltola (2009) add three more categories to those already mentioned to cover all different categories of learning. Those three are industry know-how, employment know-how and general know-how. This division makes it easier for HR specialist or a manager to plan the induction period.

2.2.1 Work community and organizational induction

A functional and effective work community does not work if there are not good relations (Österberg 2015). The supervisor has a great role in preparing the work community or unit for the coming of the new employee. The superior needs to tell the community about the new employee's tasks and responsibilities and if possible some background information also. In best cases the superior emphasises the newcomer's role and tasks also when the new employee has started (Kjelin & Kuusisto 2003).

The induction to the work community can include principles of the work unit, introducing members of the work community and associates (Miettinen et al. 2006). Person changing the work unit within the organization might have the organizational know-how but lack the specific work unit knowledge. The work unit know-how includes explicit information about the procedures of the specific work unit. It may include process flowcharts but also so called tacit knowledge that is difficult to transfer. (Kupias & Peltola 2009.) It is important that also this tacit information is discussed openly so it can be evaluated, developed and taken as a part of the induction process.

Especially when familiarizing with networks and processes, the focus needs to be on communication and sharing the know-how. The newcomer needs help in forming the contacts and information about each person's individual expertise and knowledge. It is often said that it is important for the newcomer to ask a lot of questions. That is true, but to ask the right questions the basic level of information needs to be achieved already. (Kjelin & Kuusisto 2003.)

Familiarizing with the organization starts already in the recruiting process. The employee starts the first day with all the memories and emotions from the recruiting phase. He/she might also have some expectations or preconceptions from media or from friends, colleagues etc. Changing a workplace is always exciting and even changing the department within the company brings something new to the table. (Kupias & Peltola 2009.) Organization induction can include introduction of the foundations of the operation, organization policies and the nature of the organization (Miettinen et al. 2006). It should include any information that is needed in this specific organization, also the company values and strategy (Kupias & Peltola 2009).

Organization induction is process that takes time. It cannot be adopted in a day or two. The purpose of organizational induction is to make a new employee feel welcomed and knowledgeable about their organization (Arthur 1999). Organizational induction helps person to learn about the organization and learn about being a part of the organization and the work group.

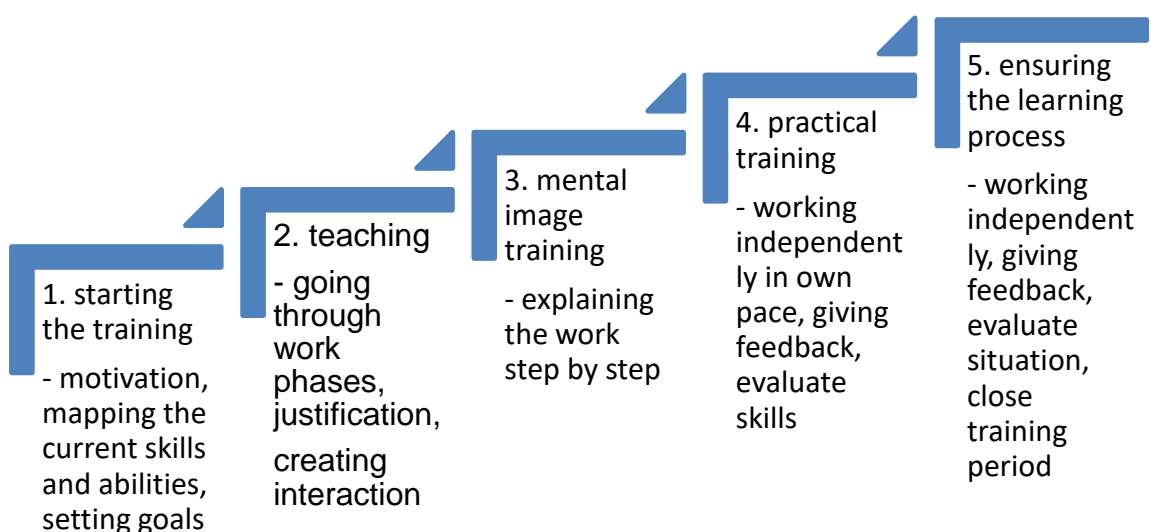
Kjelin and Kuusisto (2003) have divided organizational induction in two categories; retaining and reforming induction. The traditional way of induction is retaining and the reinforced induction is reforming. In reforming induction the emphasis is on supporting the ways of organizational learning and the ways of working towards the organizational goals. Ways to support learning are activities that allow interaction and viewing your own actions and methods. Especially in the early phases of the employment discussion with people is important. Barriers for learning organization are for example one-way communication, mistrust of atmosphere and the lack of feedback. In reforming induction the newcomer forms a clear holistic view of the organization, one's role, goals and competence. (Kjelin & Kuusisto 2003.)

2.2.2 Work task induction

Induction for the work itself begins after general induction period. It is a step from theory to practice and learning of the actual work assignment. In some cases it is best that the general induction and work task induction blend and theory and practise mix together. The work task induction can include the actual work task and work procedures. (Miettinen et al. 2006.) Assignment know-how is knowledge that is needed in that particular work assignment or task. The person might have that knowledge from similar previous work tasks or it might be that the task is new to the employee and that assignment know-how needs enforcement in the induction phase.

Work induction differs from work-counselling in few ways. The object of work tasks induction is to adopt new work methods according to pre-planned manual and in work-counselling the object is to increase professional skills as a part of the organizational quality management. In assignment induction the employee is both obligated and entitled to the induction. (Paunonen-Ilmonen 2005.)

One of the most used methods in work induction is the “five steps” by Vartiainen, Teikari and Pulkkis (1989) in Moisalo (2011). In this method introduced in picture 2 the information transfer is ensured with practical and controlled exercises.



Picture 2. Five steps method (Moisalo 2011).

The person assigned to the actual work induction might be different than in the general induction. In this phase the person inducting needs to have more specific and deeper understanding of the subject. The relationship between the two persons is important. The person in the learning process needs to be able to communicate about his/her ideas and insecurities. (Moisalo 2011.) The person leading the task induction can be called work tutor, mentor or instructor.

A good tutor is a relatively experienced worker who can still relate to the role of a newcomer. He/she also enjoys his/her work and is genuinely interested in guiding and helping others. It is often useful to have many tutors in the organization. Tutor's role is to support and enhance the new employee's learning process. (Kjelin & Kuusisto 2003). There are a few things that the tutor can pay attention to in order to better understand the process;

- consider learner's previous experience and know-how
- acknowledge individual needs and goals for learning
- support learner's motivation
- support gaining the general view and knowledge organizing
- support active learning
- support learning atmosphere
- enhance interaction
- offer possibilities to get and give feedback (Kupias & Peltola 2009.)

In different situations the need and goals for the induction are different. Sometimes the concentration is around very limited and concrete task or operation and sometimes the goal is to understand the big picture in order to develop something new (Kupias & Peltola 2009). It is important to go through the goals for each phase in the induction so the new employee knows what is expected to learn.

According to Kjelin and Kuusisto (2003) when expert employees are trained, it is important to offer just the amount of training that they need and when they need it. Otherwise the person operates independently and creating his/her own operating models. A good tutor is still aware of the learning process and has a good relationship with the learner.

2.2.3 Reasons for unsuccessful induction

The costs for not investing in the development of an effective induction program are far greater than simply losing and replacing new employees. Neglecting proper induction can lead to negative employee turnover and lack of employee commitment (Vernon 2012). It can also have negative impact on the company image. Unsuccessful induction causes problems such as operational disruption, decreased employee social integration, even inability to take advantage of market opportunities (Zalesna 2014). Knowing what to do is important, but knowing what not to do is equally important. According to Vernon (2012) there are few common mistakes that companies make. To avoid the mistake of pouring too much information on the first day it is better to give the induction process enough time. Too much discussion about rules and not-to-do's on a first day can give the employee a negative impact of the whole organization. Instead the first days should solidify the excitement of new job. Second common mistake is not to be able to clearly articulate responsibilities. Employee culture integration is often forgotten from induction programmes even though it has a significant role in the relationship building. Another mistake is that company fails to link induction to desired skills: what is needed to be successful in that given role. The final mistake is the lack of feedback. Feedback is given too seldom and too late. The culture of giving feedback should start from the beginning.

2.3 Organising induction

In effective induction all the parties participating need to have common view on doing things. They need to decide what type of organizing of induction best supports the organization's goals (Kupias & Peltola 2009). In a big organization there might be HR specialists, superiors and named instructor involved. The most important person in the induction process is the new employee. The other one is the employee's superior. And in best case, they are supported by HR and the whole work community. When planning the induction training it is important to emphasize co-operation and common discussion (Kjelin & Kuusisto 2003). Electric tools are a part of the modern day work life. They are useful also in induction process. They should not be used alone but to support the traditional

training methods. After all, the interaction is such an important issue in induction. (Moisalo 2011.)

Every organization aims to be successful. Investing in induction enables organization to better execute the chosen strategy (Kupias & Peltola 2009). The picture below shows the path from organization's working concept to induction concept.



Picture 3. From strategy to induction (Kupias & Peltola 2009).

Functional induction proceeds from individual to general. In a long-term employment it is wise introduce the close working environment, physical and mental, quite soon. It creates a secure feeling. (Moisalo 2011.) The following factors need to be in order for the induction period to be successful.

1. Motivated and professional person tutoring. Good communication and interaction skills are needed. The best employee is not necessarily the best tutor. The trainee needs to be given enough time to absorb the new information.
2. The induction system in the organization needs to be in order. Every person involved in the process needs to understand the importance of it. The induction plan needs to be written so it is applicable for different

cases. There also needs to be room for adjustment for different employee needs.

