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WHITE COLLAR INDUCTION  
RESEARCH FOR CASE COMPANY

Degree Programme in International Business and Marketing Logistics  
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## WHITE COLLAR INDUCTION – RESEARCH FOR CASE COMPANY

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The purpose of this project is to analyse the case company's induction process by pointing out the strengths and subjects needing improvement by comparing the theoretical and the empirical part of the project. The goal is to give general guidance and a practical outcome on how to induct a new white collar in a more cost and resource efficient way with specific key persons and methods used – tasks to be done with less time and money consumption.

## 1 INTRODUCTION

Induction is one the most essential study process for a new employee, in a company's human resource department practises. There are many important matters to be covered while discussing the importance and key steps of an induction process - It entails more steps than most people even realize. HR departments mostly design the company's induction and training programs, but the daily induction happens between the company and the new employee (Dessler 2013,244.)

This thesis is created for a company in Western Finland, which is an industry-based company with a large number of white collars. This work especially aims to address white collar induction aspects, the process and the steps including the key persons to accomplish a successful induction. With this thesis done, the HR department will be given more aspects to look at their current induction process throughout the experiences of the case company's employees. To produce a practical outcome, literature will be analysed as well as analysis from HR departments implemented questionnaire results will be done. The objective of the questionnaire was to gather valid data from relatively new white collars to receive a good perspective of the current situation about the company's induction process.

It is often the fast reactivity -ability, the quality of work as well as service that has a significant impact on the final situation in the industrial field of work. Well inducted employees naturally perform better and are more likely to come up with innovative enhancements to their daily tasks, which can result in improvements in the industrial process and finally end in customer satisfaction. Small deeds can end up becoming huge rewards, which can ultimately reflect the value of the company, strengthen the competitive advantage and improve cost and resource efficiency. These subjects are important for the induction process, that needs to be planned carefully and implemented with knowledge.

The case company has a wide range of departments including numerous functions that have together been aiming for an aggressive growth in business. Therefore, the amount of information to be internalized is vast, thus a well implemented induction as well as employee training is crucial (Dessler 2013,244).

The case company has been operating for over 40 years in the industry providing engineering, manufacturing and consulting services while employing a large number of employees, not only in

Finland, but also in central and southern Europe. Today their services and competences serve the many needs and demands of the modern industries field of work. While the company has a wide range of departments it also has a strong will to improve and grow in the field of business.

The aim of the HR's Human Resource Management -project is to become the leading service provider in the case company's specific field of industry. The HRM project supports this ambition, whereas the importance and welfare of the employees is emphasized to accomplish the ambition, to become the most desired employer and workplace. Their project will identify different internal improvements, career developments to enhance their employee's competence. The Case company provides different development agenda's and organizes versatile training for supervisors and employees. The aim is that one has a chance to improve themselves and their skillfulness to create a motivated individual that can pursue one's career inside the company. This thesis takes place in recognizing the importance and welfare of the employees by analyzing the current induction process and the key persons regarding it.

## 2 PURPOSE AND CONCEPTUAL FRAMEWORK

The purpose of this thesis is to analyse the case company's induction process by pointing out the strengths and subjects needing improvement by comparing the theoretical and the empirical part of the project. The importance of the subject lies in that even carefully hiring well educated, highly potential employees might not be able to do their jobs if they don't know what to do or how to do it (Dessler 2013,244).

### 2.1 Conceptual framework and limitations



Figure 1. Conceptual framework

The conceptual framework in the picture begins with the academic and case company's HR department induction process definitions, moving towards analyzing those two processes in order for pointing out the key steps, methods and roles towards a complete process.

To define the key steps for achieving a successful induction process, the supervisors should establish a clear and focused goal for the inducted, to write an outline of the topics in order for the inductor not to leave any important information out, diversify the content to cover the company's overall goals and gather feedback from the inducted. The methods to use vary if the employee comes from the company or outside of the company – if the inducted needs to know all the organizational, departmental goals and ethics. Therefore there are a couple of methods to use, such as formal-, informal-, collective-, individual-, serial- or disjunctive induction.

Lastly, but most importantly, who is the key person to induct and from which department? The inductor can be from the HR department with experience in HR induction, but with no other specific departmental skills. The inductor can be a member of management from a specific department with a long term experience of the tasks and needed skills, but not an academic expert. The inductor can also be an expert of the specific field with a large academic knowledge, but possibly not organizational knowledge of how daily tasks are done. In the end the supervisor has the most important role in the induction, but in a task specific induction the role might vary (Armstrong 2016, 318-319.)

By analysing the process, going through the key steps and defining the key persons I will be able to define the most cost and resource efficient way to go through induction. Since even the smallest deed can end up giving huge rewards; producing advantages and improving cost and resource efficiency, are subjects that every company wants to accomplish. In order to accomplish these crucial matters, a company needs to have a clear vision of its induction process – its strengths and subjects always improving (Kupias & Peltola 2009, 18.)

This thesis will cover the basics of induction for white collars, not the steps before induction such as recruitment or selection. The focus will be on how to develop an effective white collar induction, all the way from the very first day of the induction.

## 2.2 Objective and problems of the project

The research problems that will be referred to are 1) How is a good induction process developed? 2) What are the expected outcomes of an induction process? 3) Who are the key persons for inducting? The first question will be answered by the theoretical review, the second and third will be analysed partly in the theoretical part but mostly in the empirical part of the project, including with the questionnaire held by the HR department from their own HRM project. The objective of this thesis is to give general guidance and a practical outcome on how to induct a new white collar in a more cost and resource efficient way with specific key persons and methods used – tasks to be done with less time and money consumption.

## 3 INDUCTION

### 3.1 Process

Even after hiring the potentially best and most experienced employee might not be able to do what they are supposed to do, unless the organization makes sure that the new employee has the most recent knowledge, which is, naturally, one of the main purposes of the induction. One important reason for high volume retention is poor induction – the employee hasn't been taught the needed skills to manage given tasks, which leads to decrease in quality, work motivation and possibly mental strength (Dessler 2013, 244 & Chand 2018.)

The baby steps of induction contain more subjects than most people realize. The start of the process is “onboarding” – making the new employee feel welcome to the firm. This includes four procedures such as co-worker and manager familiarization, coffee breaks and chats - which will make the new employee feel like part of the team. The next step is making sure that the employee has the needed equipment for the upcoming tasks, such as a computer, passwords, email, personnel policies and benefits. For any employee to work in a firm, the employee needs to be addressed with the organizational strategies and future visions. These facts are essential for the employee to later develop in his or her career in the organization, ultimately affect the organizational development. Presenting the organizations past, present and future will help the employee to understand the above-mentioned



subjects in a positive developmental way. After getting familiar with the informal organizational matters, comes more formal socialization into the firm's culture, values and ways of doing things (Dessler 2013, 244.)

The first day normally contains the "onboarding" process, but most importantly for the first day to be successful, is for the employee to have the needed equipment and basic knowledge of the organization's personnel information, policies, working hours and rules. The length of the induction process naturally depends on how much and how deeply one is covering the information. The normal procedure is that the HR specialist covers the basic organizational matters mentioned above, then introduces the employee to the supervisor for more organizational and departmental familiarization, such as introducing the co-workers, the workplace and starting the socialization to the organization. Organizational socialization refers to the "way of life" in which one is taught what behaviors and perspectives are customary and desirable within the organization as well as which are not (Van Maanen & Schein 1979, 211-212; Dessler 2013, 244; Monster, 2018.)

