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Employees Efficiency Improvement Through Orientation

Case Company: Scanfil Plc

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Thesis abstract

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The objective of this thesis was to improve the efficiency of Scanfil plc through orientation of new employees. The study examined the challenges in the current orientation model and how to improve it. There is a wide range of challenges in the big organization and the presentation of these can be challenging. With this thesis, the company can focus on the challenges more accurately.

In theory, I focused on the content of orientation; different orientation models, orientation process, length of orientation, how to choose the right person for orientation, as well as different learning theories. The thesis presents how the orientation should be step by step and what questions should be answered. The theory section also examines the importance of feedback during and after orientation, and how this contributes to the efficiency of the company.

The study focused at a survey for the appointed person of orientation with a clear frame of question, where person who orientates were given opinions on various issues. These questions contained basic information about the person who orientates and various questions about the current orientation model, and how they would change it.

SEINÄJOEN AMMATTIKORKEAKOULU / ŠKODA AUTO YLIOPISTO

Opinnäytetyön tiivistelmä

Koulutusyksikkö: Liiketoiminta ja Kulttuuri

Tutkinto-ohjelma: Liiketalous

Suuntautumisvaihtoehto: Henkilöstöhallinto ja Johtaminen (Tuplatutkinto)

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Tämän opinnäytetyön tavoite oli parantaa Scanfil Oyj :n tehokkuutta uusien työntekijöiden perehdyttämisen avulla. Tutkimuksessa käytiin läpi, mitä haasteita nykyisessä perehdyttämismallissa on, ja kuinka niitä saataisi parannettua. Isossa organisaatiossa on monenlaisia eri haasteita ja näiden esiintuominen saattaa olla haasteellista. Tämän opinnäytetyön avulla, yritys pystyy kohdentamaan haasteet tarkemmin.

Teoriassa paneuduin perehdyttämisen sisältöön; erilaiset perehdyttämismallit, perehdyttämisprosessi, perehdyttämisen pituus, kuinka valita oikea perehdyttäjä, kuin myös erilaisia oppimisteorioita. Työssä on esitelty, kuinka perehdyttäminen tulisi toimia vaihe vaiheelta, ja mihin kysymyksiin pitäisi saada vastaus. Teoriaosuudessa käydään myös läpi palautteenannon tärkeys perehdyttämisen aikana ja sen jälkeen, ja miten tämä edesauttaa yrityksen tehokkuutta.

Tutkimuksessa käytiin läpi perehdyttäjien kyselylomake, jossa oli selkeä kysymysrunko, mihin perehdyttäjät saivat antaa mielipiteensä erilaisiin kysymyksiin. Kysymykset sisälsivät perustietoa perehdyttäjistä ja erilaisia kysymyksiä nykyisestä perehdytysmallista, ja kuinka he sitä muuttaisivat.

Asiasanat: perehdytys, Scanfil, tulokas, koulutus

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Term

TWI   Training Within Industry

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1 INTRODUCTION

1.1 Background of the work

Orientation is one of the key elements for companies when teaching new employees for the job. Having thorough and efficient orientation, it gives the company a faster way to have more efficient new employees and the employees learn the ways of the company faster. Orientation is also needed with old employees if their work station changes or company starts using new equipment.

1.2 Research methods

As an implementation, the author gathered theoretical information about working skills, orientation, motivation and other ways to improve peoples' efficiency. Regarding the practical application, the author used a survey for the staff of the case company and then compared the results trying to find ways to improve case company's orientation.

The goal is to find a way to get employees get their maximum efficiency sooner than before. Another beneficial goal to this is that when an orientation is happening more efficiently and faster, does the staff has more time for their own projects and as such, this helps the efficiency of the staff.

2 ORIENTATION, LEARNING PROCESSES AND TRAINING WITHIN INDUSTRY

2.1 Orientation

An introductory stage in the process of new employee induction, and a part of their continuous socialization process in the organization. Major objectives of orientation are to gain employee commitment, reduce his or her anxiety, help him or her understand organization's expectations, and convey what he or she can expect from the job and the organization. (Business Dictionary, 2018)

New work and work environment brings out the need for training and coaching. This development in the early stages of new work is called orientation. (Kupias & Peltola, 2009, 9)

Orientation is a process of guidance and other measures, with the aim of helping employees to get to know each other, learn and get better at new work assignments, understand how the work environment acts, work with colleagues and co-operate. (Frisk, 2003, 41)

Labour law is very often a so-called mandatory right. The requirements for orientation and training are covered by statutory regulations for employers. (Kupias & Peltola, 2009, 20)

Section 14 of the Occupational Safety and Health Act obliges the employer to provide the worker with sufficient information on the hazards of the workplace and to ensure that the employee's professional competence and professional experience are sufficient. (Occupational Safety and Health Act 2002/738, 14 §)

The Employment Contracts Act requires an employer to ensure that an employee can also perform his / her work on the company's work or working methods when modifying or developing the company. (Kupias & Peltola, 2009, 21)

The law on co-operation in companies obliges the employer to adhere to the general principles and methods of recruitment. The information necessary for the new

employee to get acquainted with the workplace and the company, and the principles and practices to be followed in the company as to what information about the employee is collected during the recruitment and during the employment. (The Law on Co-Operation, 2007/334, 15 §)

2.1.1   Different methods of orientation

Orientation works best, when it is reflected to company's chosen success strategy. In different organizations and job functions adaptation and interactive development varies. If wanted mutual change and development, it is needed to clear space and create opportunities. Orientation's developers and implementors are good to be aware of what kind of orientation assists the organization and employees to success in different situations. (Kupias & Peltola, 2009, 29)

Looking at the historical types of work, the expansion of the division of labor and the strengthening of the customer's position can be seen. Many organizations are mixed in this regard: they are running in parallel on many different grounds (Tuunainen, 2004). These phenomena can also be seen in orientation and its development as well as in suitability for different operational concepts. (Kupias & Peltola, 2009, 35). The following stages will go through different orientation methods which would suit best the author's target company.