3. A superior is responsible for the whole process. He or she needs to monitor the progress and intervene if needed. In the beginning close contact with the newcomer is needed.
4. The trainee is given an active role. He/she needs to be motivated to ask questions and to get involved. The induction programme needs to progress in a way that the active role remains.
5. Co-workers need to be involved from the early stage. There must be careful so that the responsibility of the induction does not slide to co-workers. They should not interfere the learning process with their own work methods.
6. Managers and other people welcoming the new employee should reserve enough time in the first days. Important tools and workspace should be ready at the first day already.
7. The new employee should have something meaningful and interesting programme in the first days. Avoid situations where the new employee is left alone to familiarize with some brochures
8. Collect feedback from different persons involved in the process. The feedback can be also commonly shared. (Moisalo 2010.)

2.3.1 The superior's role

The basic task of a manager is to manage, take care of the efficiency of the group, enhance the growth both for individuals and work community and to manage relations to all stakeholders (Kjelin & Kuusisto 2003).

Superior might have many roles and duties in the induction process. He/she is present in the process from the very beginning. The superior defines what kind of person is wanted for the position and evaluates the need for induction and assigns the person for the execution. When the person is elected, it is the superior's responsibility to inform the work unit about the newcomer. It is important to offer the work community information about the new person's role and tasks in the community. He/she is also responsible for the execution and organizing the induction. The superior has the most significant role in the induction. He/she

needs to be there welcoming the newcomer and building the trustful relationship from the beginning (Aarnikoivu 2013).

The main goal for superior in the induction process is to ensure that the newcomer's work is aligned with the strategy, to map his/her know-how and to create conditions for mutual co-operation in the group and between the individual and the superior. After the intense beginning, the superior should pay more attention to the newcomer. The leading skills of a manager are also the skills for induction. Especially in expert organizations the employees wish for clear, common set goals, independency and freedom to choose their own working methods. Too close control and supervision is considered useless. (Kjelin & Kuusisto 2003.)

A superior is often not the one doing the induction in everyday life. He/she mainly creates the circumstances for it. Delegation and organization are part of that. The core responsibilities for a manager in induction process are;

- ensure appropriate induction in work unit
- be present on first day (or as soon as possible)
- make sure that employee understand his/her basic tasks
- agree performance, learning and development goals
- monitor and give feedback
- take care of probation discussion
- include the work community
- take care of wellbeing and work safety
- support all involved in the induction process (Kupias & Peltola 2009.)

2.3.2 The role of Human Resource Management

The importance of personnel is emphasized when strategic management of human resources is discussed. Are the company goals met with the amount and know-how of current personnel and what kind of people are needed in future in order to best support the company strategy? (Kupias & Peltola 2009). The aim in HR management is to attract desired employees and to keep these

employees performing well with motivating and encouraging activities. A good HR department works as a support for company managers (Österberg 2015).

According to framework by Baker and Feldman (1991) in Antaconopoulou & Güttel (2010) there are three steps that lead to success in achieving the three major human resource management (HRM) goals, innovation, quality enhancement and cost reduction. The three step framework consists of;

1. identifying the pursued company strategy
2. identifying the wanted employee behavioural types
3. developing a socialization system that can produce these types
(Antaconopoulou & Güttel 2010.)

The basic argument that underlines this framework is that for a socialization programme to be successful, it should not only adjust individuals to the organization, but should also facilitate individual efforts towards organizational goals. Socialization tactics are not an end and have implications for how broader organizational goals are attained. (Antaconopoulou & Güttel 2010.)

The indicators of the success of HR-processes are often considered employee turnover, employee commitment, work absences, employee wellbeing and performance. These factors are all related and it can be said that a good start in a new job affects these all also. (Kupias & Peltola 2009.) The employee turnover rate implies both economic and social effectiveness of human resource management. This indicator is considered as one of the key indicators of organisation's general management and HRM effectiveness. High level of voluntary employee turnover has negative impact on organization's economic and social processes. The HRM role must be estimated in descendent employee turnover. (Ozolina-Ozola 2014.)

One of the most important HR tasks in induction is the recruiting phase. The HR department's responsibility is to find the right people for the organization. Recruiting is also sales work in a way, especially in fields where competition of good employees is fierce. There is also great responsibility in creating the company image. HR specialist should also take part in the discussion after recruitment decision. HR receives a lot of information about the employee in the re-

cruiting process. Passing this information forward for everybody involved in the induction process is important. After recruiting there are still many useful things that HR can do to support the quality and successful induction. Good structures and conditions help managers and others to go through the process. Concrete things that can be done are producing material supporting the induction, check lists, organizing common induction seminars and supporting managers and tutors with training programmes. One popular way in big companies is organizing a welcoming day for new employees. Managers often need to be reminded of their role in the process. A discussion with an HR specialist can help to plan the future and face the challenges. (Kupias & Peltola 2009.)

Human resources management can act as a great platform and support for management work and a modern HR is a business driven, value adding operator in organization. A developed HRM interprets its role and strategy considering external factors and their influence on the organization. (Aarnikoivu 2013.)

2.3.3 Induction plan

Pre-planned induction plan helps in the induction process. It sets the basis, timetable and work division for the induction process. Human resources department makes an induction programme to be used in everyone undergoing induction process (Österberg 2015). Once created induction plan needs to be updated and modified according to individual needs and according to organizational needs. It is useful to go through the plan together with the inductee to learn about his/her specific needs that are not considered in the standard plan.

Fundamental rules for constructing the contentment for the induction plan are; providing holistic general view, timely right and concrete enough. Planning and constructing can be boosted with question "What helps the employee to be successful in the job?" (Kjelin & Kuusisto 2003). An example of the content of an induction plan is presented in picture 4 by Kjelin & Kuusisto (2003).



Picture 4. Induction plan (Kjelin & Kuusisto 2003).

The induction plan itself should be given to the tutor and the learner. That way he/she feels welcomed and expected and knows he/she is given time to absorb all the things related to the new work. For each section of the plan there should be considered who is responsible for the execution. Also, understanding the received information should be checked multiple times and have time for questions. (Österberg 2015.)

The next chapter will discuss the meaning of managerial work and aspects of manager induction.

3 Managerial work

Managerial work can be divided into two categories management and leadership (Kupias & Peltola 2009). According to Davenport and Harding (2010) leaders are:

- Envisioning an improved situation (for instance, achieving an organizational goal, changing strategic direction, emerging from a crisis)
- Determining the best path for reaching that desirable end
- Inspiring in others the self - motivation to reach the appealing state (that is, creating the conditions under which people feel the intrinsic motivation to move ahead)
- Boosting energy (by recognizing success, for example), removing obstacles that impede progress (political constraints, for instance), and demonstrating resilience (remaining steadfast in spite of failures), so that people can make speedy and efficient strides toward the goal

and managers are;

- Acquiring, deploying, building, preserving, and exploiting assets (tangible ones like forklifts, financial ones like investment dollars, and intangible ones like brand equity)
- Overseeing processes and implementing systems for putting those assets to use
- Monitoring results and making adjustments

Management is more about leading of things, and leadership is leading people. Managerial work reflects the company strategy and managers act as a link between the employees and the high level management. Managers also act as an example for the employees so it is useful to invest in their role. Managerial work is also about interaction. Managerial work is a combination of leadership and management and a good manager always needs good people skills. The fact is

that every manager is different and has a unique way of doing things. (Kupias & Peltola 2009.)

There are different managerial roles. According to an article by Platzek, Hohl and Pretorius (2013), DuBrin (2013) says that “Well-coordinated roles are leading to the achievement of the organization's goals and the most basic role for corporate leaders at every level is to make initiative, creativity and entrepreneurship possible.

There are differences at working as a manager in public, private or the third sector. In public sector there is less pressure in the human resource management and that makes also managerial work easier (Moisalo 2010). In public sector there are more written rules and norms which define the behaviour. In private sector there is more flexibility which can be either a good or bad thing. Public sector has changed more like private sector in recent years. (Moisalo 2010.)

Stefan Tengblad (2012) summarizes the recent studies on managerial work as following;

- managerial work is generally demanding with intense time pressures and heavy workloads
- managerial work is diverse, complex, and often conducted in a rather fragmented manner, especially in the middle and low level management
- work outcomes are often uncertain and the measurement is difficult because of the open-ended nature of the work
- managers mostly work through verbal interactions in meetings with subordinates, colleagues and superiors
- because of environmental pressures and uncertainty, managerial work is often more about ‘ looking good ’ than ‘ doing right ’ since many activities are of a symbolic character
- the most successful managers master the informal and emotional aspects of managerial work as well as the formal administrative procedures
- although trained to work systematically according to ‘ textbook models ’ , managers work much more intuitively and they often need to prioritize

- rational management models may help managers work in a more structured way, but these models are often poorly adapted to practical work situations.

Being a manager is different in every position and every manager is an individual person with his/her unique characteristics. It is difficult to say what kind of a person is a manager in general. According to studies one of the most important factors in successful organizations is superior management of personnel (Österberg 2015). For this reason it is important to pay attention to managers and their performance.

3.1 Manager induction

There is not a simple definition for a good manager. Nowadays the role of a manager is to coach people to do their best and to find their best abilities. Being a manager is a lot about interaction with people, not only your own employees but also business partners, colleagues, stake holders, competitors and even media.

Russel Warhurst quotes Grey (2009) in his article: “there is absolutely no evidence that taking a management course has any effect at all upon making better managers”. Management education has long been focused on commodified theories and practices. Today the focus of manager success is on the persona, character and identity information, personal qualities like transcendent and ethical values, respecting people, relationships and integrity (Warhurst 2011). These qualities are somehow inherent but in a corporate world they can also be learned as a way of doing things. In many big corporations these ethical values are also written down in the corporate social responsibility plans.