For the new employee to feel welcome, it is highly important for the supervisor and the current employees to recognize and take care of the new employee, to reduce the first day nervousness. The lengths of the "onboarding" -process vary between organizations, it can take several hours up to a week, including videos, lectures and strolls around the organization to get to know the other departments, their key persons and tasks. A written handbook with all the needed information of the organization, is vital for the new employee to have, because of the vast amount of information received on the first day (Dessler 2013, 244.)

Technology is highly used by supervisors to inform relevant facts of the organization on websites to support the induction process. Naturally, before recruitments, the applicant is informally required to learn about the organization before the interview to have a slight knowledge of what one is getting up against. For example, firms might have their "phonebook" on a software, as well as information about the company, training videos and advertisements. (Dessler 2013, 246.)

After the baby steps of induction have been dealt with, follows the induction to the job. Effective job induction is developed by using techniques, graphic descriptions, analyses or learning project types (Liski, Horn & Villanen 2007, 20; Lee, Stewart & Woodall 2004, 118; Armstrong 2016, 320). The main responsibility of the job induction is on the supervisor, but in the end the new employee is required to be a little independent, spontaneous and self-adaptive (Liski, Horn, & Villanen 2007, 20.)

In the preparation of introducing the new employee to the job, a plan is required for presenting the instructions for the job by addressing the subjects with the best fitting methods, depending on the task of course, for example by using visual aids and different demonstration types. Instruction tools such as a short visual description and a job analysis which includes what tasks and responsibilities the job holds (Liski, Horn, & Villanen 2007, 20; Armstrong 2016, 320).

The presentation of the tasks should consist of a show and tell – explanation and demonstration (Armstrong 2016, 320), as well as a dialogue (Liski, Horn & Villanen 2007, 21). The new employee will learn best if the task is covered briefly but precisely a couple of times, using the visual aids as help or showing and telling while doing the task, proceeding step by step in a correct order until the task is covered and indicated what is to be done and in what order. In addition, having a dialogue, between the inductor and the new employee, regarding new thoughts of doing the tasks differently and possibly more efficiently, since the job instructor might have old-minded thoughts of doing the task, as it has always been done. In a developmental matter and as a follow up, this is to be trained under the supervisors' supervision until reaching the target level of performance and a satisfactory speed in order for it to turn into a job pattern for the employee (Liski, Horn & Villanen 2007, 21; Armstrong 2016, 320-321.)

This process can also be handled as a roadmap for learning, whereas it can be implemented and be useful for other departments evaluations such as, evaluating the cost of the process, prioritize the subjects and development of subjects. As a roadmap the steps can be implemented as targets for the new employee to know how to proceed in order to succeed in the task (Liski, Horn & Villanen 2007, 20-21.)

An important implication to be considered when using different methods in job induction is to consider that the learnable work context is in relation with the actual work content (Lee, Stewart & Woodall 2004, 125). To strengthen this implication, it is more relevant to use the time in job induction by learning the activities in actual work situations rather than from doing vague learning tasks. (Lee, Stewart, & Woodall 2004, 121-125). Even if the task is similar, it will not be a waste of time to practice alone in a platform that is not “online” or official.

### 3.2 Induction process methods

The reason why a potentially good and experienced new employee cannot handle given tasks, might be because of the wrong induction method. As mentioned earlier there are couple of methods to Induct: Collective vs individual, Formal vs informal and serial vs. disjunctive. All the methods vary on the given nature of the induction situation.

Collective vs individual process varies on collective socialization being a method where a group of new employees' go through the same induction tasks and set of experiences together, where they are taught to think and work like minded. Collective method is used when there are many recruits for the same department and role, when the induction content can be clearly specified and where the organization wants to build homogeneous and a solidary group of workers. Individual socialization emphasizes individual strengths and competences for a specific role in the organization. Individual method could include apprenticeships or internships for more personal hand-to-hand learning. These facts make the individual process overall more money and time consuming. (Van Maanen & Schein 1979, 233-236; Kukerja 2018.)

Formal vs. Informal process varies, the informal being more on-the-job learning than a formal induction program. While informal is more on-the-job learning method, it can shape the inducted to become more powerful in inventing techniques to the job development, because of being educated by the person who does the tasks daily. The formal process is to get through a training program included with lessons and guides. If the gap between formal and informal is too large, the new employees might “unlearn” or disregard the standards, values and actions of the formal learnings after the formal induction (Van Maanen & Schein 1979, 237-240; Kukerja 2018.)

Serial vs. disjunctive process varies, the serial process having an experienced predecessor educating the new employee, while disjunctive process goes to the new employee without any guidance from “role models”. Disjunctive process can occur when the predecessor leaves the organization before the new employee is selected, which is unpredictable, but if the new employee is innovative and efficient, he can spur new development to the tasks. (Van Maanen & Schein 1979, 248-249; Kukerja 2018.)

### 3.3 Key persons and their roles

Appointing key persons for the induction process is critical for the process to be accomplished successfully, without a lot of resources and work time consumed. Many firms have the idea of learning on-the-job, which can at times be very hazardous, inefficient and time consuming. Which is why well-organized firms have developed either a strict training program or appointed persons or a department to be part of the new employees' induction process (Armstrong 2016, 316.)

Even though the induction's main responsibility is on the organization or supervisor, we must take it into consideration in the new employee's role in the induction process. After the first few days of the job, the new employee has been given some knowledge on what is needed to know, what needs to be achieved and what skills and knowledge is needed to be accomplished. Therefore, a personal development plan should be implemented for the new employee to follow those progressions - to keep track on exactly what knowledge and skills are needed. The plan is essential for the employee to be more spontaneous on taking new learning objectives even before official practices. To do so the employee can start observing and analyzing what other co-workers do, extend their own role in the department by enriching their job tasks or involving themselves in other work areas or just by simply asking and practicing (Armstrong 2016, 317.)

The two other parties involved in the induction process by Armstrong are coaches and mentors. As a term, coaching, means an approach to personally help and develop employees' skills, knowledge and level of competence on-the-job. Coaches can be managers, team leaders or supervisors that are usually close to the employees. The need for a coach arises more often when both the new employee and the supervisor are working on normal day-to-day activities, where the coaches can provide guidance and questions to measure how well the employee has learned the task to complete it successfully. It is also used in negative situations for learning opportunities and to encourage on new developments in difficult tasks. To learn from failures or to successfully complete a new difficult task, the coach needs to be constructive with positive feedback and guidance as well as be involved in the beginning of the new employees working life. Coaching is most effective when the coach is motivated being constructive and positive, and naturally the new employee to be willing to learn and have the knowledge of what needs to be improved to work more efficiently (Armstrong 2016, 318.)

Mentors are experts, that are trained workers who are provided to give guidance, advice and continuing support to develop the employee in their field of work. Mentors can be managers,

appointed employees from the same department or outsourced experts to come and train the employees for future self-development. Mentoring, as a term, means fine tuning, teaching and developing an employee by promoting learning on-the-job. Mentors provide assistance on developing self-development programs, general help and guidance to acquire knowledge and skills and consulting on difficult tasks. Generally, mentors are helping on any administrative, technical or people problems as well as showing the way of how things are done in the current environment (Armstrong 2016, 319.)

With all the different roles that can be associated with the induction process, the person who is the most responsible of the process is the supervisor nevertheless when coaches and mentors are involved, final observing and responsible eye belongs to the supervisor. But often the actual job instruction duty is given to a co-worker, progression observed by the supervisor, again. The job instructor is required to be a competent worker with experience over the work content and who is capable to use different methods depending on how the new employee is capable of learning (Liski, Horn & Villanen 2007, 12-13.)