Rooming-in training - In this orientation method, the newcomer learns aspects by following the work of a more experienced employee. Rooming-in is nowadays associated with all kinds of orientation concepts. It all starts when the employer or someone else suited for the orientation takes the newcomer in his/her care and tells them during the work about the company, work community and newcomers' assignments. The benefits are individuality and a clear person in charge, but the danger is that the quality of the orientation is too much relying on the personal attitudes and enthusiasm of the chosen facilitator. (Kupias & Peltola, 2009, 36-37)

Model orientation - Standardizing orientation towards mass production happens usually when orientation unification, intensification of it, or helping an individual orient within the structure of the field of orientation, is wanted. Often, at this stage,

different operating models and templates are created to support orientation. Model orientation includes a clear definition of work and responsibilities as well as necessary orientation tools and materials focused on production for the organization's internal use. In many ways, the company has the advantage of harmonizing orientation. However, even with the finest models, orientation cannot be good if the orientated individual does not have the desire and skills to guide and be guided. The bene-fits are homogeneity of orientation, the orientated people have ready-made orientation models to support their own orientation methods. (Kupias & Peltola, 2009, 37-38)

2.1.2 Orientating students

Frisk writes in her book, that occupational education includes, as an integral part, on-the-job learning in the context of practical assignments. For students to work in the best possible way, it is necessary to provide good guidance and workplace instructors to support learning in the workplace. In addition to the workplace in-structors, the work community also represents the main instructors. (Frisk, 2003, 28)

2.1.3 Orientation process

Both the entire workplace and the supervisor as well as the appointed person for orientation must prepare for their own part to ensure a quality orientation process for the new employee. (Frisk, 2003, 42)

The success of orientation is confirmed by the following questions:

- Who is getting orientated?

- Orientation goals?

- How to orientate?

- How the practical part of orientation is managed?

- Who participates in it and how is responsibility delegated?

- How is the orientation process monitored and evaluated?

Orientation can also be divided into so-called general orientation and advanced orientation. General orientation refers to the organization, its operating environment and general matters inside the organization. Advanced orientation is aimed at to know the operation and the operating environment of your unit as well as the actual work orientation. (Frisk, 2003, 42)

2.1.4   Choosing the orientated candidate

When choosing the right appointed person for orientation, it is crucial to have one who is an expert of his/her field and has a broad knowledge of the workplace and the workplace environment. (Frisk, 2003, 29) During and after orientation, there is an evaluation discussion on achieving the learning goals and feedback on orientation.

The orientation concept and the way to organize orientation should be in touch with the company's business concept. However, it is good to recall the differences in the operating concepts of the various departments of the company as well as the differences in the operating principles of various tasks. Some tasks and work routines may be as such that they require a work-style deviation from the general concept of operation. (Kupias & Peltola, 2009, 48)

Different orientation concepts emphasize different actors, responsibilities and mutual co-operation. In the table below, Kupias & Peltola have outlined the distribution of actors in different orientation concepts. (Kupias & Peltola, 2009, 48)

	Rooming-in orientation	Model orientation	Brand orientation	Retailed orientation	Dialogical orientation
Supervisor	Works as mentor	Work leadership	Coordinates the development of the orientation process through teamwork	Matches the new employee's knowledge and orientation modules and connects the necessary network (or picks named orientate)	Create the pre-conditions for dialogue and develop the dialogue know-how of the work community. Participates in dialogue
Getting orientated	Gathers "silent" knowledge	Adaptive orientation's target	Learns the processes and improvement of continuous development	Participates in drawing up a orientation plan.	Active in dialogue. Bring your own skills actively to the work community to make use of it
HR	No active role	Maintain general training. Import material and instructions. Important role as a coordinator and designer.	Provide the necessary common material and support for teams.	Develop orientation modules and provide support to teams.	Creates the conditions for dialogue throughout the organization and brings it up.
Work community	A colleague can act as a mentor.	Colleagues participate in the job guidance with a clear division of labor.	The team plays a key role in developing and implementing the quality of orientation.	Colleagues participate in orientating the given areas.	The whole working community participates in the dialogue and is willing to develop.
Named orientate	Usually not used. Possibly as a mentor.	Prepare the agreed work guidance and orientation.	May be a team supervisor's help.	As a supervisor, but not part in leadership role.	Participates in the dialogue and brings out learning issues and supports the development of dialogue.

Table 1. Divisions of Employers in Different Orientation Concepts.

2.1.5   Appointed person for orientation

Many organizations have designated employees, to whom orientating is part of the job. Generally, orientating is done in addition to employee's own work, but the orientation can be a big part of employee's work. They will always pause their own work when a new person and concentrates on orientating a new person. (Kupias & Peltola, 2009, 82)

In many organizations, the role of person for orientation is much wider. They report to the supervisor about orientation and often participate in the recruitment process. Often, their role as person who orientates is not just about orientating new people, but it also applies to familiarization with old employees in the organization as work and work practices change. In such a situation, the appointed person for orientation may become a kind of internal developer of the work unit. If this happens, the division of work with the supervisor must be made visible to the whole working community. (Kupias & Peltola, 2009, 83)

2.1.6   Orientation's length

Kjelin & Kuusisto (2003, 205) assert in their book, that orientation begins during the first contacts of a future employee with the organization. The duration of the orientation cycle is, in its shortest, generally equal to the length of the probation period. In general, achieving work management and settling into a new organiza-tion will last for at least half a year for information work. The writers got the best answer from the interviewee, according to which the orientation will continue as long as the newcomer gets clear answers to his questions. Orientation is about to end when the newcomer presents more and more questions that the organization can no longer answer.

Kupias & Peltola (2009, 86) also claim in their book how definition of orientation does not take a stand on what are the best possible measures, or which helps to develop the work environment and work of a new employee. It also does not define accurately, when the new employee is achieved the potential to do their job properly. All these questions must be resolved on an organizational and case-by-case basis.

Planning for orientation requires that the goals of development are considered in the organization. Appropriate planning takes into account the intended operating concept, the current situation and the resources available.

Kupias & Peltola (2009, 87-88) guide in their book, that when designing an orientation, it can be divided between systematic and individual planning of orientation. Systematic planning takes place when orientation is planned at the whole organization or work unit level and different orientation plans are drafted. In a large organization, different team practices differ, and plans need to be team-specific. Centralized materials and orientation plans are often a big help for those who practice orientation.

2.1.7   Feedback part of the orientation

Kupias & Peltola (2009, 136) points out that to develop and to learn people need feedback. Sometimes the new employee needs a lot of external feedback. This is especially the case when the employee is just a beginner in the matter to be taught. A new employee may not be able to judge when he or she is doing things right and when not. Feedback makes it easier to work and learning can be focused on things that are not yet smooth.

Assessment can be accompanied by feedback and evaluation discussions, in the form of development discussions. In these discussions, the learner's learning and know-how should be brought out as fairly as possible. This means that feed-back must be given to both very smooth things as well as issues that require fix-ing or development. (Kupias & Peltola, 2009, 137)

In feedback discussions, one should start by asking questions and listening. The orientating person can initiate discussion-guiding questions to help the new employee to provide relevant feedback to themselves and to the orientating employee. If a new employee is not able to analyze his / her own skills, the orientating staff can share his / her own comments about the learner's knowledge. Good feedback provided by the orientating person is honest and as specific as possible, concrete

and justified. It raises successes and development issues in a construc-tive spirit. (Kupias & Peltola, 2009, 137-138)

Good feedback is often described as a "hamburger" feedback. This involves the idea of first giving good feedback and focusing on things where the orientating staff can give positive feedback. Thereafter, what should be improved or done differently is explained. Finally, it should end with a summary in a positive spirit.