Managers and executives are easily forgotten in the inductions process. Although they are considered confident and quick thinkers it does not mean that they can start in a new position in maximum capacity without a proper induction. Even a well experienced manager needs to familiarize with the organization before he/she can start to implement the company strategy fully. In fact, it might be that the previous experience serves totally different values than in the cur-

rent company. Showing the right direction helps the new manager to get off with a good start. (Foot & Hook 1999.)

Inducting a new manager requires more comprehensive induction process than others in the organization. In addition to the familiarization with all the stakeholders, the manager needs also to be familiarized with role of being a manager. New manager needs to know his/her responsibilities and authorities as well as the operational environment. New manager has to be informed about company policy and his/her role in:

- decision making
- communications
- recruiting
- induction
- performance appraisals
- planning and budgeting
- human resources manners and principles (Österberg 2015.)

The new managers might be also from within the company. Proper induction is needed also in this case. Even if the person has experience from the organization, it might be that he/she has no experience from managerial work. In addition if he/she was an expert of some special interest, the managerial expertise might be missing totally. Even a new manager within the organization needs organizational support in a new assignment. One of the most important issues in new manager induction is going through the manager role and the duties. (Aarnikoivu 2013.) It is important for the new manager to know what is expected of him/her and to know that he/she has the authorization to act as a manager. In cases where the manager is promoted from the work unit as a manager it is important to show support and help to deal with the pressure within the work unit. Often there are also managerial tool and processes that the new manager needs to familiarize with. (Kjelin & Kuusisto 2003.)

An article by Silett (2015) discusses CIPD survey (2014) that many junior and middle class managers' capability is affected by excessive workload, inexperience, lack of confidence and lack of training. These factors can lead to derail-

ment at worst. Silett (2015) also quotes Lucy et al (2014) the manager may join the growing number of employees who are leaving due to a culture of “high challenge, low support” or poor managements’ lack of appreciation.

A part of the induction process concerning new supervisors or managers is the authorization by the organization. It helps the new managers to adopt the new manager role and increases the commitment. Especially important this is when a person is chosen to be a superior for his/her colleagues. In this case the announcement of the nomination should be done by the recruiter so that the possible negative feeling among the employees should target to the recruiter. (Aarnikoivu 2013.)

When a new manager is chosen and gets an authorization to the new role, at least these 5 things should be covered:

1. manager role (power, rights, responsibilities) and tasks
2. goal for the managerial work and available tools
3. common agreement how the nomination is published
4. a discussion about the methods how to take over the role in concrete
5. support by one’s own superior and the organization

If enough effort is not put to the manager induction, it is always a waste of the organization’s money. It can also be a fatal mistake for the organizational operations. A manager is always an example for the employees, which should be kept in mind when planning the induction for managers. (Aarnikoivu 2013.)

Also according to Silett (2015) the newly promoted managers should be offered a lot of support. The newly promoted manager needs clear goals to aim at after changing role. In induction there are milestones that managers need to pass within a short time span and the progress is monitored. Training and development should be provided little by little. Practical skills are best to deliver training on-site and in short, interactive formats – “facilitated rather than taught” – that allow for peer collaboration and competition between teams. Also coaching session is considerable option and mentoring can have advantages. Mentors can share examples of the employer’s policies and processes. Reverse mentoring can also help the senior employee with the latest technology for example.

The lack of homogeneous management behaviour can be a problem in organizational point of view (Aarnikoivu 2013).

In empowering organization the management system is well defined and guided in a concrete level. Organization's management system includes:

- specification of responsibilities and decision making power
- distribution of responsibilities and decision making power between units and employees
- vision and strategy process
- systematics in goal imposition and follow up
- finance planning and measurement systems
- management information systems
- rewarding programmes
- meeting principles
- performance appraisal practices

In addition, the management system should include guidelines for how to act in a manager role, a framework to guide the operations in everyday life. (Aarnikoivu 2013.)

Executive induction is critical to person's individual performance and to organizational performance. Best induction practices provide fast results in productive work and employee relationship. The induction process should be tailored according to the needs of the individual as well as the organization. According to article by Ndunguru (2012) following procedures are required for successful framework for executive induction:

During the first few days the focus should be on:

- learning the protocols and processes
- obtaining clarification of proper communication with key stakeholders
- devising regular and effective communication processes with peers, superiors, and other stakeholders

During the first 30 days, new executives should:

- understand cultural issues
- understand top strategic priorities
- devise a 90-day plan
- familiarize with senior leadership and determine potential risks and problems in the new environment
- examine need for improvements in the immediate organizational structure

During the next 30 days, the key tasks for a new executive typically include:

- identifying early wins
- identifying learning priorities
- finishing an action plan to discuss with senior leaders
- refining specific job expectations and resource requirements with the executive's manager

During days 60 to 90, the new executive should:

- have a vision engaging the team
- implement action plans to support execution of early wins
- strengthen alliances with key stakeholders
- maintain regular and effective communication processes with peers, superiors, and other stakeholders

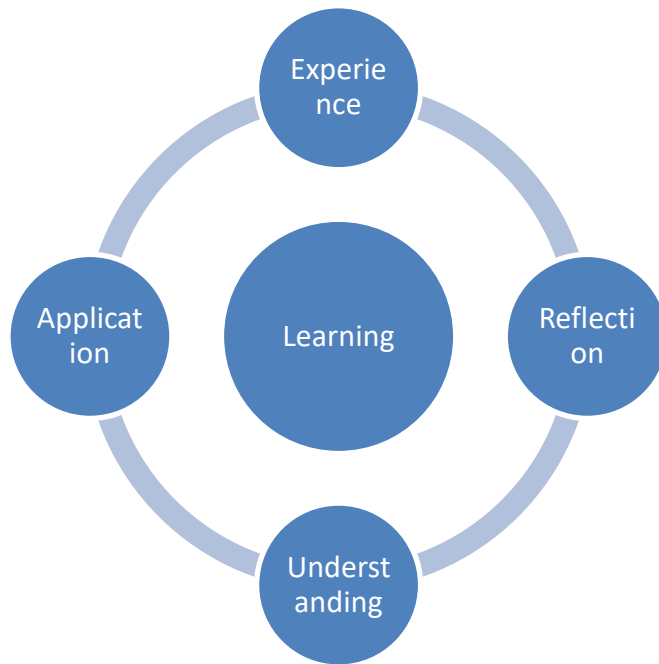
Most executives require a minimum of six months to become fully productive. Induction programmes makes the transition smoother and more pleasant for the executives and help them adopt their new roles quickly and effectively. (Ndunguru 2012.)

3.2 Learning process

The inductee goes through a learning process in the induction period. The induction period includes different kinds of learning situations. Learning wise he goals for single induction situation might be different. The emphasis on different situations and in different methods varies. The inductee is the receiving party

and essential things in learning are repetition and mnemonics. (Kupias & Peltola 2009.)

Learning is an important process and it is important to know the basic process and different learning types. The basic model for adult learning is the Kolb model presented in picture 5. In the Kolb model everything starts from *experience* and the will of learning from our experiences. After that we need to have time for *reflection*. In this point different views and facts are processed into knowledge. After that the information is trying to be digested and *understood*. An “aha moment” is typical in this point. New information is produced as a result from thought. Next phase is *application* where new information is used in practice and in different contexts. (Sydänmaanlakka 2012.)



Picture 3. After the Kolb model for learning process (Sydänmaanlakka 2012).

According to Sydänmaanlakka (2012) there are four types of learning; reactive learning, proactive learning, action learning and questionable learning. They are not absolutely excluding each other. Reacting learning means learning from an experience and evaluation of that. In proactive learning the focus is on trying to create future scenarios and later evaluate and learn from those. Action learning is a learning type developed by Reg Revans. In action learning people are working in small groups trying to tackle a problem and learning from their at-

tempts to change things (Revans 2012). In questionable learning the whole operation model is questioned (what, why and how to do).

One successful method in on boarding new managers is mentoring. Senior staff and leaders are coaching younger employees in induction process. This process traditionally begins in the hiring period and can last up to a year giving younger workers direct attention and professional development early in their career. Nowadays mentoring is not that the “old and wise” mentor the “young and inexperienced”, but contemporary mentoring takes different forms and has many purposes (Rolfe 2014).

3.3 Challenges for managerial work and learning

Business environment is changing all the time. Today’s biggest challenges are probably increasing and highly developed technology, multi-cultural work environments, economic and ecological crises. That puts company managers under a lot of pressure and keeping up with the challenges takes effort.

New manager can be vulnerable at this point. They need to deliver the tasks and now also to develop people. According to Silett (2015) factors that can impact their performance are;

- workload and time pressure
- lack of clarity about their role and responsibilities to lead others
- unclear reporting lines
- lack of incentives to lead/manage effectively
- lack of clarity on management policies, processes and rewards
- no or little targeted training on managing other people (who until recently were their peers)
- lack of confidence and reluctance to deal with underperformance in the team.

Workplace learning is one continuous challenge that managers face. Workplace learning takes place for example, when downsizing, when processes are re-evaluated or any organizational changes are performed. The impact of managerial learning is significant. A study by Longenecker, Neubert and Fink (2007),

shows that the “skills gap” in a rapidly changing organizational landscape was one of the primary reasons for managerial failure to fulfil organizational goals.

According to a research by Clinton Longenecker (2010) there are few main barriers that prevent or damage manager’s learning.