### 3.4 Cost and resource efficiency

Costs and resources are critical matters regarding the productivity and efficiency of an induction process. When an induction takes weeks and includes many parties it will cost a lot of money and consume a lot of time from the involved parties, which means again a lot of costs. Therefore, a well-planned induction process is vital for the supervisor, inducted and to the company jobwise as well as financially, without forgetting the lowering matter of job retention (Liski, Horn & Villanen 2007, 22.)

A well-planned induction process will take time from the parties needed to be involved, not from others that must help the new employee, because of no other party did. When the time from the instructed parties is taken, it is used effectively, knowingly and “by the book” - which is effectively a cost lowering matter. It can be said “more the merrier”, but if the merrier are teaching by their own ways, that might not be official, it can lead to a very confusing induction and be a waste of time.

In the modern world, the usage of technology ultimately is a cost and resource lowering matter, since for example an induction handbook can be always available on the internet or in a software for the

new employee to look up whenever. Specifically, a well planned and executed handbook will have a onetime cost, without continuing maintenance breaks and costs, neither huge workload on resources.

## 4 CASE COMPANY

### 4.1 Induction now

The case company's induction process is stated regarding to an induction manual, by which the supervisor will induct the new employee phase by phase. The first day starts with the new employee coming to the gate at a given time, from where the new employee will be picked up by the supervisor or someone appointed to do so. Before any kind of official induction begins, the new employee and the supervisor walks to their department passing through other departments. These moments are always utilized by explaining which department is where and a little as well what they do. Once they have walked to the department, starts the socialization process of getting to know the co-workers better, before starting the official induction process. The process regarding to the first phase of the induction manual is started with the supervisor introducing the new employee to the company with basic knowledge of the company such as, strategies, values, vision, customers, business, HR and other department contacts. These subjects can be found from the company's internal website. Naturally as well, signing the work contract is done on the first day.

The second phase of the induction manual is for the supervisor to give out the induction handout to the new employee, which includes all the information that will be introduced in the first days. The phase holds in the general guidance, such as signing the collective agreement and non-disclosure agreement, going through the fringe benefits, vacations and how those are obtained, occupational health services, absences, salary and how it is composed, business trips and invoices. Continuing improvements are highly appreciated, cost or resource lowering improvements can even be awarded, and recommended monthly. The general guidance holds in as well the safety instructions including occupational safety card and emergency exits, -number and procedure.

The third phase introduces the job specific induction including already started socialization with the co-workers and the department. Job description is set with the supervisor including the rights and responsibilities regarding the job. With the job description set, the employee is introduced with the

working hours, overtime works and remote working – rules and regulations regarding the matters. Including the IT equipment; computer and peripheral, email, phone and username and passwords to the needed software's – these the supervisor should have already picked up before the employee begins his first day.

After all the formal matters have been cleared can the job induction begin with the co-workers and the supervisor. The supervisor's role in job instruction is give general information of the tasks and how they are done as well as observe and make sure that the new employee has learned fully the tasks, but the supervisor doesn't have to be the one teaching every task, he can assign a co-worker to do the same. The new employee can as well attend to group education sessions that have usually outsourced teachers, but these sessions normally don't have straight work content relations, rather program skills (such as Microsoft office).

## 5 RESEARCH METHODS

Empirical research with a specific approach, quantitative, was used in this thesis. The objective was to gather reliable data about the current situation and analyze it for to point out the subjects needing improvement.

### 5.1 Data collection process

The data was collected through the questionnaire, which was implemented by the HR department for their own project. Questionnaire was sent to all the white collar's working in the company within an external link to a questionnaire website, from where the respondents could answer anonymously without having to send the answers straight back to the HR department.

#### 5.1.1 Empirical & quantitative research

Empirical research studies the effects or behaviors' reasons, with a reasoning from academical studies or finding a practical solution to fix the issue. The research requires a research question to which the

author will try to find an answer, and the right target group for the research. For the empirical research to be carried out, one needs to gather a lot of data. The gathered data can be divided by research purpose, time perspective, research approach or data gathering method. The data gathering methods for this research used are primary, data gathered for the research, and quantitative. The empirical research method was chosen, because of the nature of the project – developing a research based on the research questions (Heikkilä 2014, 12-13.)

The quantitative research is also called as statistical research, the questions answer as numbers and percentages, which is why quantitative research was the right additional research method to this project. To receive reliable values, one needs to receive relatively large and adequate sample. When gathering data, one is benefiting from standardized questionnaire forms with prepared response alternatives. With the quantitative research we can connect and map the responses to a dominant situation of the case (Heikkilä 2014, 15.)

### 5.1.2 Reliability, validity and limitations

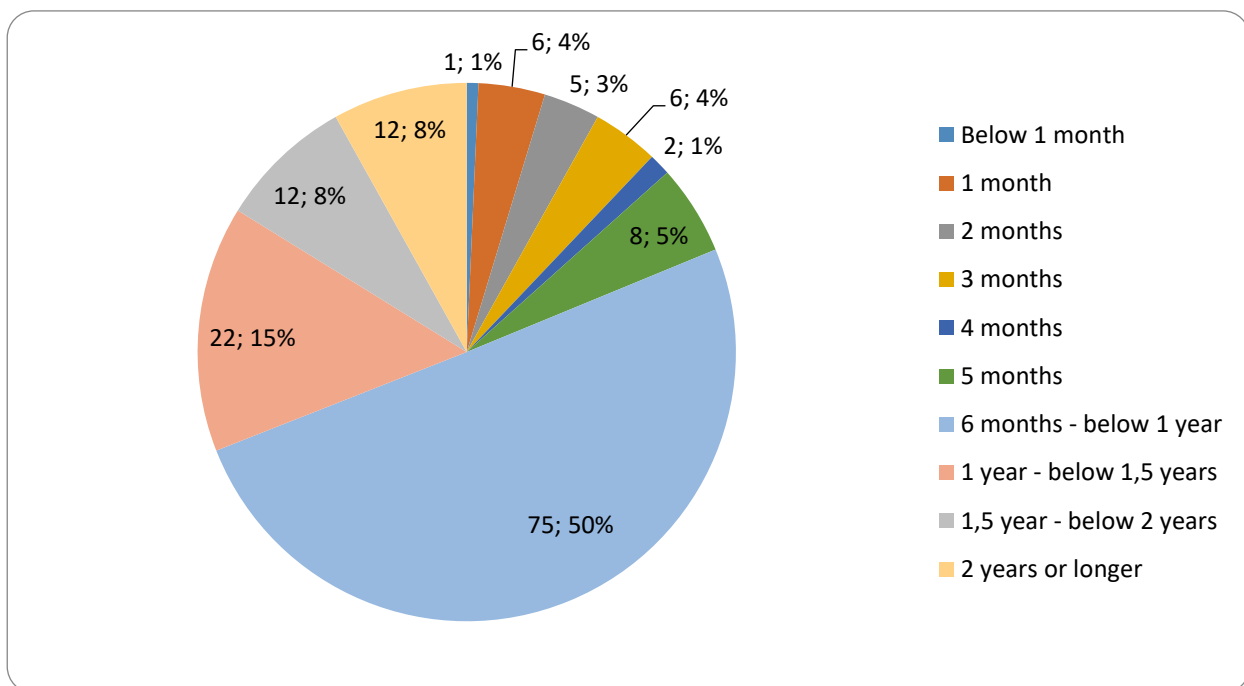


Chart 1. How long have you worked in the company?

The chart 1. indicates how many (%) has been working in the target company below 1 month to 2 years or longer, to which the questionnaire received 153 answers. In this question the amount of answers is not the main reason why the data would be reliable, it is the content. 50% of the



respondents had worked in the company 6 months to less than one year, which means the opinions and experiences are quite freshly in mind.