2.2 Learning theories

Learning theories has been developed by e. g. Maslow, Knowles and Rogers.

2.2.1 Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs, which is often represented as a pyramid with five levels of needs, is a motivational theory in psychology which argues that people aim to meet the basic needs, they seek to meet successively higher needs in the form of a pyramid. (David L, 2014)

The hierarchy consists of 5 levels, spilt into deficiency and growth needs. According to Maslow, deficiency needs must be met to be able to strive towards growth needs. The idea is that a person will not strive or think about growth needs before lower needs are satisfied. The hierarchy of needs is built up on a foundation of basic needs a person requires to sustain life. This is the basic survival needs including food, water, and oxygen. These needs must be fulfilled before a person can move up the hierarchy to fulfil the next level of needs. (Miller, 2015, 189)

The next stage of needs are safety needs, a person needs to feel safe and secure, having no threats of harm. Once a person's safety needs have been met higher needs become more important. After this, social needs are on the next level on the hierarchy, being able to communicate with others, having a relationship with them for instance, family and friends, and being able to interact with others. On the next stage of needs a person will seek esteem needs, to feel good about themselves,

feeling important for instance receiving attention or self-respect. Fulfilling this move us to the final stage of self-actualisation. (Miller, 2015, 189)

2.2.2 Rogers' Experiential Learning

Rogers believed that every person could achieve their goals, wishes and desires in life. When, or rather if they did so, self-actualization took place. For a person to reach their full potential several factors must be satisfied; fully-functioning person, personality development, positive regard and congruence. (McLeod, S. A, 2014)

As an example of significant learning — the kind that illustrates his theory of freedom to learn — Rogers cited the informal notes kept by Barbara J. Shiel, a teacher, who out of despair and frustration decided to try a drastic experiment in promoting experiential learning in her sixth-grade class. In the experiment Mrs. Shiel introduced the concept of work contracts. These were ditto sheets that contained a list of all the subjects the class was to study, along with a list of suggestions for study under each, and a space for students to write their plans in each area: As soon as the contract was made, the child began to study or work on his plan. He could work if he needed or wanted to work on a task or project. Weibell states: "Because I was not free to discard the state-devised curriculum time schedule, I explained the weekly time-subject blocks to the children—this was to be a consideration in their planning. We also discussed sequential learning, especially in math, mastering a skill before proceeding to the next level of learning. They discovered the text introduced a skill, demonstrated the skill, and provided exercises to master it and tests to check achievement. When they felt they were ready to go on, they were free to do so. They set their own pace, began at their own level, and went as far as they were able or self-motivated to go." (Weibell, C. J, 2011)

Since evaluation was self-initiated and respected by the teacher, there was no need for cheating to achieve success. We discovered that "failure" is only a word, that there is a difference between "failure" and making a mistake, and that mistakes are a part of the learning process. (Weibell, C. J, 2011)

2.2.3 Knowles' Andragogy

Knowles' andragogy refers to a theory of adult learning that details some of the ways in which adults learn differently than children. Knowles theory identified five assumptions that should be made about adult learners:

Self-Concept – Because adults are at a mature developmental stage, they have a more secure self-concept than children. This allows them to take part in directing their own learning.

Past Learning Experience – Adults have a vast array of experiences to draw on as they learn, as opposed to children who are in the process of gaining new experiences.

Readiness to Learn – Many adults have reached a point in which they see the value of education and are ready to be serious about and focused on learning.

Practical Reasons to Learn – Adults are looking for practical, problem-centered approaches to learning. Many adults return to continuing education for specific practical reasons, such as entering a new field.

Driven by Internal Motivation – While many children are driven by external motivators – such as punishment if they get bad grades or rewards if they get good grades – adults are more internally motivated. (Esthermsmth, 2017)

2.3 Training Within Industry

When Germany conquered France in the spring of 1940 was a great problem to the U.S. government and greatly speeded up production of war supplies in the States. One huge problem was that almost every skilled worker had enlisted in the army, leaving only inexperienced workmen to fill the jobs. In need of experienced and skilled workers, The Training Within Industry program was introduced by War Manpower Commission in August of 1940. (Liker & Meier, 2007, 35-36)

Liker & Meier (2007, 35-36) write in their book: "The objective of the TWI program was to increase production capability so that the war could be shortened, and the

total cost of production could be reduced." It appears that Toyota took the goals of TWI seriously, Toyota has incorporated the concepts of the importance of workers and their progression into every aspect of their production system throughout the company.

2.3.1 Operation of TWI

Liker & Meier (2007, 38) divides the TWI program in to four primary modules: Job Instruction, Job Methods, Job Relations (and Union Job Relations for union-ized facilities), and Program Development. The programs were organized toward the improvement of internal trainers and supervisors, who could achieve higher efforts by each training others. Next, I will rundown each training program below:

- Job Instruction: According to Liker & Meier (2007, 38) this TWI course was designed to help supervisors "break in" new or unskilled employees and is based on years of practical experience. Despite the material was adjusted slightly as time went on, the basic premise remained the same – break down a job into its elements, identify the important points and present the operation until success is accomplished. Job instruction training is proceeded on the job by someone able of doing the job according to the standard as well as with the possibility and training to teach others.

- Job Methods: This piece of TWI gave systems proposed to help adminis-trators and workers systematically break down all parts of an occupation and to question everything about decide need, succession, and duty re-garding each errand. This questioning and evaluation would prompt ex-panded efficiency by killing "pointless" steps and exercises, or "waste".

- Job Relations (Union Job Relations): According to Liker & Meier (2007, 39) this course was aimed at providing supervisors with approaches im-proving working relations and for handling issues. A significant number of the bosses amid the war were unexperienced and had no learning of how to successfully deal with employee issues and concerns. Themes

included giving input to representatives on work, dealing with worker concerns, giving kudos for smart thoughts or performance.

- Program Development: As stated in Liker & Meier (2007, 39), it was surely known inside TWI that the obligation regarding accomplishment of the three "J" programs was with the individual plants. Program improvement was particularly expected for the individual or people inside each plant who might recognize particular preparing needs, build up an arrangement, get the help of administration, actualize the arrangement, prepare bosses, and check the viability of the program.

2.4   Job Instruction is the Foundation of Development

Liker & Meier (2007, 41) states in their book: "The Job Instruction method can be used to teach anyone any task – cooking, surgery, tying shoes, assembly, welding, or hitting a baseball."