1. Time pressures are often perceived as a barrier for learning. More urgent and pressing activities often push aside learning practices.
2. The lack of awareness among managers in a workplace. The managers do not acknowledge the need for learning in a changing business environment. New technology, new procedures and changing responsibilities all create a need for managerial learning.
3. Too little feedback or no feedback at all is a barrier for learning. Real learning requires feedback or coaching on how to perform better.
4. Too little time for self-reflection and assessment.
5. Inflated ego and over confidence can be in the way of learning. Experienced managers may believe that their skill-set and experience make them qualified for every position.
6. Unmotivated or unwilling to address the skill-gap. In this case the managers are aware of the skill-gap but just lack the motivation to do anything about it. It is problematic because performance is always in balance with motivation.
7. The lack of accountability and support in the learning requirements. Managers need direction, encouragement, feedback and proper support to accelerate the learning.
8. Ineffective or bad boss is a bad example and that way damages the learning.

Organization needs to successfully combine three factors; the managers, the whole organization and the employees. Success needs effort from each group. Managers need right kind of superiors who are doing right things. In addition, an organization is needed that enables quality manager operations as well as the role of an employee. (Aarnikoivu 2013.)

4 Conducting the study

The following chapter includes presentation of the case organization and presents the research process and its different phases.

4.1 Finavia Corporation

Finavia is a public limited company wholly owned by Finnish state. It has the responsibility to maintain and develop network of 21 airports in Finland. Finavia has also maintained an air navigation system and air navigation services until 1. April 2017 when they were handed over to Air Navigation Services Finland Oy (ANS Finland Oy). Finavia has an important role enabling the air traffic in Finland. Functional air traffic services have a big influence in Finnish society and in economy.

The parent company has 2 business units; Helsinki Airport and network airports. In addition, the corporation includes subsidiaries Airpro Oy and LAK Real Estate Oyj (Lentoaseman kiinteistöt). The busiest airport by yearly passenger count is Helsinki airport with 17.2 million passengers in 2016. In the network airports the number was 3.6 million passengers. The total amount of personnel in the corporate was 2,995 (2016). 1,570 of them work for the parent company.

A well-being survey among personnel was conducted in the year 2014. The survey measured different aspects of work in unit level and in organizational level; for example managerial work was one category under evaluation. The survey results were compared to general level of personnel satisfaction in Finnish companies. According to the survey, the biggest challenges are communications and strategy and change implementation, management culture and the ways to influence among personnel. Supervisors were supported more extensively in encouraging personnel to contribute to strategy work in 2015. The teams addressed the significance of Finavia's goals and implemented joint goals locally in practice during the year. Team discussions were taken as a regular part of the annual strategy. New initiative and idea-sharing system was developed to provide individual Finavia employees with more opportunities to make a difference. Finavia's employees are expected to show a high degree of professionalism, strong service competence, and continuous initiative to devel-

op and to have a positive attitude towards development. As an employer, Finavia provides many opportunities for different kinds of training. (Finavia Corporation 2015.) According to annual report from 2016 one of the main focus points was developing managerial work and customer service. The most recent personnel survey conducted in January 2016 showed that the results have improved from the previous survey made in 2014. Finavia's personnel satisfaction increased to the standard level, corresponding to the general level of personnel satisfaction in Finnish companies. The biggest positive changes were related to communicating the company's strategy and outlook in an understandable way, the future prospects of the company, and the implementation of changes. (Finavia Corporation 2015.)

4.2 Induction according to organization's materials

The human resources department is situated in Vantaa. It serves all the 18 network airports as well as Helsinki airport. The responsibility of HR issues in whole Finland is divided for 3 HR teams. Each team has its own areas of responsibilities and have several HR- expert employees working in them with their own responsibilities. Human Resource Development (HRD) specialists are the main contacts in recruiting, inducting and training employees.

Instructions and guidelines for induction can be found on intranet-pages. According to that, the importance of induction is well acknowledged. Tools for supporting the induction are the base for induction plan, check list for superior and a form for welcoming discussion. According to the intranet, the aim of induction is to provide the new employee with sufficient training in;

- work assignment
- work operations
- working tools
- work safety

The responsibility of the induction is on the superior. It is also mentioned that the induction should not be forgotten when getting a new assignment or promoted as a manager (Finavia Corporation 2017.)

According to the discussion with HRD specialists, the current situation in manager induction process is diverse. There are several ways of doing things, depending on many things for example the manager's professional background and role in the company and the actions of the new manager's superior. There are some practices that are the same for all. For example there is a training programme that is designed for every new manager in Finavia. When a new manager gets to participate in the programme varies. There is also a Specialist Qualification in Management (Johtamisen Erikoisammattitutkinto JET) available for more experienced managers. There might be also different trainings and courses available according to employee needs. There are tools for superiors to use but the use of the tools is loosely monitored. There is a follow-up questionnaire available but the use of it is not regular. (Lindfors & Peltola.)

4.3 The research process

This chapter describes the research process from collecting the material and conducting the study. It also discusses the reliability of the study.

Company materials

The initial collecting of material for the empirical part started in March 2016. The HRD specialists were interviewed and also the intranet pages examined. In addition there were also many informal discussions about the induction and the company policies with HR. Topics for the theory part as well as for the empirical part and for the interviews were collected. The company intranet pages include material concerning employee induction process and it is directed for the superiors in charge of the induction. The material available there includes instructions for composing an induction plan and a checklist and a timetable for the superior to follow during the first months with the new employee. The material is produced by Human resources department. The material was reviewed in order to form a picture about the current induction process and tools. As a background research HRD-specialists were interviewed by phone to find out how they see the current process. As a result from this, a mind map was created to form a picture of the whole process. The information was used when defining

the main themes for the theory part. In addition, the theory part consists of commonly recognized important issues in the literature concerning induction.

Empirical study

For the actual research concerning the managers' perceptions, a list of potential names was given by HR. The list consisted of relatively new managers (less than 2 years) in the position. There were 22 names in list that HR suggested to be interviewed. There was a name, working title and working unit mentioned in the list. HR department also contacted the persons beforehand and inquired their willingness to participate in the study. After that inquiry there were 11 names on that list. They were not all suitable for the research purposes. The purpose of the research was to interview people from as many different units as possible. So the chosen people needed to be from different units and different levels of management and working with different titles. Because of that every one of the 11 people was not invited to the interview. At the end there were 6 people who agreed for the interview. At first the number appeared to be small and not comprehensive enough but when the interviews took place similarities among them were noticed and how same things kept coming up. The saturation point in phenomenological researches is when the participants no longer provide new information and that is when the gathering of information ends (Morgan 2011 p.12). As phenomenological research methods do not depend on numeric sample size, those six were accepted to be enough. What also helped to accept the small sample was one character definition for qualitative data by Alasuutari (2011): qualitative data consists of samples that are part of the phenomenon under investigation and it needs to be analysed from different angles.

The selection of the interviewees was neutral. The interviewees were not familiar beforehand. Four men and two women from six different departments of Finavia Corporation were interviewed. The interviews were semi-structured theme interviews with pre-planned themes and some planned open questions. All of the interviews proceeded according to the same pattern. Some of them were shorter than the others but all the themes were discussed in the interviews. Protecting the identity of the interviewees', only limited amount of background information about them is revealed. In addition, it is in the nature of qual-

itative analysis that the data is handled and considered as whole. Even if the data consists of separate units, like single interviews, the argumentation can not be built according to individual differences. (Alasuutari 2011 p. 38.) The interviews lasted from 20 to 40 minutes and all were recorded. All except one interview were conducted face to face, and one over the telephone.

A thematic analysis was used to analyse the data. For analysing the data, the interviews were first transcribed. There were 30 pages (A4) of text with the font size 12 and line spacing 1.5. The pauses or stresses in the voice were not marked. The transcription was done on basic level just writing down every word in the discussion. Thematic analysis describes the most essential and important features in the data (Braun & Clarke 2006). The analysis was made by analysing what the researcher identifies as “emerging” from the data and its relation to the research question. An analysis in this study is made in a deductive or theoretical thematic way. This type of analysis is more theory driven and explicit and seeks to answer more specifically to research question (Braun & Clarke 2006). The analysis started with first just reading the material and then reading and making notes and highlighting parts that felt important. After this basic level coding initial themes were formed from the highlighted parts of the study. After the initial thematizing phase it was done it again by combining the themes. At the end three main themes were found. First theme was **Organising induction** and sub-theme **Different roles**. The second was **Outcome of induction period** and sub-theme under that **Commitment** and **Managerial work**. And the third theme was **Development** and **Positive aspects**.

According to the interview plan, the first theme to be discussed was how the induction was organized. That rose to be one of the most important issues in the discussion because many of the interviewees perceived that there were major issues in organizing the induction. One reason for that was the unclear roles between different parties in the induction. The outcome of the induction period was not quite what is generally expected. That is why it was chosen as another emerging main theme. Managerial work was mostly mentioned in the interviews when discussing the induction period and readiness for independent work. Commitment was chosen because it was interesting to notice that the lack of

induction did not have a great effect on the feeling of commitment although it is often so stated in the theory. Finding the areas of development was one objective of this study, so the manager opinions about that were chosen as the third theme. Under that there was also discussion about the positive aspects in the process and they were also included in the research results as one sub-theme.

Thematic analysis was chosen because it goes beyond counting words or phrases. It can produce richer description about the matter under research (Braun & Clarke 2006). The analysis was made by following the six phases model by Braun & Clarke (2006).

1) Familiarization with the data: the researcher needs to become familiar with the data; reading and re-reading the data and listening to audio-recorded data.