It was said in the questionnaire information that the questionnaire is not compulsory, and one is not obligated to answer all questions, this strengthens the reliability and validity of the research of knowing that one was not forced to answer a question to which one had no opinion or experience on. Since the questionnaire was sent by email and responded anonymously, there were no danger of an interviewer leading towards a certain answer or making the respondent feel uncomfortable answering. The HR department sent only one email to the white collars after the questionnaire, to remind to answer before the website was brought down, if one hadn't answered and was still willing to.

The limitations in this research were to analyze the aspect of white collar induction, not blue collar. The HR department had already developed a questionnaire; therefore, this project was limited not to implement a new questionnaire, but to use the answers from the already developed questionnaire.

## 5.2 Cost and resource efficiency

For the HR department and the supervisor to decide which is the most cost and resource efficient way to induct, must the current states of the inductions be analyzed from the best range of employees, the ones who have started in the company less than 2 years ago. By giving the free speech for the employees of the pro's and subjects needing improvement, so that they can develop the process.

## 6 DATA ANALYSIS

The researcher and as well the case company found that the questionnaire had been very successful and valuable since reliable data was received. The fact that the results were given anonymous released the act of free speech throughout the questionnaire. Which increased the honesty of the answers and led to many improvement suggestions. These suggestions will be further discussed in chapter 7.

For this project, the case company developed and sent the questionnaire to all white collar's in the company. 153 answers were received including 22 supervisor status answers, which were not specified from which department, because of the anonymity. The amount of answers gave a reliable

view of the status on the induction process, with a good dispersion over the answers. Every white collar received the same questionnaire but were not forced to answer all the questions if one was not willing to.

### 6.1 Questionnaire results analysis

The very beginning of the induction process by the questionnaire participants started rather well, according to statement “I was taken in well when I started”, the answers were rather good – 65% stated completely agree and 28% stated somewhat agree, only 7% did not agree. And the beginning of socialization, “I was introduced to others”, was answered by 52% totally agree and 40% somewhat agree, leaving with 8% that did not agree.

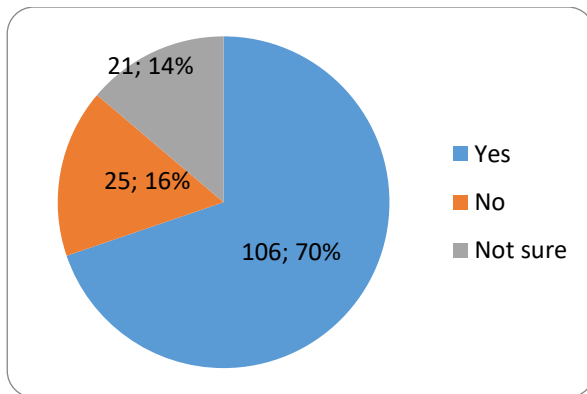


Chart 2. Have you knowingly participated in the induction process?

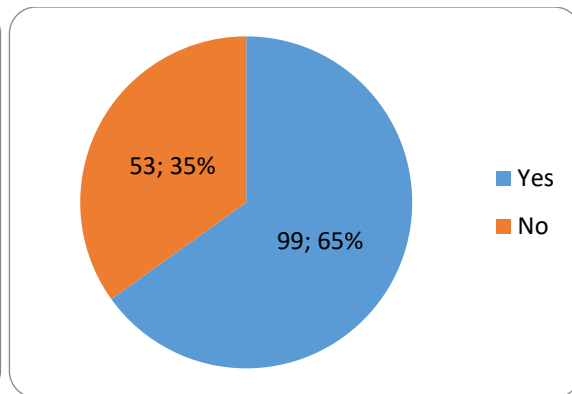


Chart 3. Did you know what the process held in?

The questionnaire results stated clearly factors that needed improvement, which ultimately slowed down the induction process and the productivity of the employee and as well added confusion ( Brown 2018). Chart 2. shows that 30%;46 of the answers stated that the participant took place in the induction process unknowingly or wasn't sure if he had taken place in the process. The fact that the 30% of the participants stated this, means that they were not taken into the company warmly nor were they taken care of. Approximately the same number of participants (35%;53) stated in Chart 3. that they had no clue of what the induction process held in. Couple of reasons for these answers are clear from the free speech part of the questionnaire – The supervisors had such a huge workload, that they didn't have time for conduct the induction at all nor appoint someone else to do it. Other reasons stated that the process was out-to-date and was handled unorganized, too quickly or wasn't handled at all. The employees felt that they had received vague information of the company, mostly because of some

inductors rushing through subjects, therefore the new employees were left alone to find out information on themselves. Overall percentage-wise larger number of participants were knowingly participated in the induction process (70%) and had knowledge of what the process held in (65%), which are relatively ok quantities.

The first few days are one of the most important days for the new employee to make the decision of staying or leaving. This depends entirely on how the induction process starts, how the employee has been taken in and have been taken care of. Employees might have felt as if the organization dumped too much information on them which they should have understood and implemented in much too short of a time period (Brown 2018.) One of the questionnaire participants statement fortifies Dr. Browns' thoughts:

“The employee should not be left alone in their first days nor left adrift. The commitment to the job starts from the first day.”

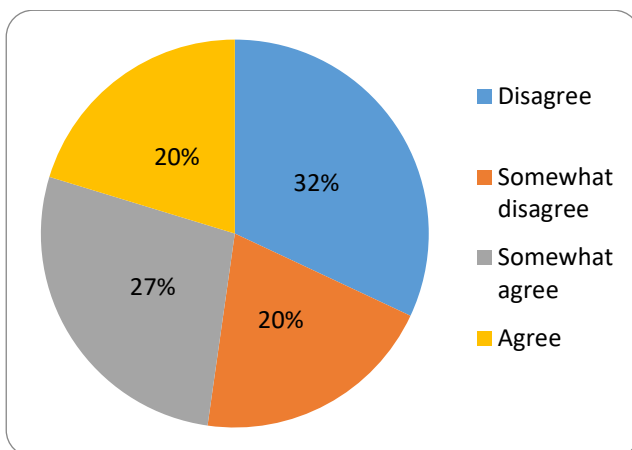


Chart 4. My workspace was ready.

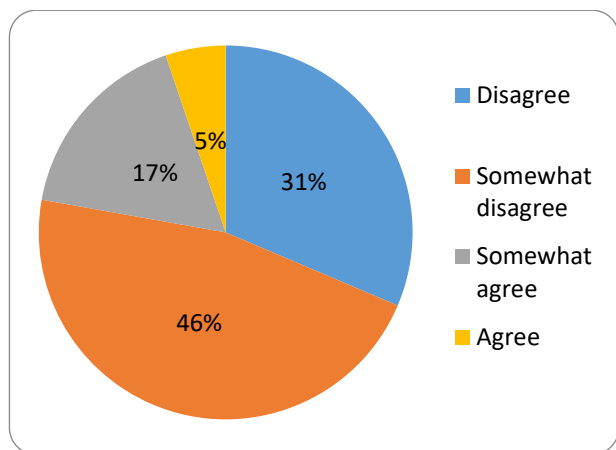


Chart 5. I received too much information on the first day.