To begin with, recognize in the activity to be instructed what to do in order, and after that distinguish what is vital about how to play out the means. In the event that these two components are accomplished effectively, the results of training will without a doubt move forward. Recognizing work elements and key points are the main focus of the method. All work can be separated into two classes - the physical work that is finished and the related expertise of the work. The Job Instruction strategy in its natural form is more qualified for educating the task element of the work, however the standards can likewise be connected to the advancement of employment information. (Liker & Meier 2007, 41)

3 RESEARCH ENVIRONMENT

3.1 Electrical industry

The electronics and electrical industry consists of the manufacture of telecommunication equipment, electrical machines and instruments. In 2015, the sector's net sales in Finland were EUR 14.6 billion. There were 40,600 employees in Finland and 95,444 in foreign subsidiaries. (Teknologiateollisuus, 2017)

Nearly 80 per cent of the industry's production is exported. Exports of the electronics and electrical industry account for half of the total exports of the technology industry. In recent years, quantitative growth in exports has been modest due to the strong growth in foreign operations. The electronics and electrical industry invests most of the industry in research and development, with more than 10% of the turnover of companies in several areas. The industry is characterized by specialization and innovativeness, rapid application of technologies, combining various skills in large systems and value-added services, Professional products and demanding customized small-scale production. (Teknologiateollisuus, 2017)

Telecommunications is by far the biggest electrical and electronic industry in Finland. Strong Finnish growth areas include automation and welding equipment, medical electronics, terminal and network equipment, sensors and sensor systems, aviation and space equipment, electric drives and motor drives, weather observation systems and systems, vehicles and hoists, and energy and environmental technology control and electronic equipment. (Teknologiateollisuus, 2017)

3.2 Case Company; Scanfil Plc

Founded in 1976 in Sievi, Scanfil has grown from the Finnish electronics industry to the sheet metal mechanics manufacturer to become an international contract manufacturer and system supplier. Today, Scanfil is the market leader in the Nordic countries, among the largest in Europe and a major player in the global market. The

listed Scanfil mill network includes 10 production units in Europe, Asia and North America, employing 3,300 people. (Scanfil, 2017)

Scanfil offers its customers a wide range of services ranging from product design to product manufacturing, materials management, and logistics solutions. Vertically integrated production and a comprehensive supply chain create the foundation for Scanfil's competitive strength: speed, flexibility and reliability. (Scanfil, 2017)

Typical products manufactured by Scanfil are mobile and data network equipment, automation system modules, frequency converters, elevator control systems, analyzers, various gaming and self-service machines, and care technology and weather observation equipment. Scanfil's services are utilized by many international automation, energy, telecommunications and healthcare operators as well as companies in the field of urbanization. (Scanfil, 2017)

Scanfil's customers' needs and expectations guide the company's development efforts. Scanfil's competitive strengths include speed, flexibility and reliability through comprehensive supply chain management and vertically integrated manufacturing. Maintaining these competitive factors requires, in addition to skilled personnel, modern production equipment. Scanfil's vision is to be the most desirable contract manufacturing partner for its customers. (Scanfil, 2017)

Scanfil's strengths include: (Scanfil, 2017)

- Globality (location of factories and services)

- Cost-effectiveness and continuous improvement

- Product Design

- Reliability

- Speed

- Cost-effectiveness

- Commitment

- Capital adequacy

- Service Provision (Vertical Integration)

- Proactivity

- The quality of the supplier network

- People and know-how

4 IMPLEMENTATION OF RESEARCH

The qualitative research was chosen as a research method because of its qualitative research could provide more in-depth qualitative information on team orientation practices. Quantitative research would not have provided enough large sample size, and therefore not it would not have been possible to analyse it sufficiently. Collecting numerical statistics would otherwise not have been appropriate.

The aim of the survey is to gather answers to the same questions from a selected group of criteria. Survey research calls to be investigated for a larger targeted audience, sometimes simply because the researcher uses the query method. Most commonly, the question is both. The survey usually targets a selected target audience for a specific population. The target group can also be large. Since surveying is the most commonly used questionnaire, it is necessary to carefully consider the number and content of the variables associated with the survey. People who are questioned must be able to answer each question in a clear and unambiguous way.
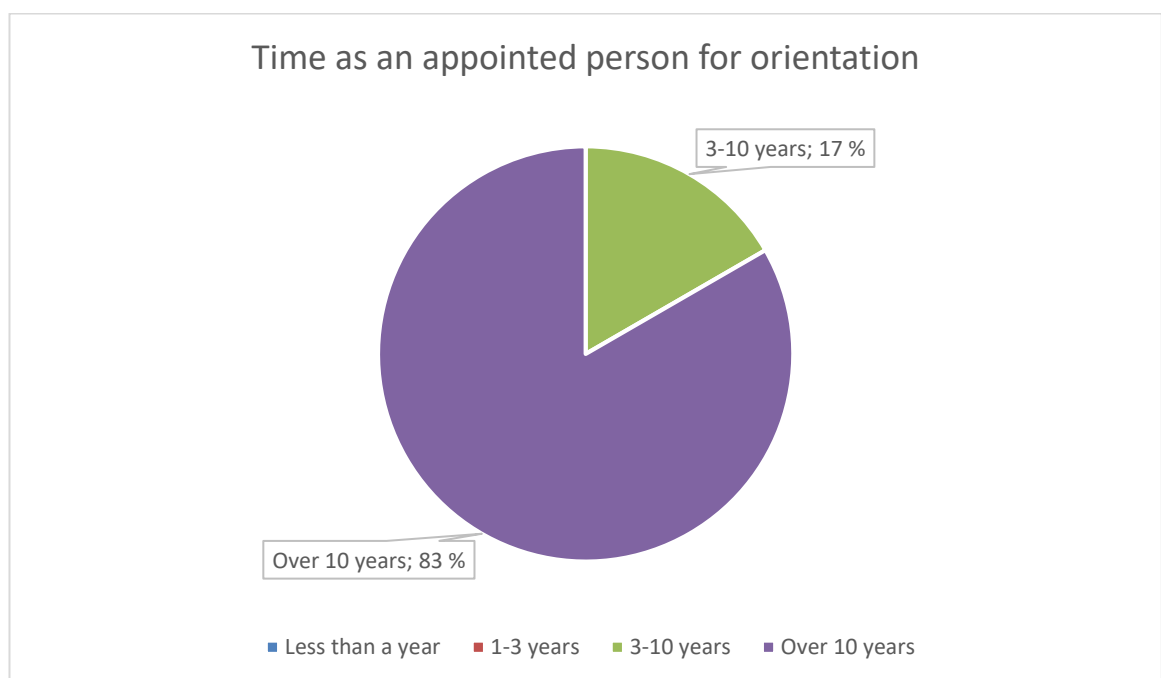
4.1   Conducting survey