2) Coding: this involves generating labels for important features of the data of relevance to the research question guiding the analysis. Codes capture both a semantic and conceptual reading of the data. The researcher codes every data item and ends this phase by collating all the codes and relevant data extracts.

3) Searching for themes: A theme is a coherent and meaningful pattern in the data relevant to the research question. This 'searching' is an active process; themes are not hidden in the data. The researcher must construct the themes. The researcher ends this phase by collating all the coded data relevant to each theme.

4) Reviewing themes: Involves checking that the themes 'work' in relation to both the coded extracts and the full data-set. The researcher should reflect on whether the themes tell a convincing and compelling story about the data.

5) Defining and naming themes: Requires the researcher to conduct and write a detailed analysis of each theme. What story does this theme tell?' and 'how does this theme fit into the overall story about the data?' are questions that should be considered.

6) Writing up: Writing-up involves putting together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data, and contextualizing it in relation to existing literature.

Reliability of the study

The difficulties in qualitative studies are traditionally related to reliability and validity of the study. The validity of a study is usually described as a consideration whether the study examines the phenomenon which is in its research scope. Reliability means the credibility of the conclusions and interpretations of the study and it can be tested by repeating the same study and getting the same results. (Hirsjärvi & Hurme 2008.)

In qualitative study the evaluation often forms around trustworthiness of the research process (Eskola & Suoranta 2001). Klenke, Martin & Wallace (2016) present the same conclusion about criteria for qualitative study evaluation. In qualitative study it is important to admit researcher's subjectivity and the fact that he/she is a central tool for the research (Eskola & Suoranta 2001.)

Research reports aiming at credibility must address the following issues: (1) the theoretical positioning of the researchers which includes theory of knowledge, assumptions as well as the values, motives, and personal history he or she brings to the study; (2) the harmony between method and methodology; (3) strategies employed to establish quality; and (4) the analytic lens through which the data are examined. (Klenke et al. 2016.)

Proving the reliability of this study by repeating it and getting the exact same results is impossible and unrealistic in qualitative study (Eskola & Suoranta 2001). To increase the reliability of this study, the research process is described in most accurate and visible way. During the whole process the author tried to keep the role as a neutral observer and keep one's own opinions separate from the study. Factors that may have affected the study results:

1. The fact that the author was working in the organization may have affected the interviews. It could have affected the results in two ways. It might be that the interviewees did not tell their genuine opinions because they knew that the study was by organization's assignment. Or, it might be that they wanted to tell their genuine opinions because they knew and hoped that it would make a difference in the organization's policies.

2. The sample was quite small. It covered 27.30% of the whole group. Still the sample did reach the saturation point. The reason why so few agreed to be interviewed can be many; lack of time and interest would probably be the two most obvious.
3. The interviews were conducted in Finnish and the extracts used in the text are translated into English according to author's best knowledge.

5 Manager induction in case organization; the empirical research

This chapter presents the results from the empirical research.

The main responsible person for the manager induction in the company is the superior of the new manager. There are guidelines and checklists available for superiors on the company intranet pages created by HR department. The company is a “multi-branch” company so it is impossible to create one common guidebook to suit all but the main idea in the checklist is to cover all the basic and necessary phases and then to modify it to fit the unit’s needs and continue with assignment induction.

In the next sub-chapters the data from the interviews is opened up in textual form in order to create a picture of the managers’ perceptions and their own experiences about induction in the case company. The subjects are created by themes emerged from the interviews. “Themes” capture something important and essential about the data in relation to the research question (Braun & Clarke 2006). The themes that rose from the interviews in this study are; 5.1 **Organizing induction** and under that sub-theme **Different roles**, 5.2 **The outcome of the induction period** and under that sub-themes **Commitment** and **Managerial work**, and last theme 5.3 **Areas of development** and under that **Positive aspects**.

5.1 Organizing induction

As discussed in the theory part there are different ways to organize the induction. The length and the method of the induction may vary a lot. In different situations the need and goals for the induction are different. Sometimes the concentration is around a very limited and concrete task or operation and sometimes the goal is to understand the big picture in order to develop something new (Kupias & Peltola 2009). In proper induction the induction follows a pre-designed plan. Usually there is one person assigned to execute the induction. That person can be a superior or for example a more experienced colleague who has the abilities for the task (Moisalo 2011). To organize effective induction

all the parties participating need to have a common view on doing things. They need to decide what type of organizing the induction best supports the organization's goals (Kupias & Peltola 2009). Especially in expert organizations the employees wish for clear, common set goals, independency and freedom to choose their own working methods (Kjelin & Kuusisto 2003).

When asking the interviewees how their induction was organized, all of the interviewees felt that there were some difficulties in organizing the induction or they felt that there was no induction at all. The main issues here were that the interviewees felt that they did not receive any induction; the induction period was too short or otherwise inefficient. It was clear that most of the participants were not completely satisfied with how the induction was arranged.

Some experiences of the new managers:

"...induction in its traditional sense did not exist at all."

"There was no induction. I just started working with another title."

"Previous person in this job had left the company and they just had to hire someone..."

"My skills and background have been the best tutor for this position, that's probably the reason I was hired."

"I felt I just had to survive everything on my own...and I have, but it could have been done differently"

Some also commented on the fact that the recruiting process or the recruiting decision took a quite a long time.

"The recruiting process was quite long...the process got prolonged for some reason and I was already under the impression that I was not selected for the job."

"The recruiting process took a lot of time and the previous person in this position had already left before the decision was made who, if anyone, would replace him/her."

Like discussed earlier in the theory, a good induction period is organized according to a plan and is under the control of a superior or HR or both. The overall picture among the interviewees show that the induction was not well organized and it lacked supervision, means and goals. Some of the interviewees were not so much bothered about that as others, but all of the participants acknowledged that fact in their comments. The induction should always be planned according to individual needs (Kupias & Peltola 2009). None of the participants in the interviews mentioned that they would have been asked about their ideas and wishes. In many of the interviews the participants said that the work itself has taught them and it has been supported by superior, HR, colleagues or a tutor.

According to Moisalo (2011) the most important factors in successful induction process are well planned process and execution accordingly. The results from the interviews show that the planning and execution of the induction have not been well coordinated with superior of new managers and human resources department. The induction process was considered unorganized and not really goal-orientated among interviewees. The term “self-taught” came up in every interview and also the need for independently seeking answers to problems. Many of the interviewees said that they have learned best by doing and trying and asking. None of the interviewees had had an induction plan or timetable to themselves.

“There was a paper that we looked through on my first day that I haven’t seen since, I guess that was the induction plan.”

“Instructor had things to be considered listed on a paper by the instructor but not an official plan for the induction.”

Even though many of the interviewees were not happy with the beginning, they have continued working without complaint and tried to do their best. Some of the interviewees expressed that they were glad that they can share their experiences and opinions about the matter in the interview.

“I feel this is an important issue and it has long been neglected.”

“I decided to come here telling the truth without any sugaring.”

Less direct remark about the same matter:

“I have criticized this process of hiring new managers for a long time.”

These comments reflect the fact that the managers feel that they had no control over the matter and for some reason their comments have not been heard or they did not express them at all, but they feel that it is an important issue.

The manager training programme came up in the interviews. The opinions concerning it were neutral or positive. It was perceived good for the general level induction and achieving the basic level manager skills and organizational knowledge. Many felt that this was the only induction they have had.

“The manager training programme acts as a good support for daily tasks.”

“The manager training programme was at perfect time in my case, right at the beginning of my new employment.”

“The HR processes were useful in the manager training program for a beginner.”

Some felt that the training was good to have right in the beginning; some felt that it would be good to have some experience from managerial work before the training. The training was also perceived useful because of the interaction with other people in the same position.

Different roles

The main goal for superior in the induction process is to ensure that the newcomer's work is aligned with the strategy, to map his/her know-how and to create conditions for mutual co-operation in the group and between the individual and the superior. He/she is also the person responsible for organizing the induction. (Kjelin & Kuusisto 2003.) The person assigned to the role of an instructor should not be just anybody. The person should have genuine interest in the subject and also working experience (Moisalo 2011). Tutor's/instructor's role is

to support and enhance the new employee's learning process (Kjelin & Kuusisto 2003).

The interviewees were asked about the different roles involved in the induction process. Among the interviewees there was uncertainty if they had a named instructor in the induction and they felt that the time spent with that person was too short. Most of the interviewees said that there really was not any instructor. For most the instructor was their superior or the person that they were hired to substitute. Only one had a named instructor other than the two mentioned earlier. It became clear that the superiors trusted the person's abilities to survive by themselves because of their previous knowledge and skills. Those who were taught by the person leaving the position said that the time spent together was too short or the person was not really motivated to act as an instructor. According to Moisalo (2011) it is important that the person acting as an instructor is motivated and skilled for that task. The tutor should not be a beginner but either a person just about to retire is not the best choice (Moisalo 2011). Also personalities play a role in the equation. Some of the comments by the interviewees related to different roles:

"The person assigned as my instructor was really unwilling and only motivated to talk negative things about the organization."

"The person who I was supposed to replace did not have the qualities that a good instructor would have."

"It was scary to know that I only have two weeks together with my instructor..."

"I wanted to spend more time with the instructor but he/she said it wasn't necessary."

"My superior just showed me what to do. He/she was not that type of a person to "take care" of me..."

"He/she had an "old-school style" and his/her style of doing things was not appropriate for today."

The comments above show that the participants felt that the person inducting didn't have the will or the abilities to do it properly.

Most of the interviewees said though that they have gotten help whenever they needed it. Many said that they felt comfortable asking their superior whenever they needed help. Many said that the induction by their superior was very informal.