Chart 4. shows that over half of the questionnaire respondents' workspaces were not ready or were missing some essential items for ideal working conditions. Many respondents stated that the most important item for a white collar's workspace is the computer, was missing and some of the employees had to wait for it for several days up to a week. Also, some system permissions and accounts were not received or ordered, which naturally slowed down the job induction. The problem here clearly is that either the supervisor had not ordered the full workspace equipment in time, or the process of ordering and receiving the workspace equipment by a second party, is not in the right

condition. There should be all the needed equipment, accounts and system permissions without any hold ups ready, before the new white collar starts the first day in the company. But, in the other hand, it is up to the new employee to take up on that extra time and use it efficiently learning on how others work or use the time to be inducted by the supervisor or an appointed inductor. Chart 5. shows that over 75% of the respondents' felt like that they didn't get enough or somewhat didn't get enough information on the first day. Many respondents wrote that the information was incomplete, scarce and perfunctory. The detailed, profound information was never inducted about the job and company, even the basic information was either rushed through or never told. Many respondents commented that they were left out hanging and had to learn by themselves or find out on their own. The following sentence of one respondent summed up the other comments related:

“We were dropped in the middle of a jungle with a machete and every step further had to be blazed through”

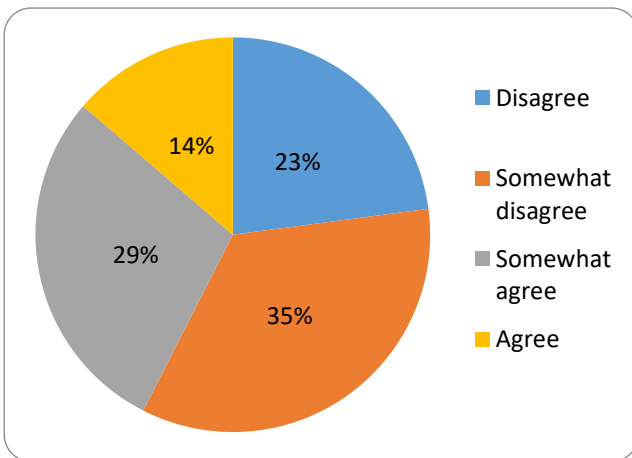


Chart 6. My supervisor was interested of the progression of my induction

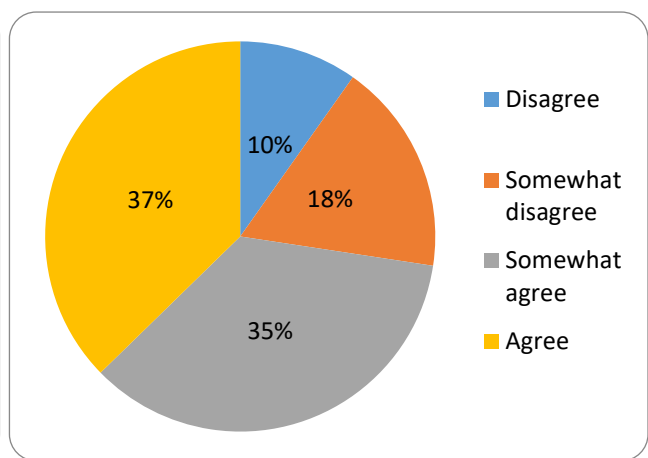


Chart 7. My supervisor acted as the inductor or I was appointed one

Chart 6. and 7. indicates the nature and relationship of the new employees and the supervisors, 43% of the respondents agreed on that the supervisors have been interested in the progressions and the development of the skills of the new employees in the induction process and 58% disagreed or somewhat disagreed. Charts state more that the supervisor or the appointed inductor acted as the inductors and somewhat managed the process, but as specifically chart 6 indicates, the supervisors weren't that interested in the progression and the development of the process. Many respondents commented on the supervisor being too busy on their own job tasks, that they couldn't handle the induction as a priority matter. Therefore, many continued with their responses that a lot of general

information was rushed through or wasn't given at all due to the busyness of the inductor. The knowhow of the surrounding departments and environment was insufficient because of the lack of information received and information found. This was as well reasoned by the fact that even the other departments' supervisors were too busy to give any guidance of their operations. One of the respondents had the following feeling of the supervisor's opinion of the inductions:

“Okay then, let's get this over with so, we can get back to work!”

Not all respondents had the mentioned feeling of their supervisor or inductor. Some of the respondents mentioned their supervisor, appointed inductor or co-workers were unreplaceable and had a positively huge impact on the new employees over the couple first weeks.

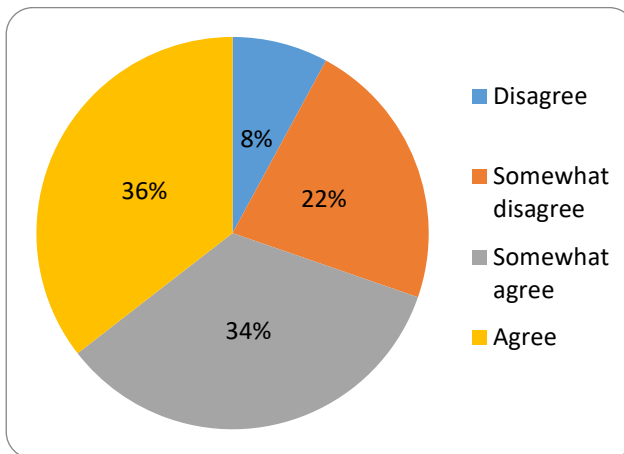


Chart 8. I knew who to turn to in problematic situations.

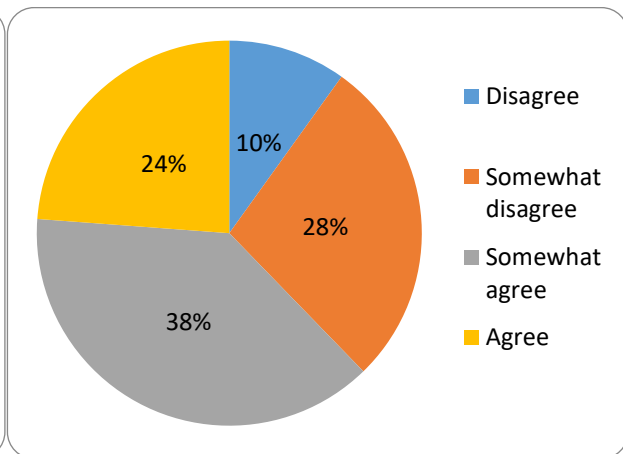


Chart 9. I always received an answer when I had something which of I needed information.

Chart 8. and chart 9. indicates the nature of the sharing of information and knowledge among who to get it from. Chart 8. shows that 70% of the respondents either agreed or somewhat agreed on knowing who to turn to in problematic situations. Naturally the first persons to turn to is the supervisor, the appointed inductor or as secondary the co-workers, regarding of course who has been in the closest relationship with the new employee. The more negative answers can be explained by the respondent's comments on not knowing about what other departments do and what are their areas of expertise's, because of they were never introduced in the induction process. The fact of not knowing what the other departments' duty in the line of work is, naturally lowers the understanding of the processes, vision and values of the case company for the new employee. Chart 9. indicates that 62% of respondents agreed or somewhat agreed on always receiving an answer when they had something which they needed information on. Most of the respondents (85%) agreed on that they got information

from their co-workers, which is a very positive response, since previous questions pointed out that some of the supervisor or inductors weren't always there to help. The respondent's comments raised a concern though, mostly the information given was held in the givers head, not between any covers. So, this enabled the fact that the information could vary between information givers, since no clear instructions or guides existed.