Due to busy schedule of the appointed person for orientation, conducting a survey was the best way to get the answers. Having an interview would have been better way to get more wider answers for the questions. The survey consists eight questions, first question is about basic information of their length as an appointed person for orientation and rest of the questions are about orientation in general, orientation process and how they would improve it.
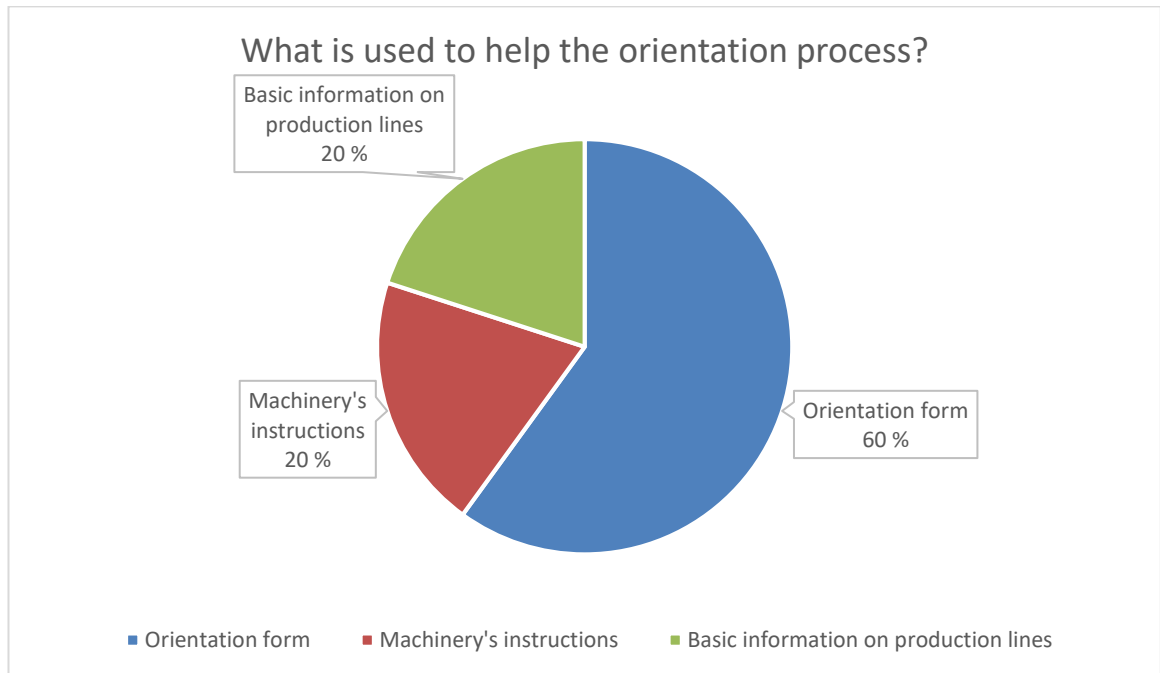
4.2 Analysis of research results

Survey was answered by six Scanfil Plc's appointed persons for orientation. The survey was sent to the HR Manager Juhani Keski-Sipilä via e-mail on 24th of April and he conducted the survey for his appointed persons for orientation. Juhani chose the orientates by himself and sent me the results 9th of May.

4.2.1 Question 1

Time as an appointed person for orientation

3-10 years; 17 %

Over 10 years; 83 %

■ Less than a year　■ 1-3 years　■ 3-10 years　■ Over 10 years

They all have been as the appointed person for orientation for about ten years, so lack of experience is not the problem. Having all the answerers being in a company a long period and being the appointed person for orientation more than ten years, problems might occur for not having so fresh insight about situation. Doing with the same orientation model over the years, may affect the appointed person for orientation's answers and might not give the best possible answer and development ideas.
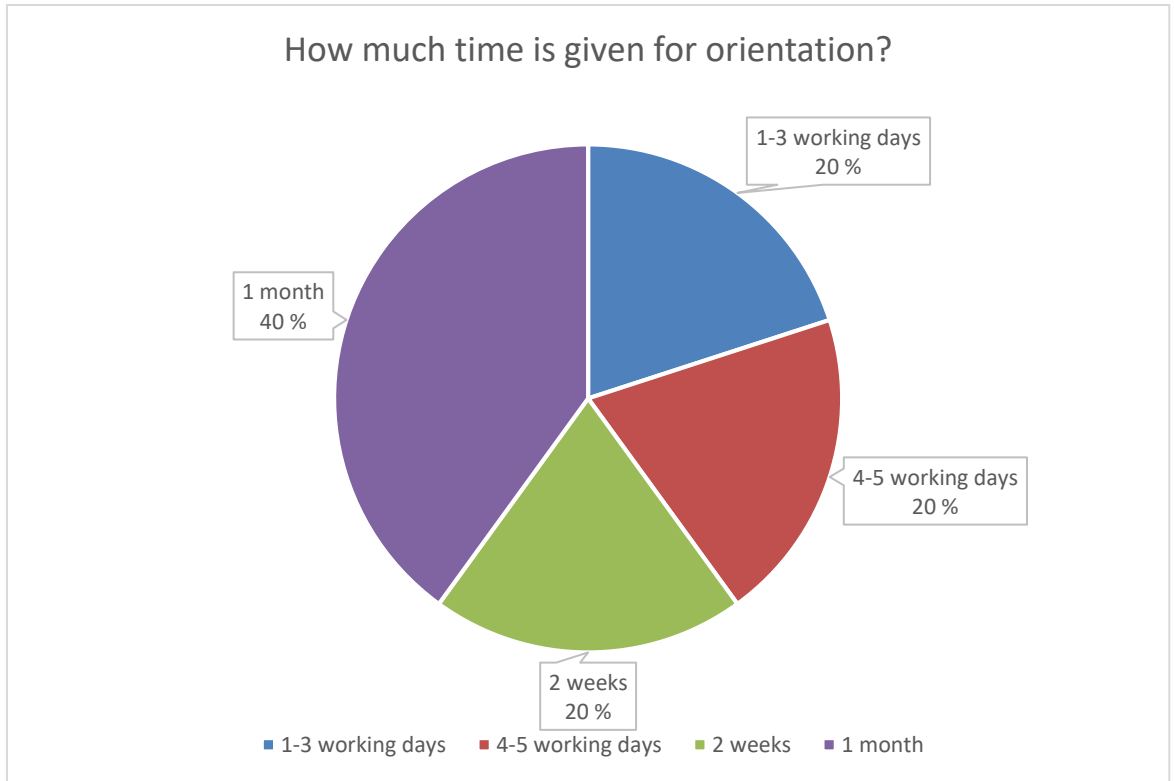
4.2.2 Question 2

What is used to help the orientation process?