"I ask my superior whenever I need help..."

"Colleagues and co-workers have been a great help."

"We have a good relationship with my superior and we talk a lot all the time."

Many of the interviewees implied that they now have a good relationship with their own superior. The superior is responsible for the process of the induction. He/she does not have to act as an instructor but he/she needs to name someone for the task (Kjelin & Kuusisto 2003). According to the interviewees, this has failed to happen.

Human resources department usually draws up an induction plan that works as a tool for everyone taking part in the induction process. The plan needs to be updated and modified to fit every unique induction need. The organization's general induction part fits well for HR and the assignment induction for superior or named instructor. HR has a supervising role in that process as well. (Österberg 2015.)

The interviewees were also asked about their experiences about HR in the induction period. In human resources related issues the interviewees were unanimous that they have had help when they have needed and asked for it. Some found the processes a little unclear and needed help in those. Some had had a short induction about HR issues organized by HR, which was found useful considering the work itself but also for getting to know people there and reducing the invisible gap between HR and managers. Some comments of interviewees when discussing the role of HR in the induction period.

"The cooperation with HR works well."

"I have one person who I always contact despite the matter."

"Quite often I need help from HR, especially in personnel management."

"I got an introduction there (HR) on my own initiative at the beginning."

The experiences were mainly neutral or positive about the relationship, in the beginning, with HR. But a common practice was missing. Some had had an informal meeting in the HR and some had had a more detailed presentation about HR processes. The lack of coherent procedure can put the new managers in unequal position. Mostly the participants felt that HR is easy to approach and helps when needed.

The research shows that there is all the required material about induction available by HR, but the usage of it seems to be poor. The superiors do not seem to follow them.

Table 1 summarizes the managers' view about their induction. Three different main themes emerged from the opinions concerning the induction. The themes were "had no induction", "induction was too short" and "induction was inefficient". Some of the interviewees expressed clearly two main things. In table 1 the managers are described in letters A, B, C, D, E and F and the main themes are presented on the left. "X" marks the manager's opinion.

Managers' perceptions about induction	A	B	C	D	E	F
"had no induction"		x		x	x	
"too short"	x		x			
"inefficient"	x		x			x

Table 1 Summary of the results “Perceptions about induction”

Organizing induction?	A	B	C	D	E	F
An induction plan?	No	No	No	No	No	No
Named in-structor?	Yes	No	Yes	No	No	Yes
Timetable and objec-tives?	No	No	No	No	No	No

Table 2 Summary of the result “organizing induction”

Table 2 presents the results on whether there was an induction plan used, named tutor assigned or timetable and objectives agreed in the process. Each of the interviewed managers was asked whether they had an induction plan in use, named instructor and timetable and objectives discussed. The table 2 summarizes the situation. Managers are described in letters A, B, C, D, E and F. The results were opened up earlier in this chapter.

5.2 The outcome of the induction period

The goal of the induction period is to prepare the employee to work independently. The importance of induction is a commonly acknowledged fact. Goals of the induction are to get the employee work independently and effectively and to do the work right (Österberg 2015). In addition, proper induction can increase the feeling of commitment to the organization (Aarnikoivu 2013). According to Österberg (2015), manager induction needs to be more comprehensive than employee induction. In addition to introduction with all the stakeholders, the new manager needs to familiarize with the manager role.

The main purpose to organize induction is to make the employee feel welcomed and committed (Foot & Hook 1999), and get to know the assignment and the work community as fast as possible (Kupias & Peltola 2009). Central goals of the manager induction are discussed in more detail in chapter 2.1.

Not all of the goals of induction were fulfilled among the interviewees. The subjects discussed in the interviews were induction to the work task and organizational induction. Most of the interviewees were satisfied with work organizational induction. The interviewees felt that they know the organizational structure and vision and values well enough. Only one of the interviewees expressed clearly that he/she would have needed more information about the organization and familiarization with the work community. Others felt that the focus should be more on the work task induction and managerial work. The interviewees were asked how they felt that the induction period supported their start in the new position. Some comments of the interviewees:

“Not really at all. The learning was more up to your own willingness...”

“If a person outside the company had been hired, he/she would have been very lost...”

“I feel it destroyed the foundation and killed the enthusiasm...”

“The training was enough but there was no induction.”

“Overall it was ok in my case, considering the induction from my predecessor and the manager training programme.”

“Everything that was inducted supported well but it was too little...”

“My school grade for it is seven. Not an ideal situation.”

“Well I don't feel I had an induction so it is hard to say.”

Overall there was some disappointment with the support that the induction period offered. It is clear that the induction they had was not sufficient in most of the cases. The interviewees felt that they were not fully prepared for the task when they started. It is even more important for a manager to feel comfortable and self-confident because it reflects also to employees, customers and company image (Österberg 2015).

According to Aarnikoivu (2013), two of the most important things to clarify in manager induction are; manager role (power, rights, and responsibilities) and

tasks and also goal for the managerial work and available tools. The interview comments reveal that there were some problems in that area as well.

“The negative feelings during the first months built up from essential things that had not been told, unclear responsibilities and job description.”

“Responsibilities were discussed only in the job interview.”

“My responsibilities and tasks were discussed in the performance appraisal before I accepted the new position.”

Commitment

The beginning of the induction period is important because it sets the basis for mutual trust and commitment. The new employee should feel enthusiasm and excitement about the new job (Kjelin & Kuusisto 2003). The first 1.5 years are important because it sets the final attitude towards the company (Dragomirou et al. 2014).

Commitment towards the organization was discussed with the interviewees. The results there show that despite the lack of the induction, people are committed to the organization and their jobs. Most managers answered that they feel committed to the organization and their job. One felt that the lack of induction had influenced the feeling of commitment and said that it is not a hundred percent. The interviewees mentioned that the position is pleasing and the kind they have desired. Some comments of the interviewees when asking how committed they felt towards the organization and how the induction period has influenced that.

“I’m committed, I like my job and I feel that we serve the whole organization. The lack of induction did not affect that.”

“I am committed but not because of the induction...”

“It is difficult to say how it affected because the work itself was so interesting for me.”

“100% committed even without the induction.”

“I like my job but I’m not very committed. At first I was very excited about everything but then I started to realize everything that was supposed to be told and taught to me...”

The results show that the interviewees enjoy their jobs and also appreciate the organization. This information in relation to the main theme suggests that because they enjoy the job and value the organization, they would have wished for better induction for themselves and wants the whole organization to work better in this matter. In order to prevent the good managers to leave the organization, their opinions should be taken into consideration in the high management.

The interviews show that the success of the induction does not always correlate with the feeling of commitment. Even though most of the interviewees felt committed and enjoyed their job it is wise to pay close attention to the one who did not. Even though those are opinions of one person only it is still valuable information on what to avoid and not to do. One of the most common mistakes in organizing induction is not to be able to clearly articulate responsibilities (Vernon 2012).

Managerial work

The new managers might be also from within the company. Proper induction is needed also in this case. Even if the person has experience from the organization, it might be that he/she has no experience of managerial work. In addition if he/she was an expert of some special interest, the managerial expertise might be missing totally. Even a new manager within the organization needs organizational support in a new assignment. One of the most important issues in new manager induction is going through the manager role and the duties. (Aarnikoivu 2013.)

Familiarization with managerial work and tools came up with the interviewees when discussing the central goals of induction according to the theory. Most of the interviewees would have needed more practical information about everyday managerial tasks, like dealing with sick leaves, annual leaves, birthday policies and recruiting. Most of the people interviewed said that they do not expect everything to be shown by holding hands but at least tell and show where infor-

mation is available. Few of the interviewees mentioned some kind of information/induction folder would be necessary. Here are some comments that the interviewees gave about managerial work induction:

“The managerial work has given me grey hair.”

“Any induction to managerial work was given in the manager training programme. Everything else I had to find out myself.”

“I’m still longing for a paper or a file where everything is available without asking.”

“More information in advance about staff management, which matters needs to be approved by my superior and so on..”

“I would have liked to have a list of the most common managerial functions and TES (työehtosopimus) summarized and its most important subjects.”

“There are good instructions in the intranet and if I have any questions I ask.”

There are a lot of new things happening when starting in a new job. The basic task of a manager is to manage the staff. If a manager does that poorly it might have a negative effect on the relationship between employee and the manager.(Österberg 2015.)

“Often I have to tell people that I will have to examine the issue and get back...because I just don’t know things...it annoys me a bit..”

“I was not guided with the contacts and stakeholders so now I feel I’m stepping on other people’s toes.”

“I have coped with things (managerial work) but it has been quite difficult at times.”

The comments above show that managers do not want to say “I don’t know”, they want to be able to do their job well, and asking about everything is tiring.

In the induction period it would be important to have some material to support the learning. Because there is a lot of material, it would be good to have the

main points presented in a list and then a comment where more information is available. Many of the interviewees mentioned the need for lists and manuals as a support for the managerial work. The guides and different e-tools and forms available in intranet have been discovered more or less by the managers by themselves according to the interviews. In independent learning there is a risk that some essential things get missed

How well the induction period supported the start?	A	B	C	D	E	F
"a little, but would have wished for more"	X		X	X	X	
"did not support at all"						X
"good enough"		X				

Table 3 Summary of the results "outcome of the induction period"

Table 3 summarizes the results how well the managers perceived that the period supported their start in the new position. Managers are described with letters A, B, C, D, E and F and the main themes emerged from discussions are described on the left. "X" marks the manager's opinion.

5.3 Areas of development

HR department is greatly in charge of the general induction process and the development of that. Therefore it is HR's responsibility to keep the support material updated, organize training for the persons acting as instructors and just to remind the importance of the induction. (Kjelin & Kuusisto 2003.) If there is a need for development, it would mainly be under HR's responsibility to initialize that.