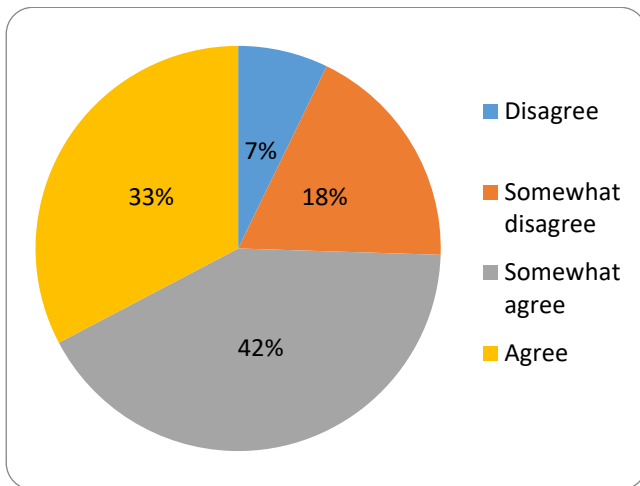


Chart 10. I know the objectives of my work.

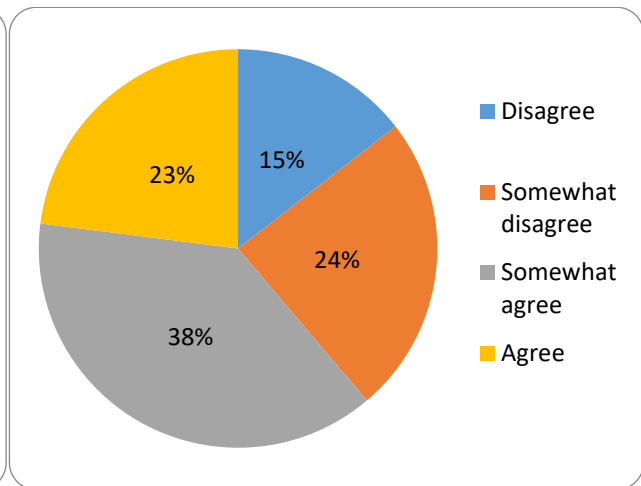


Chart 11. I am aware of the company's general matters, strategies, visions and policies.

Charts 10. and 11. indicates how the induction has succeeded on informing the business values target company wise and work wise. Most of the respondents (75%) agreed or somewhat agreed on knowing their work objectives. The amount indicates that the new worker has understood his position and tasks to acknowledge the objectives of his work. The downside of the numbers was that some respondents commented that the objectives and job description were unclear for quite long or they weren't explained at all during the first week. This fact could lower the quality of the employees work due to the ignorance of the objectives.

## 6.2 Comparison (academic book vs. case company)

When comparing the academic way of induction to the target company's way, we must consider the fact that, there are many induction methods to use from which companies select the most fitting one for their processes. In the end of the induction process and as an "end product", has to be a good induction result from the new employee regarding the method used, keeping mind cost and resource efficiency. If the "end product" is not desired, there probably is no use to re-do the steps that has been already made, but to think how to do the process better and more efficiently. Generally, the target company doesn't have developed a clear method for induction than an induction list, by which the supervisors' act and move on.

Process way the academic side and target company have similarities. On the academic side the HR contact person inducts the human resource department's general subjects, and after that the new employee is taken to the department with the supervisor. Inducting the company's general subjects can be handled either by the HR contact person or by the supervisor, but when having the HR contact close, can the new employee gain a close contact to help when needed and as well lower the step to ask questions about general subjects regarding the company. What comes to the theoretical side of the HR department, the supervisor must know as well – working times, regulations, policies as well as company's other contact persons. The first day is about lowering the first day nervousness by gently welcoming and familiarizing the new employee to the company and to the work environment. As well as familiarizing to the co-workers, by telling and showing what does their work consist of and as well as showing the workstation. After the onboarding, next step is to get to know the company better by inducting the new employee to the company; inducting the history, present, future as well as strategies and values. This part of the induction process is clearly shown in both academic side and the target company's side. These first steps of the induction process are mostly well handled by the target company.

It seemed like, that the target company did not have any kind of guide for job induction about how to operate, on what schedule and on what way. As Liski, Horn & Villanen presented the case; A induction plan is needed for setting up and presenting a new employee on how the work tasks are done in the most effective way as well as guides for the most important subjects to keep in mind. The job induction works best when it consists of telling, showing and a dialogue between the inductor and the employee (Liski, Horn & Villanen 2007, 12-13.) This way the new employee understands how the job tasks are done when it is told, showed and when there has been a conversation of different

kind of situations and how to proceed in those. The job induction requires a selected person by a specific forum, who is sufficiently competent for teaching tasks and way of doing them to the new employees. The target company's induction guide did not contain any information on persons from different departments, who would manage the inductions. In the end this person is the supervisor, since he or she does have the best current knowledge of the job tasks and other subjects (Liski, Horn & Villanen 2007, 12-13). Amstrong presented the coaches and mentors who generally are chosen capable employees or experts from a specific department, who can help the supervisor in the induction process.

### 6.3 SWOT

SWOT-analysis is a great tool to point out the strengths and points needing improvements (weaknesses) and even identifying the threats and opportunities. Analyzing the target company's induction process and the questionnaire results, I have noticed some strengths and points needing improvement. In this chapter I am going to go through those matters, the influences, threats and possible development opportunities.

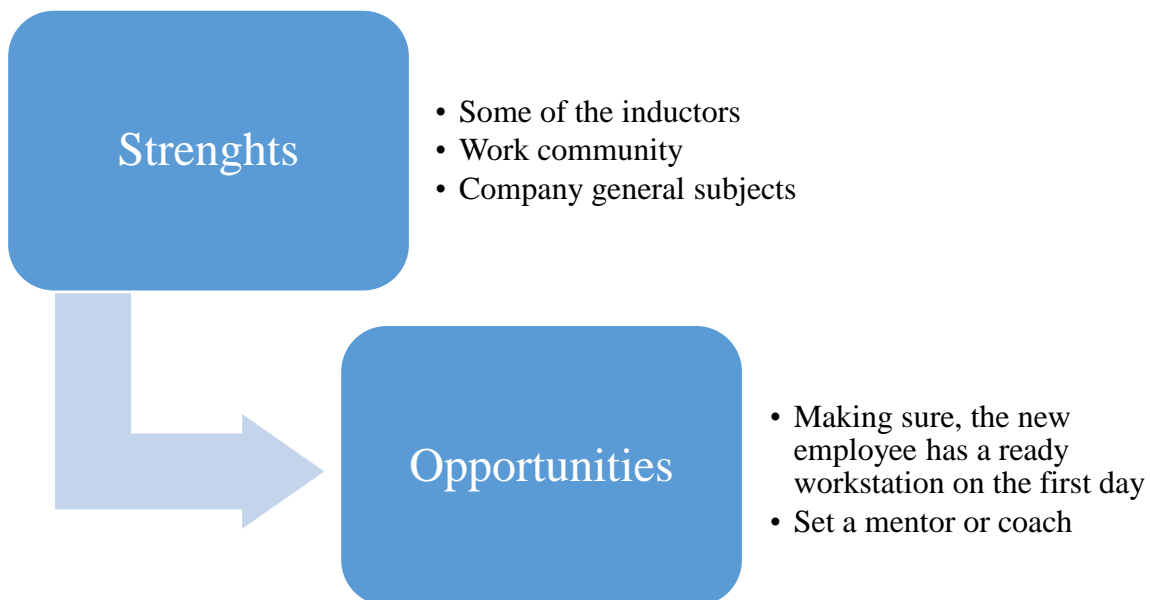


Figure 2. SWOT – Strengths and opportunities

The strengths in the seventh question in the questionnaire "How did the induction help / why it didn't help?" were clearly some of the inductors, employee from the same department pointed to the position or a team. The questionnaire results and the respondent's additions stated mostly that the new



supervisors managed the induction better, generally for the better information flow as well as willing to improve the process. Most of the answers in the question were positive specifically on the work community and their warm enclosure as well as helpfulness. The target company's values, strategy, vision and general matters were written in the induction guide, which was dealt to all new employees, this improves the employees own vision of the company knowing the important matters as well as contributes to their working life in the company.