Basic information on production lines 20 %

Machinery's instructions 20 %

Orientation form 60 %

■ Orientation form   ■ Machinery's instructions   ■ Basic information on production lines
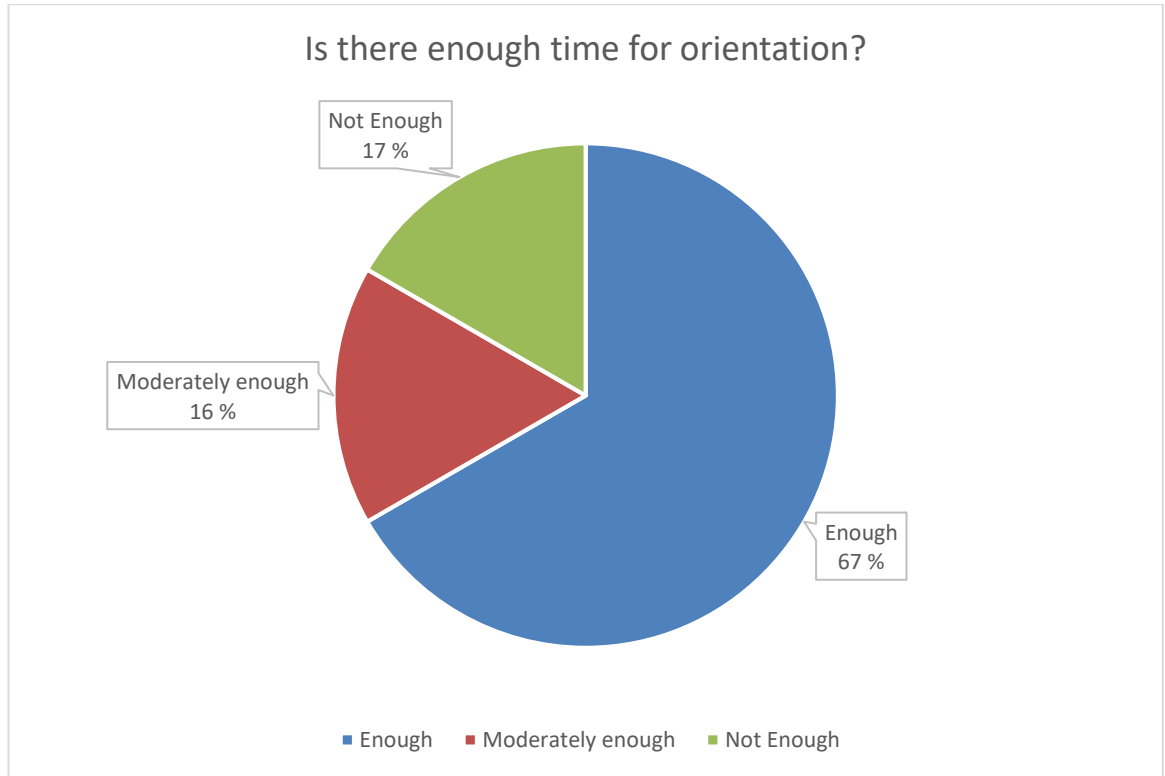
Answers reveal that Scanfil has an orientation form, which will be filled up as the appointed person for orientation goes through the orientation with new employee. Two of the answerers say that this orientation form is enough, but rest think that there should be more thorough orientation plan and form. Now, when the orientation form is too general, it gives too much free space for the appointed person for orientation to use their own ways of orientating. This is a problem, if there is more than one appointed person for orientation and so the orientation model can differ too much from one another.

Giving the appointed persons for orientation new and more thorough orientation form and plan, helps to keep the orientation in a same way, even if the appointed person for orientation changes during the orientation process. Of course, every appointed person for orientation has their own way of orientating but keeping the main structure the same keeps the efficiency of orientation higher and having structured model makes it easier to keep up of what has been taught and what still should be.

4.2.3 Questions 3 and 4

How much time is given for orientation?

- 1-3 working days 20 %
- 4-5 working days 20 %
- 2 weeks 20 %
- 1 month 40 %

Legend: 1-3 working days, 4-5 working days, 2 weeks, 1 month

Third question was the answerers to tell, how much time is given for the orientation and fourth question is a follow-up question asking, if the given time is enough. All the answers say that the given time for orientation is enough and they would not need any more time to do thorough orientation. Surprising thing is, that the given orientation time varies from 1-3 work days all the way to one month.

Is there enough time for orientation?