The interviewees were also asked about the possible areas of development in their opinion. Most of the interviewees emphasized beforehand actions and front-loaded process when hiring a new manager. Many felt that it would have helped if the transition had been better and beforehand planned. Most of the interviewees emphasized their own active role of they had and felt that very little was given to them automatically. "Learning by doing" and "learning the hard way" were phrases used to describe the process. Most interviewees felt that the best way of inducting would be spending enough time with the predecessor. The interviewees also criticized the policy where the previous person had already left the company when the next one began.

Some examples of the comments on development:

"There should be more time invested in it. Before a person leaves the position, transfer of the work tasks should be considered. In early phase."

"I would like to change the culture of one leaving the job and then they begin to consider what responsibilities he/she had..."

"More detailed instruction is needed."

"Mentoring could work well."

"Managers need to be better familiarized with the common policies and goals."

Some mentioned that the goals and responsibilities were not clearly expressed and wished a change for that.

"I was not told what I should know and do. And then I was supposed to clarify responsibilities for my employees...How can I do that if I don't know my own responsibilities."

"The current way is not working. It is not right that people are just left to do the job on their own."

The depth and length of the induction depends for example on the future role, age, professional experience and education. These factors have not been acknowledged in the process in this case. In order for organization to learn from

its actions, every employee needs to feel an appreciated member of the organization (Österberg 2015). Mutual respect and openness create a platform for knowledge and idea exchange that enables organizational learning (Österberg 2015). In a modern organization, learning is a mutual process and the employee and employer can learn from each other. Development is one factor in growing as an organization.

Positive aspects

The interviewees were also asked what they found was the most positive aspect in their induction period and if something was done especially well. Most of the interviewees gave credit to the manager training program. They commented that it is good to have, even though many discussed about the content of the training and the point of time when it is organized. Also the helpfulness of HR department was mentioned and the content of intranet. Some pointed out the relationship with co-workers and one's own superior. Some comments from the interviews:

"The cooperation with me and my superior worked well, and we got along well together."

"Intranet has a good content and instructions there are clear."

"HR information day was good, even though it could have had been more comprehensive."

"Manager training programme is really good."

"I found positive the support from colleagues and co-workers, and also the manager training programme."

As a whole, the most positive aspect in the research is the fact that the managers perceive their job in a positive light. That creates a great platform to build on in future. That indicates that the managers are willing to co-operate and develop the system.

Areas of development	A	B	C	D	E	F
More time and effort for the “running in period”	X		X	X		X
Responsibilities and obligations more clearer		X				X
More detailed practical managerial things	X		X	X	X	X

Table 4 Summary of the result “Areas of development”

Table 4 shows summary of the areas of development mostly mentioned among the managers. The managers are described with letters A, B, C, D, E and F and the main three areas of development are on the left. The “x” is marked for each manager when the theme on the left was mentioned.

Most positive aspects	A	B	C	D	E	F
Manager training programme			X	X		
HR cooperation	X	X			X	X
Content of intranet	X				X	

Table 5 Summary of the results “most positive aspects”.

Table 5 summarizes the most mentioned positive aspects in the process. The managers are described with letters A, B, C, D, E, and F and the three things mentioned the most are on the left. The “x” is marked for each manager when the theme on the left was mentioned.

The next chapter summarizes the results.

5.4 Summary of the results

The research has examined the current state of manager induction in the organization. The subject is viewed from the perspective how it is “on the paper” and how the managers perceive the process. In addition, the results of the research are compared with the most significant points acknowledged in the theory. This chapter presents the summary of the research results and answers the research questions.

5.4.1 What is the present state of the manager induction in the organization?

The main research question for the study was; what is the present state of the manager induction in the organization. The results show that there are some problems in the current system. The most central observations from the research are that the process needs to be more organized and it needs more time. Also the responsibilities and different roles in the process need to be clearer.

According to the company materials, the importance of the induction is well acknowledged and the main principles of the process are outlined according to the commonly acknowledged theory. The problem is how to use them and how applicable they are in manager induction. Managerial work has been in focus in the organization since the year 2015. The HR department has compiled material for superiors to use as a support when inducting new managers. The material includes all the central tools needed for the induction; the check list of things to take care of when a new employee starts and the base for the induction plan to use in the induction process. The induction plan needs to be modified according to every unit’s individual needs. There is also an E-learning material available for familiarizing with the organization. In addition, there is a follow-up questionnaire for new employees about their experiences from the induction.

The interviews and discussions with the HRD-specialists show that induction process does not follow any uniform policy. The practices depend on the back-

ground of the new manager and also much on the actions of the manager's own superior. Also different persons in the HR teams might have different way of doing things. The rights of the new manager can therefore be neglected and the new managers are in unequal position. The material provided by HR is available but it is not demanded that there needs to be an induction plan, for example. In addition, all the current material is not all used. For example the e-learning organization presentation is partly outdated and the follow-up questionnaires are not always sent.

The research results show that the actual induction process is not properly managed. The induction seems not to be anyone's responsibility. There was uncertainty whether there was an assigned tutor at all, or the tutor was not appropriate for the job. It might be that he/she did not have the time for it or it was seen unnecessary to be present. For that reason many of the managers felt that they really did not have an induction period at all. Most of the managers had had their own superior or the person leaving the job as their tutor. All had also had some communication with HR in the induction period.

The current process in manager induction seems to be quite short and involves a lot of independent learning. The superior (or some other tutor) and HR provide support and help when needed and requested. There is a danger that people are afraid to speak out and essential information gets missing and that can affect the overall performance and also the job satisfaction. Job description and defining the new role are central issues in the induction. The person responsible for the induction should cover the central issues needed in the job. There is no doubt there are some difficulties in arranging manager induction for example in some smaller units. There might be small employee resources and all the time is spent to keep the operational work fluent. Even in that case the new manager should not be left alone. It is good to be self-active but the fundamentals should be covered in every induction. Based on the result of the research the HR and the managers' superiors should cooperate more to plan and schedule the induction period according to the inductee's needs. The process also needs supervision and a person responsible for it.

There are also different trainings and courses organized in the organization concerning management. The managers and superiors should be actively reminded and guided to participate in them and also to follow the material in the intranet and in other news bulletins.

5.4.2 Manager induction process: managers' perceptions

The first sub question for the research was; how do the managers perceive the induction process and what kind of experiences they have of it. According to the research, most of the managers feel that their own induction process was at least in some parts insufficient and overall they would have wished for more thorough induction.

The circumstances were of course different in every case but the common factor in every one was that the inductees own role in the process was emphasized. Lot of the work was done by themselves and the official induction was very short or did not exist at all. The managers were put to work independently quite soon. Many of the managers guessed that that was because of their background and experience.

The main observation from the interviews was that the induction they had did not quite support the start in a managerial work. Main topic among the managers was that they would have needed more support for the managerial work. Practical tools for managerial work, information about processes and where information and instructions are available were missed. Many of the managers said that the organization's manager training programme was the only induction for that. Overall the manager training programme was perceived useful. Other matters that got positive feedback was the intranet content and HR department. Peer support and interaction with colleagues and co-workers was also found useful.

The interaction with the superior seemed to be mostly irregular. The process lacked active interaction. Most managers reported that their superior was present when needed but there were no regular meeting or check points. For the superior to be up to date, he/she should follow the process regularly and more closely.

Other interesting fact was that besides of the disappointment concerning the induction, most of the managers felt very committed to the organization and commented that they enjoy the job. That is a great advantage for the organization.

5.4.3 Areas of development in the manager induction

The second sub question was; what are the areas of development in the manager induction. According to the examined company materials and manager interviews, the main area of development is to build a better cooperation between HR and the managers/superiors. Together they should create a model that enables better execution and more control over process. The model should include clear responsibilities and the process should be supervised during it and also afterwards with follow-up procedures.

Especially important is to pay attention to the managerial work. New managers need different kind of induction than employees. Special features in managerial work and managerial responsibilities and obligations need to be gone thoroughly through. The managers wished for concrete material for their use. One of the main issues among the manager experiences was the independent investigation and problem solving. Information sharing was left weak. There were also few mentions about poorly expressed job description and confusion with the areas of responsibilities. Those things are extremely important already on the first days.

Also mentioned several times among the managers was the wish for more beforehand actions in the recruiting process. It would be ideal if the person leaving the job would have time to induct the new employee. The managers criticized the fact that the decision for the replacement is often made so late that there is no chance for that.

Even though there was material available it was not utilized in the manager induction. The material available is not directed to manager induction especially but for common induction process. Never the less it could have worked as a good guidance here as well.

6 Conclusions

In this study, the state of manager induction in the case organization has been under investigation. The theory part of the study has reviewed the most essential issues in the field of induction. In addition, it focused on the special features in the managerial work and manager induction. The empirical part of the study investigated the current practices in use in the case organization. The perceptions of the managers helped to form a more holistic picture of the current situation. The study has aimed to produce new information about the manager induction status for the organization.

In the next chapter the principles of the theoretical framework are presented as well as the central observations from the interviews conducted in the case organization and the main areas of development. The chapter also presents suggestions how to develop the induction process according to this study and presents possible subjects for further study in this matter.

6.1 Theoretical framework and research observations

Induction is widely discussed in the literature. The induction process and practices have been described in books by authors like Kupias & Peltola (2009) and Arthur (2006). As a part of a human resource process the induction has been discussed in books by Moisalo (2011) and Österberg (2015). Induction is also part of managerial work and from that perspective the matter has been discussed in books by Aarnikoivu (2013) and Moisalo (2010). Antonacopoulou and Güttel (2010) have described the process linked to socialization practices and Cirilo & Kleiner (2003) and Davis & Kleiner (2001) discuss how to orient employees successfully in new positions.