In the same question results, many stated that their supervisors didn't have time to manage the process well enough due to the lack of time they had. Therefore, many commented on that their induction covered only the general matters, that were included in the induction guide, the job description in the other hand was unclear. Correspondingly the peripheral departments, their work tasks, how they affect one's work and how one's work affects their, was unclear. The results stated that the supervisors that had been working longer in the target company, were more likely to follow the old methods, and weren't that willing to change their induction methods. Therefore, they didn't manage the induction process as well as they should have. Many of the new employees had the issue lacking work computer or peripheral equipment's / software licenses. The first days for the new employee passed on finding out issues, following how other co-workers handle their work tasks or reading the general subjects of the target company, rather than actual job induction or practice. The work tasks' / software instructions or other general instructions were mostly in peoples' head, or either somewhere deep in the folders / workspaces, where they were hard to find.

As the subject needing improvement and as a threat in the induction process is the lack of proper job induction process. Part of the respondents were not pleased on the job induction since it basically consisted of them learning on their own. This can be handled as a threat to the target company. The fact that the new employee can learn to manage the work tasks on a wrong way, which can cause costs to the company for unknowingly managing a task falsely. Also, prevention of hazards might lack, if the opportunities and risks are not known. In the modern world, where companies develop into more technological oriented, where software's' are updated for more intelligent work management and in the same time becoming more complex, precision and awareness is needed – when, what and who is to do what in different situations. As the subjects needing improvements, I noticed that the peripheral departments and groups work tasks impact on their own and other tasks were unclear and raised a concern on the employees. Here as well, making decisions unknowing what the consciences are to other departments, is a huge threat.

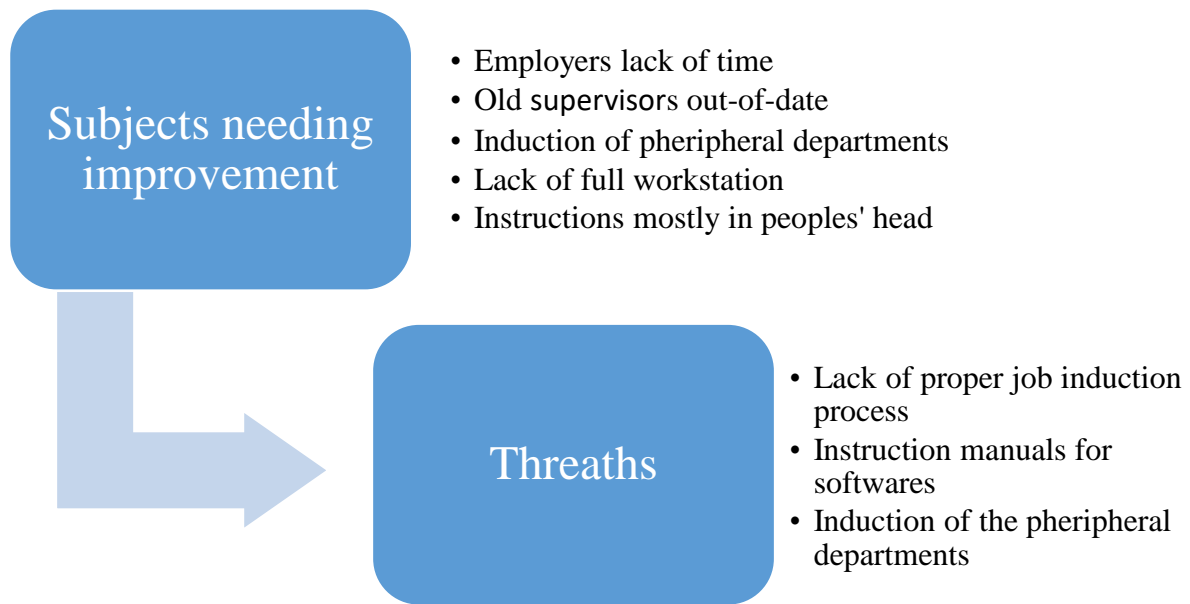


Figure 3. SWOT – Subjects needing improvement and threats.

As an opportunity to strengthen the new employees' image of the company, is to ensure, that he has a ready workstation with work computer, peripheral equipment and softwares (including licenses) on the first day he starts. This way the company can give a positive picture of themselves already on the first day and as well support the beginning of induction. Every department has an opportunity to set one or more employee for helping the new employee in the induction to the company as well as to the job in the weeks to come. The final responsibility to see through the new employee's induction, is on the supervisor, but to reduce the workload that every supervisor has, is to benefit from the old employees already managing these work tasks every day. But as we already learned from the questionnaire results, we cannot forget the new employee to the helping arms of the co-workers, the supervisor must remember his responsibilities as the induction coordinator. When these specific employees have been set from each department to assist in induction, they can be brought new employees from other departments for inducting their own department work tasks and subjects to take into consideration, when working on their own tasks. This way the new employees will learn to think and work with the big picture in mind.

## 7 CONCLUSION

Even though we couldn't point out in which of the department had problems in the induction process, we must think it in the big picture, that the whole company has to make improvements regarding the process. Well implemented induction is one defining factors, from which can the employee be measured at the workplace – how well does the employee produce outcome the work tasks as well as improve the work efficiency with continuing improvement suggestions. Poorly managing employee cannot be accused of making mistakes in the beginning, precisely if the induction hasn't been successful from the new employee's side. At these times the supervisor must produce more training for the employee and not decrease one's work tasks or responsibilities, nor ignore the employee. The purpose of this project was achieved by analyzing the case company's induction process to point out the strengths and subjects needing improvement. These matters were stated clearly by using the SWOT -analysis method in chapter 6.3. By pointing out these matters, I was able to achieve my objective and answer my research problems by giving general guidance on the induction process, what the case company was lacking and what was it's strengths, and produce an practical outcome on how a new white collar could be inducted in a more cost and resource efficient way, with specific methods and key persons used. The possibilities that occurred in the chapter 6.3. are converted in to suggested improvements in the next chapter.

### 7.1 Suggested improvements

When these kinds of employees can be localized, there can be done substitutive procedures, for example department wide switch of general work tasks. Whereas the generally monitoring tasks or everyday normal work tasks circulate from one to another, this way the responsibility to manage and supervise the progress and closing of the tasks becomes a normal procedure for all. This circulation of tasks can be done alone or in pairs, keeping in mind that none of the employees is left alone, specifically in problematic cases, which would be executed together. This method brings solidarity, increases knowledge and personal skills to the department.

The target company's general subjects, values, principles and visions must be easily accessible for every employee, when they are needed. These are explained in the beginning of the induction by the inductor, but due to the huge amount of information that is poured to the new employee, these

important subjects might be forgotten. Therefore, so that the employee understands the job description's meaning and its objectives, these subjects need to be accessible when needed. When the general day to day subjects have been introduced by the supervisor and / or the HR department representative, can the supervisor focus on inducting to the job. This includes using the methods mentioned earlier, to increase the effectiveness and inducting in the most fitting way, since every new employee might not be able to learn in the same exact way as others' might. These kinds of investments have to be done to the new employee, so that the target company can be announced, as Finland's best supervisor.

For the employees to understand the needs and work methods of various processes, has the job induction consist of presenting what the peripheral departments and groups do. The employee understands better what and from where to ask as well as how does one's own job tasks and other's affect one and other, when the peripheral departments have been presented. In these kind of situations, the target company should use the one or more of the departments experts, for inducting what to take into consideration when making decisions in the work tasks – who to report of deflections and who to go to in problematic situations.