Not Enough
17 %

Moderately enough
16 %

Enough
67 %

■ Enough   ■ Moderately enough   ■ Not Enough

Not having any information on which production sites each appointed person for orientation works, the author cannot analysis if the given orientation is enough or too much for the appointed person for orientation. We can still make a conclusion, that there are harder and more time taking production sites, which take much more time to learn.
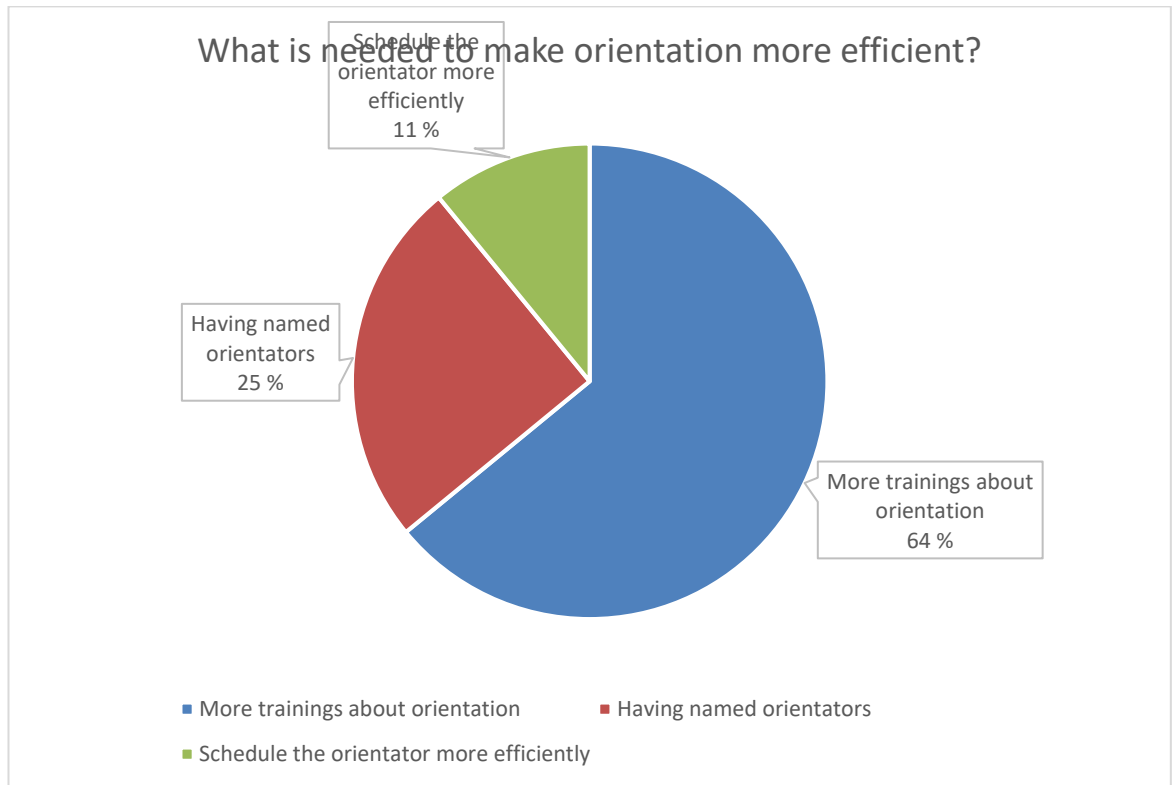
4.2.4 Question 5
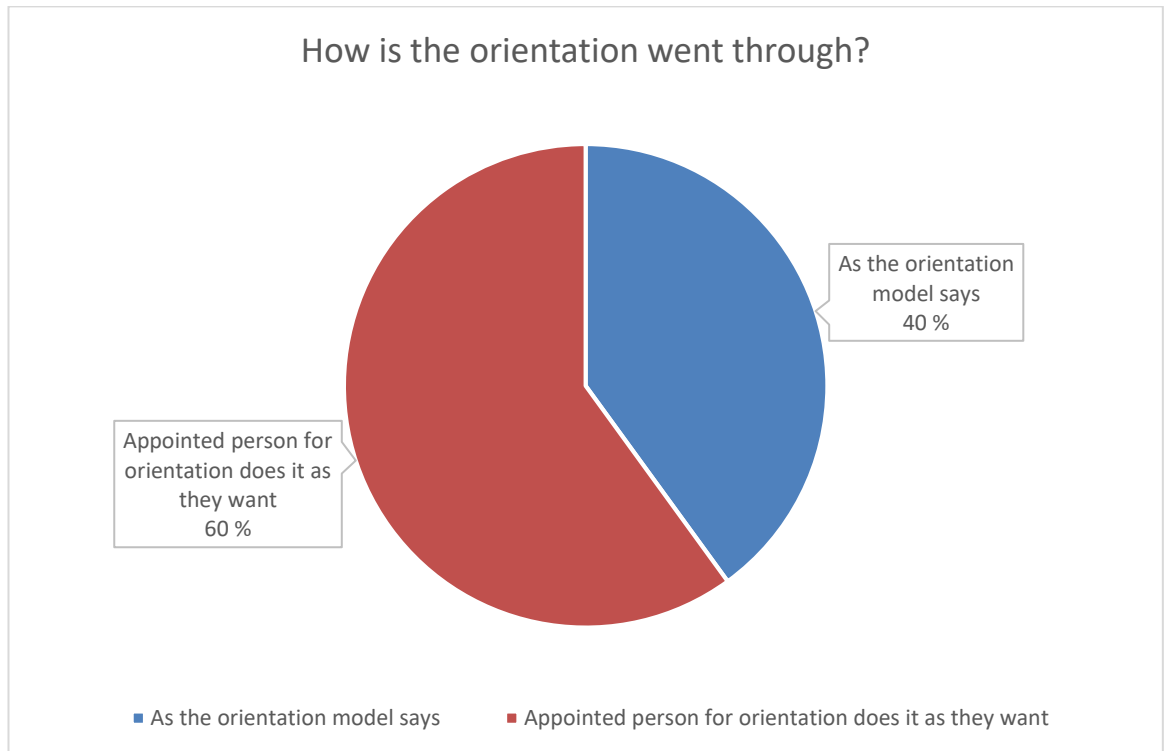
Fifth question asked that do they have a certain order to go through the orientation process. Four out of five answerers use the orientation form as a step-by-step process, which is the usual way of doing it. One of the answerers says that he does not have any certain order how he goes through orientation with new employee. Learning the ways of work station is given to the appointed person for orientation's responsibility, they teach the new employee how the everything works on their work station. Information about company and important matters considering the work safety is on Human Resource department's responsibility. This is implemented once every month for bigger audience.

Some of the answerers pointed out, that the appointed person for orientation may change during the orientation, which makes it harder for the appointed person for orientation to always know, what has been taught and what still should be taught. Having thorough orientation process and orientation form gives the appointed person for orientation more clearer view about the orientation process. It also decreases the difference in orientation, having two appointed persons for orientation whose way of teaching is different may confuse the new employee and make it harder to learn the new work.

4.2.5 Question 6

What is needed to make orientation more efficient?

- Schedule the orientator more efficiently — 11 %
- Having named orientators — 25 %
- More trainings about orientation — 64 %

Legend: More trainings about orientation · Having named orientators · Schedule the orientator more efficiently
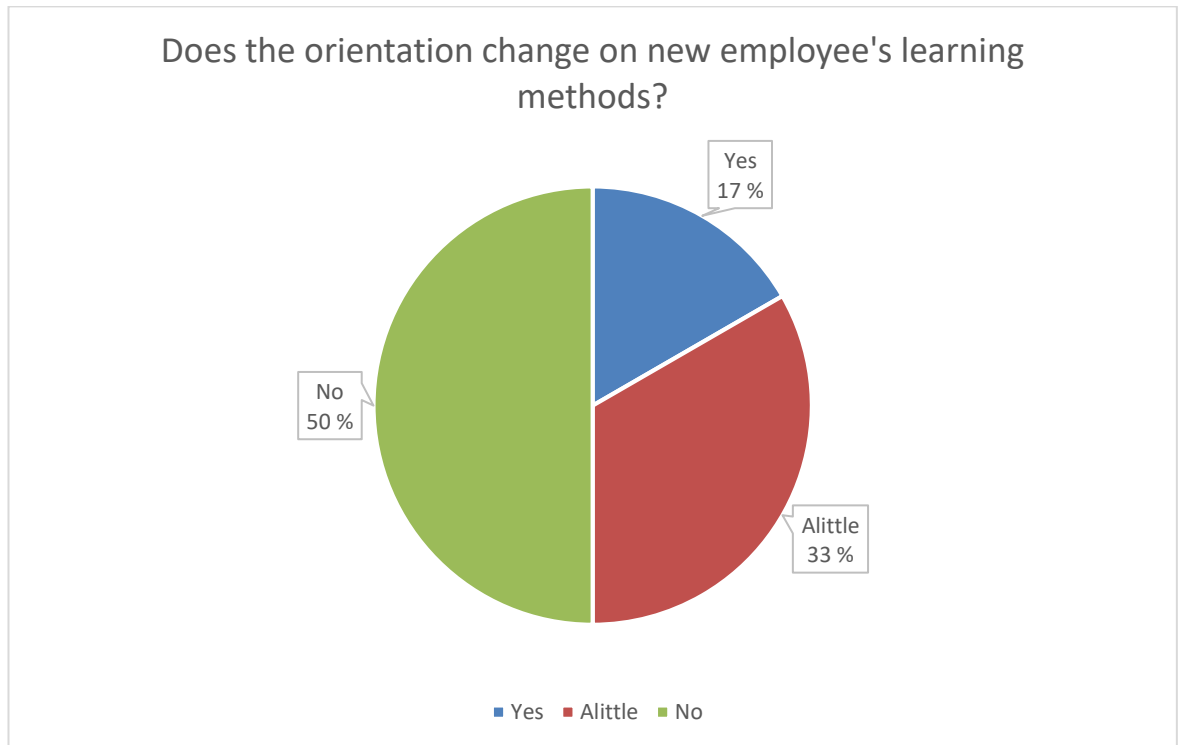
Sixth question was to tell pros and cons of current orientation process. One of answerers points out the same problem which was talked already before. He points out that if the appointed person for orientation changes during the orientation process, makes it harder and longer to orientate the new employee. Another appointed person for orientation answered, that orientation is not that often in their company and new machinery and how they work helps the orientation, in other words the machine itself shows the orientation. It was also pointed out that the amount of information new employees receives during the first few days is enormous, and it is hard for them to sometimes keep up with all that.