Davis & Kleiner (2001) describe the multi-phased process depending on the circumstances. Each employee should have induction according to their position as well as a general induction that includes general information that pertains to everyone. Also Kupias and Peltola (2009) describe the process as a two-phased process. When an induction process is designed, several factors must be considered such as employee's job skills; maturity level; and profes-

sional needs. Österberg (2015) and Kjelin & Kuusisto (2003) also point out that a manager induction is a wider process than employee induction.

In the case organization the induction period is not clearly defined. One of the most essential findings in the research was that many of the managers felt that they did not have an induction period at all, or it was too short. Majority of the managers were satisfied with the organizational information and felt that it is an issue covered well enough for example in manager training programme. Some underlined that the knowledge for that area had already been achieved in the previous work. The most problematic area in the induction was the actual work induction and the induction to managerial work. Most of the managers had had to learn a lot by themselves and would have wished for more comprehensive induction. It seems that the managers' needs and wishes were not heard before the induction period and during it. The discussion between different members in the process did not work properly.

In a successful induction process should be considered following these basic things. The person tutoring should be carefully chosen. The person should be motivated and professional. The induction system in the organization needs to be in order. Every person involved in the process needs to understand the importance of it. The induction plan needs to be written so it is applicable for different cases and the superior is responsible for the process. Also the trainee needs to be active and ask questions. Co-workers are needed to involve also but the responsibility of the induction should not be on their shoulders. First days are important and managers should reserve enough time for the new-comer. The new-comer should have something meaningful to do even on the first days. Feedback should be collected from everyone involved in the process. (Moisalo 2010.)

The induction process in the case organization is not controlled enough. The responsibilities are not defined clearly enough. The HR has produced support material and guidance for the process but for some reason it has not been used successfully. Also the interaction between inductee, the superior and HR has been partial. Still, the managers have found the HR department helpful when

asking for advice. The helpfulness needs to be utilized also in the induction period before the independent work. There has not been an induction plan in use and also timetable for the induction has been missing. That leaves the inductee in uncertainty and makes the whole process very vulnerable. The different roles were not defined. The research gives the impression that the superiors did not take the responsibility which they should have in the process. The superiors were not acting pro-actively, according to the research.

Proper induction has the following benefits. Moisalo (2011) says that a central goal in induction is to give employee the readiness to work independently. A person after an induction period should be enthusiastic and motivated (Kjelin & Kuusisto 2003). Cirilo & Kleiner (2001) claim that a well oriented employee will perform better because of the self-confidence achieved during the induction period. In addition he/she will feel more committed to the organization. Österberg (2015) underlines the fact that the employee feels more comfortable in the job and makes fewer mistakes after a successful induction. Österberg (2015), Moisalo (2011) and Kjelin and Kuusisto (2003) also discuss the aspect of organizational support for organizational learning and development.

The managers felt that they were not fully prepared for the work and would have wished for comprehensive induction. The situation was frustrating for them when not knowing essential things related to the job and having to independently figure out things. Most of the things mentioned were related to managerial work. The results also show that the induction period did not increase feeling of enthusiasm and motivation. Feeling of commitment was found through the work itself. The research clearly showed that the managers were committed to the organization, despite the lack of induction. Many said that the work task is pleasing. Under this light it seems that the disappointment concerning the induction reflects the disappointment concerning the whole organization for not being able to do better. Some comments and the style they were expressed revealed that it was not about just telling negative things about the organization but a real desire to change things for the better.

The main area of development is to create a more organized and controlled process. The different roles need to be defined more clearly and responsibilities in the process need to be defined between different roles. More interaction between the superiors and HR is needed. The process also needs to be flexible according to the individual needs of the inductee.

6.2 Developing the manager induction

This chapter will present some suggestions for developing the manager induction according to the theory and the research results. The main area of development is to create a better organized process for induction. The lack of a proper structure in the process showed in the results of the execution of the induction.

According to this study the areas of development are divided into three different categories;

1. Planning the induction

The first step is to better plan the whole process. When a new manager position emerges, the superior and HR should discuss what kind of a person is wanted for that position and demands the position itself sets. The new manager might be within the organization or from outside. Anyhow, the person has his/her unique background and skills and that should be taken into account in the induction process as well. The induction should be planned according to the new manager's abilities, skills and knowledge. For example, the person might be familiar with the organization but lack the managerial work knowledge. Or it might be that the person has previous experience about managerial work but needs to be familiarized with the organizational culture. The training should be provided according to the individual needs. Discussions with the new employee help to map the current situation and the needs for the induction period. That would also make the new employee feel more welcomed and appreciated. It is also good to have a written plan and a preliminary timetable for the inductee. Managers' superiors should be more engaged to the process.

The manager's superior is the most appropriate person to plan and schedule the induction period. HR department would have the role of providing trainings, learning sessions and other supportive material needed. In the planning phase the superior should also consider who would be the best tutor/instructor for the manager. In the research managers wished for more beforehand actions when hiring new managers and in an ideal situation the person leaving the position would act as a tutor and the superior would continue it afterwards with supportive actions.

2. Execution of the induction

The biggest problems in the current system in the organization seem to be in the execution of the induction. In order to improve that there needs to be more time invested in that and the induction methods need to be considered. The induction period would be wise to divide into smaller sections and after every section make sure that all the important issues are covered and understood. According to this study, aspects of managerial work should be addressed more deeply. The person acting as an instructor has an important role in the success of the process. Interaction with the inductee and the superior (or someone else acting as an instructor) needs to be on regular basis.

3. Controlling the whole process

In order to get the process functional it needs to be controlled and supervised. Different responsibilities need to be divided between participants. The main responsibility of providing the induction for individual manager is on the superior. He/she does not have to do it by him/herself but a person must be assigned to do it. The superior should have regular discussions with the inductee to know how the process is progressing. HR would be supervising the whole process. The superiors would need to provide a written plan for the induction also for HR. That way the matter would not be forgotten or just improvised on the go. Also the follow-up survey for the new managers would be good to put to use.

As an immediate action the current supportive material should be put in use. The superiors should be informed and advised to use the material and follow the process according to the induction plan base. As Davis & Kleiner (2003)

suggest, the planning of the induction begins when new hire's supervisor gets a guide or a manual about the induction process. The superiors would need to fulfill the plan with the unit's unique features and special attention should be paid to managerial role and managerial work tasks.

For further research it would be interesting to further investigate the areas of development and actions needed to create a development plan for the manager induction. For a beginning the matter could be reassessed with a wider survey among the management focusing on the subjects found important in this study. In addition it would be interesting to research the matter from the managers' superiors' point of view.

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Appendices

Appendix 1 Interview themes/questions

Appendix 2 Organization's induction plan (Finavia Corp.)

Appendix 1 Interview themes/questions

Background questions:

- Title?
- Unit?

Are you hired within the organization?

Do you have previous background in management?

Organizing Induction:

- When did the induction start?
- How was it organized and who was your instructor?
- Did you receive induction plan and were objectives and timetable discussed with you?

Central goals of induction:

Work tasks

- Training for methods and tools

Community

- Familiarizing with colleagues and stakeholders?
- Was your own superior present enough?

Organization

- Structure and responsibilities
- How committed are you to the organization?
- How did the induction affect that?
- What aspects of it had an effect?

Different roles

- Superior's role
- HR's role
- On the whole how well did the period support the start?

Development

- Is the current process working?

- What is and what is not?
- How would you develop it?
- Was something done extremely well?

Appendix 2 Organization's induction plan (Finavia Corp.)

Perehdytysuunnitelma

Esimiehen vastuulla on laatia uudelle työntekijälle perehdytysuunnitelma. Perehdytysuunnitelmassa on hyvä huomioida seuraavia asioita:

Työ tutuksi

Työhön perehdytyksen perusrunko on aina suunnilleen sama, mutta suunnittele ja toteuta se tarpeen, tilanteen ja perehdytettävän mukaan.

- * Tuleeko henkilö lyhytaikaiseksi sijaiseksi vai vakituiseksi?
- * Onko perehdytettävä aloittelija vai kokenut?
- * Onko henkilö palaamassa työhön pitkältä vapaalta, esim. hoito- tai opintovapaalta?

Oman yksikön toiminta ja tehtävät

- * Henkilöt ja vastuujako
- * Tuotteet, palvelut, prosessit
- * Toimintaympäristö
- * Työturvallisuusasiat
- * Yhteistyötahot ja vastuujako
- * Palaverikäytäntö
- * Oman lentoaseman perustiedot ja erityispiirteet
- * Asiakaslupauksemme ja asiakaspalvelun lähtökohdat tässä tehtävässä

Keskustele

- * Varaa aikaa myös keskustelulle verkkokurssin aiheisiin, esim:
Finavian organisaatio ja oma paikka siinä
- * Miten toimitaan poikkeusoloissa ja ilmoitetaan poikkeamista ja havainnoista
- * Lentoasemaverkoston yleisesittely
- * Yhteiset pelisäännöt ja eettiset periaatteet

Säännölliset kyselytunnit, esim. 1 tunti kerta viikossa ensimmäisen 2 kuukauden ajan

- * Viikon aikana esiin nousseet kysymykset
- * Selvitä tulokkaan toiveet, tunnelmat ja tilanne
- * Tarkenna koeajan tavoitteet
- * Tarkenna ensimmäisen puolen vuoden tavoitteet
- * Varaa aika Tervetulo-keskustelulle.