Each department in the target company holds quarterly competence reviews, where the employee reviews one's own know-how, goes through and forms targets for the following year as well as the previous year. Departments have weekly meetings, where are discussed the current and general subjects, what does everyone have on their plates at the moment as well as appointing unfinished work tasks. The department meetings are important to be held weekly, since it is a good moment to go through the subjects needing improvement as well as other running issues on a weekly basis. This way, the supervisor makes sure that no one is left alone with a difficult task or problem, and therefore they are taken care of. Competence reviews cannot be held in the early stages of induction, since the job description and tasks are still being figured out, but Q&A meetings with the supervisor are very useful meetings to substitute the competence review. This way the employee and supervisor are on the same page on the know-how and the subjects needing improvement.

## 7.2 Other comments

I started doing this project with a light set of mind – I thought that I could complete the project easily in a just couple months while I had started working in my current workplace. I was wrong, over the

months I realized I had made too strict plan on accomplishing the project, while working + 8,5 hours as well as driving 2 hours in total to work and back home. Therefore, the project timescale stretched from couple months to 1,5 year. Anyhow I am pleased on the outcome and feel like this project has good points for the case company. In order to develop a follow-up research for this project, consulting the case company about it is necessary, which will not be done within this project.

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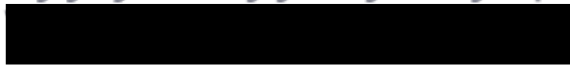
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## APPENDICES



### Tyytyväisyyskysely -perehdytys



Kyselyn tarkoituksena on kerätä palautetta [redacted] toimihenkilöille järjestetystä perehdytysprosessista. Tavoitteena on kehittää perehdytystä. Kysely koostuu yhteensä 16 kysymyksestä.

Kysely on lähetetty toimihenkilöille, jotka ovat työskennelleet talossa 2 vuotta tai vähemmän aikaa. Vastaaminen tapahtuu anonyyminä, eikä vastaajaa ja vastauksia voida yhdistää toisiinsa. Huomioithan, että vastaukset tallentuvat vasta painettuasi kyselyn lopussa olevaa "lähetä vastaukset" -painiketta.

Vastaathan kyselyyn ajatuksella ja omien tuntojesi/kokemustesi mukaan. Kaikki ideat ja ehdotukset ovat arvokkaita, jotta toimihenkilöiden perehdytysprosessia voidaan kehittää yhä parempaan suuntaan. Vastaukset toimivat kehittämisen pohjana keväällä 2018 alkavassa toimihenkilöiden perehdytysprosessin kehittämishankkeessa. Kysely on auki 9.3.2018 asti.

HUOM! Mihinkään kysymykseen ei ole pakko vastata. Voit sivuuttaa jonkin kysymyksen, jolloin vain kohdat joihin olet vastannut, tallentuvat.

### Taustatiedot



Kuinka kauan olet työskennellyt

- alle 1kk
- 1kk
- 2kk
- 3kk
- 4kk
- 5kk
- 6kk - alle 1v
- 1v - alle 1,5v
- 1,5v - alle 2v
- 2 vuotta tai kauemmin

Osasto, jolla työskentelit  
aloittaessasi:

Työskentelin aloittaessani esimiehenä:

Kyllä

En

## Perehdytysprosessin onnistuneisuus

1. Oletko tietoisesti osallistunut perehdytysprosessiin?

Kyllä

En

En ole varma

2. Tiedätkö mitä perehdytysprosessi piti sisällään?

Kyllä

En

3. Muistele ensimmäisiä päiviäsi [REDACTED] ja pohdi seuraavia asioita:

(1=täysin eri mieltä, 2= jonkin verran eri mieltä, 3=jonkin verran samaa mieltä, 4=täysin samaa mieltä)

	Täysin eri mieltä		Täysin samaa mieltä	
	1	2	3	4
Minut otettiin hyvin vastaan kun aloitin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minut esiteltiin muille	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Työpisteeni oli valmis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Esimieheni toimi perehdyttäjänäni tai minulle oli nimetty perehdyttäjä joka neuvoi minua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tiesin kenen puoleen kääntyä ongelmatilanteissa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sain liikaa tietoa ensimmäisinä päivinä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sain liian vähän tietoa ensimmäisinä päivinä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 4. Pohdi perehdytystä työhösi:

(1=täysin eri mieltä, 2= jonkin verran eri mieltä, 3=jonkin verran samaa mieltä, 4=täysin samaa mieltä)

	Täysin eri mieltä		Täysin samaa mieltä	
	1	2	3	4
Perehdytys auttoi minua tutustumaan työyhteisöön	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sain työhön liittyvää tietoa työkavereiltani	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Esimieheni oli kinnostunut perehtymiseni etenemisestä ja onnistumisesta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olin itse aktiivinen ottamaan selvää asioista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sain aina vastauksen, kun minulla oli jotain mistä tarvitsin tietoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tunsin, että sain perehdytystä asioista joista oli minulle aidosti hyötyä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Aloittamisesi jälkeen, koetko että:

(1=täysin eri mieltä, 2= jonkin verran eri mieltä, 3=jonkin verran samaa mieltä, 4=täysin samaa mieltä)

	Täysin eri mieltä		Täysin samaa mieltä	
	1	2	3	4
Tiedän työni tavoitteet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olen tietoinen omista vastuualueistani	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vastuun ja työn vaativuus on lisääntynyt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Osaan käyttää työssäni tarvittavia tietojärjestelmiä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olen tietoinen yrityksen yleisistä asioista, strategiasta, visiosta ja toimintatavoista.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Autoiko perehdytys sinua selviytymään työtehtävistäsi?

- Kyllä
- Osittain
- Ei

7. Miten perehdytys auttoi/miksi ei auttanut?

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8. Muuttuiko käsityksesi työnantajasta ensimmäisten työskentelykuukausien aikana...

- Positiiviseen suuntaan
- Pysyi melko samoina kuin aloittaessa
- Negatiiviseen suuntaan

9. Jos käsityksesi muuttui, osaatko sanoa minkä vuoksi?

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10. Arvioi perehdytyksesi onnistuneisuutta kokonaisuutena:



## Perehdytyksen kehittäminen

1. Missä muodossa haluaisit yrityksen yleisiin asioihin liittyvän perehdytystiedon?

(voit valita useamman)

- Sähköisessä muodossa, mahdollisuutena opiskella työaikana silloin kun se itselle sopii
- Kasvokkain esimiehen/perehdyttäjän kertomana
- Suuremmassa ryhmässä luennoituna
- Jollain muulla tavalla, millä

2. Haluaisitko perehtyä yritykseen jo ennen aloitusta?

- Kyllä, olisi mukava perehtyä sisäisiin asioihin jo ennen ensimmäistä työpäivää
- Ehkä, kaiken mitä haluan tietää saa kylläkin tiedoksi yrityksen nettisivuilta
- En, paikan päällä se sitten selviää

3. Millaisia asioita olisi mielestäsi hyvä käydä läpi heti ensimmäisten päivien ja viikkojen aikana?

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4. Miten kehittäisit perehdytysprosessia jatkossa? Sana on myös vapaa, jos haluat kertoa mitä tahansa muuta perehdytykseen liittyvää.

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Kiitos paljon ajastasi ja vastauksistasi!

Vastaukset toimivat pohjana perehdytyksen kehittämisen suunnittelussa. Painamalla "lähetä vastaukset", vastaukset tallentuvat ja kysely loppuu.