4.2.6 Question 7

What has been rewarding?

To teach new employee the safety of the work
50 %

Getting to know new people
50 %

■ Getting to know new people   ■ To teach new employee the safety of the work

Rewarding has been getting to know new people, teaching the new employee safe ways of working. Answers tell that challenging part is to remember to tell all the small details which for the appointed person for orientation normal routine is and to remember that the output level of new employees can vary a lot.

4.2.7 Question 8

Does the orientation change on new employee's learning methods?

- Yes 17 %
- Alittle 33 %
- No 50 %

■ Yes   ■ Alittle   ■ No

All the answers point out the same thing, the basic orientation plan is the same for everyone. Usually the new employee has been recruited to company due their work experience on same area of expertise. This helps the appointed person for orientation to teach the new employee the ways of work station but when the new employee is completely new to the work environment, the appointed person for orientation needs to remember this and they cannot take everything on granted. Having more trainings and the help of HR department would give the appointed persons on orientation clearer picture and more tools how to orientate different people. By changing small things in basic orientation can give the new employee much more information and they remember the orientation better.

4.3 Recommendations

Scanfil Plc do not have named orientates, even though they have certain personnel who usually does the orientation, but the person responsible for certain employee's orientation can change during the orientation and can affect the orientation. Having named orientates give the company clearer and faster approach for orientation of new employees. When the company has named orientates, does the orientation stay the same for all new employees and the named orientate gets the experience, how to orientate different people because when the orientation is done frequently with different personnel, no one learns the form of orientation properly. Teaching the right people on every production line the orientation process and giving them the responsibility will increase the efficiency of orientation and that way also the company's efficiency.

The important thing also is to do clear orientation models and orientation process to help the named orientates to remember go through all the details during orientation. Also, by adding feedback parts during and after the orientation can give the company important improvement for the orientation. This also gives a good picture for new employees, knowing that the company listens to them and take feedback was it either good or bad.

5 CONCLUSION

Today's work is characterized by hecticness and dense change. Organizations and team changes, automation and tool development are commonplace. In the case of such changes, the training materials must always be updated, and otherwise, they should be constantly developed to improve quality. Customers want more uniquely crafted equipment and order times get tighter and tighter.

Having thorough step-by-step orientation process and well-prepared material contributes to the appointed person for orientation to give the new employee the best possible help to achieve the high efficiency sooner than before. When the orientation process does not take weeks or even months to get through, does it give the appointed person for orientation possibility to go back to their own work station sooner.

Training materials could be further developed so that the newcomer learns faster understand and perceive the entire order-supply chain from start to finish. Further information on the activities of other organizations and stakeholders in Scanfil Ltd could be introduced. It is not worth tell the whole thing over the first two weeks but after the base training, this kind of additional training could be considered. Understanding the entire supply chain would clarify the customer's position. Understanding the whole thing further enhances motivation when the employee feels his work is deeper than just routine equipment.

The author does not have certain knowledge, does Scanfil Ltd have a feedback part during and/or after the orientation process. This could benefit greatly their improvement on orientation process. Having a fresh insight of the concept from new employees would bring new ideas on the older concept, making it easier for next new employees to learn the ways of new job. orientation concept would have its same model for every new employees and when the same the appointed person for orientation is responsible for the orientation, he gets much wider experience and has better knowledge how to orientate different people.

The aim at first was to gather as much information as possible on various motivational sources and ways to improve orientation. Problems were encountered along

the way with partners and I had to resort to other concepts, but all eventually ended well. Due to the problems, timing went down tight.

Having only five answerers for the survey, validity and reliability are not as strong as it could be. Due to tight schedule and problems on having the results, the author had to suffice with fewer answers. Gathering valid and reliable information only from five answers might not be enough, but the company will get some sort of standpoint, what to improve and what is good now. Theoretical part and the survey can be used by another company, and even though the results and recommendations are made for Scanfil Plc, can another company also take improvement points from them.

As a future research for Scanfil Plc, the orientation model should be updated. Having more structured and up-to-date model would help the appointed person for orientation and the company to have more efficient orientation.

During the thesis the author has learned that gathering information and analysing results is not as easy as it might look like but during the making of this thesis. There can be obstacles which has not been planned and overcoming them can be troublesome but rewarding.

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APPENDICES

APPENDIX 1. The survey form

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1. How long have you worked as an appointed person for orientation?

   o Less than a year
   o 1-3 years
   o 3-10 years
   o Over 10 years

2. What kind of material can you find for use in orientation (Guides, orientation templates)? What else would you need, what good is in the current materials?

3. How much time is spent on orientation and do you think that you have enough or too little time?

   o 1-3 working days
   o 4-5 working days
   o 2 weeks
   o 1 month

4. Do you think that you have enough or too little time?

   o Too little
   o
   o Moderately
   o
   o Enough

5. Is there a certain practice in which order is the orientation went through? (If so, what is good and bad in a certain order and how easy is it to follow?)

6. What has worked well and what would you like to change in the current orientation model?

7. What has been rewarding and challenging in orientation?

8. Will the existing skills and previous work experience of a new employee be taken into account and utilized? Is the orientation to be modified according to the most preferred learning style of a new employee? How? (If not, should it be?)