

THESIS
ELLINOORA YLLÄSJÄRVI 2011

DEVELOPING DESTINATION INDUCTION IN YLLÄS



Rovaniemen
ammattikorkeakoulu
University of Applied Sciences

DEGREE PROGRAMME IN TOURISM

ROVANIEMI UNIVERSITY OF APPLIED SCIENCE
SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT
Degree Programme in Tourism

Thesis

DEVELOPING DESTINATION INDUCTION IN YLLÄS

Ellinoora Ylläsjarvi

2011

Commissioned by: Ylläs Travel Association

Supervisor: Teija Tekoniemi-Selkälä

Approved _____ 2011_____

The thesis can be borrowed.

Author(s)	Ellinoora Ylläsjärvi	Year	2011
Commissioned by Thesis title	Ylläs Travel Association Developing Destination Induction in Ylläs		
Number of appendices	11		

The purpose of my thesis was to study the current state of destination induction in Ylläs. The reasons for choosing this topic arise from my own background. I am originally from Ylläs, and saw a need to improve the area knowledge among the season workers of the area.

My research questions where; What is the current state of destination induction in Ylläs? What are the issues to be developed? How should the destination induction in Ylläs be developed?

In my thesis I have used the mixed-method approach. I have combined quantitative and qualitative research methods. The methods I used in my research were participant observation, informed and online surveys and theme interviews.

The target of my research was the season workers and entrepreneurs of Ylläs area. The literature used in the study is mainly concentrating on human resource management and development, organisational induction, learning and destination.

The results of the research indicate that the issues to be developed are systematic planning, feedback, frequency, execution method and point of the time of the induction as well as usability and utility of the induction material and contents.

Based on the results the following two development ideas were created: Virtual Tour in Auditorium and Ylläs Days Event.

Key words: Human resource management, human resource, development and training, organizational induction, destination induction,

Tekijä	Ellinoora Ylläsjarvi	Vuosi	2011
Toimeksiantaja Työn nimi	Ylläksen Matkailuyhdistys Alueperehdyttämisen kehittäminen Ylläksellä		
Liitemäärä	11		

Opinnäytetyöni tarkoituksena oli tutkia Ylläksen alueella tapahtuvaa alueperehdytystä, löytää mahdollisia epäkohtia ja tarjota kehittämis ehdotuksia. Koen aluetietouden kehittämisen ajankohtaiseksi ja itse alueella asuneena ja töitä tehneenä koen kotipaikkakuntani kehittämisen tärkeänä. Tutkimukseni kohteena ovat olleet Ylläksen alueen sesonkityöntekijät ja yrittäjät. Työni viitekehys koostuu henkilöstön hallinnasta ja koulutuksesta, yritys perehdyttämisestä, oppimisesta ja kohteesta.

Opinnäytetyössäni on käytetty niin laadullista kuin määrällistäkin menetelmää tutkimustuloksien luotettavuuden takaamiseksi. Tutkimusmenetelmät, joita olen käyttänyt työssäni, ovat osallistuva havainnoiminen, kyselyt ja teemahaastattelu.

Tutkimustulokset osoittivat, että Ylläksellä tapahtuvaa alueperehdytystä on tarvetta kehittää perehdytyksen systemaattisuuden, palautteen, tiheyden, menetelmän, ja ajankohdan sekä materiaalin ja sisällön käytettävyyden ja hyödyllisyyden osalta.

Tulosten pohjalta kehitettiin kaksi ehdotusta alueperehdytyksen parantamiseksi: Audio-visuaalisesti tehtävä perehdytys auditoriossa sekä Ylläs Days Event.

Avainsana(t): henkilöstövoimavarojen johtaminen, henkilöstön kehittäminen ja koulutus, yritysperehdyttäminen, alueperehdyttäminen

CONTENTS

1 INTRODUCTION	2
2 HUMAN RESOURCE MANAGEMENT IN TOURISM DESTINATION	4
2.1 HUMAN RESOURCE MANAGEMENT IN TOURISM	4
2.2 HUMAN RESOURCE DEVELOPMENT (HRD) AND TRAINING	6
2.2.1 HUMAN RESOURCE DEVELOPMENT	6
2.2.2 <i>Conducting Training</i>	7
2.3 CHALLENGES OF HUMAN RESOURCE MANAGEMENT IN TOURISM	9
3 DESTINATION INDUCTION PART OF DESTINATION QUALITY MANAGEMENT IN YLLÄS	12
3.1 YLLÄS AS A TOURISM DESTINATION.....	12
3.2 YLLÄS TRAVEL ASSOCIATION	13
3.3 DESTINATION INDUCTION IN YLLÄS PART OF DESTINATION QUALITY NET	14
4 INDUCTION IN DESTINATION	16
4.1 INDUCTION	16
4.2 CONDUCTING INDUCTION	18
4.3 ROLE OF LEARNING IN INDUCTION	21
5 DESTINATION INDUCTION IN YLLÄS	25
5.1 THESIS PROCESS	25
5.2 METHODS USED	26
5.3 CURRENT STATE OF DESTINATION INDUCTION IN YLLÄS	28
5.3.1 <i>Educator, Education Method, Informing and Point of Time of Induction</i>	28
5.3.2 <i>Induction Content and Material</i>	34
5.3.3 <i>Attitudes and Motivation on Induction</i>	37
5.4 CONCLUSIONS OF RESULTS.....	40
6 DEVELOPMENT SUGGESTIONS FOR DESTINATION INDUCTION IN YLLÄS	42
6.1 VIRTUAL TOUR IN AUDITORIUM	42
6.2 YLLÄS DAYS EVENT	44
7 CONCLUSIONS	49
BIBLIOGRAPHY	52
APPENDICES.....	54

LIST OF FIGURES AND TABLES

Figure 1. The HRM Cycle	6
Figure 2. Four-Stage Training Model	8
Table 1. Nine-Step Approach	9
Figure 3. Kolb's Learning Cycle	23
Table 2. Thesis Process	25
Figure 4. Opinions of Season Workers on Destination Induction Implementation	28
Figure 5. Opinions of Season Workers on Destination Induction Implementation	29
Figure 6. Opinions of Season Workers on Destination Induction Implementation	29
Figure 7. Opinions of Entrepreneurs on Destination Induction Implementation	30
Figure 8. Opinions of Entrepreneurs on Destination Induction Implementation	31
Figure 9. Opinions of Entrepreneurs on Destination Induction Implementation	32
Figure 10. Experiences of Season Workers on Destination Induction	33
Figure 11. Opinions of Season Workers on Destination Induction Implementation	34
Figure 12. Opinions of Season Workers on Destination Induction Implementation	36
Figure 13. Opinions of Season Workers on Destination Induction Implementation	36
Figure 14. Attitudes of Season Workers on Destination Induction	38
Figure 15. Attitudes of Entrepreneurs on Destination Induction	39
Figure 16. Attitudes of Entrepreneurs on Destination Induction	39
Table 3 a. Virtual Tour in Auditorium	42
Table 3 b. Virtual Tour in Auditorium	44
Table 4 a. Ylläs Days Event	45
Table 4 b. Ylläs Days Event	47

1 INTRODUCTION

The purpose of this thesis was to study the current state of destination induction in Ylläs and find out if there is a need for development. The research questions were; What is the current state of destination induction in Ylläs? What are the issues to be developed? How should the destination induction in Ylläs be developed?

The commissioner of the thesis is Ylläs Travel Association. It is a non-profit organisation located in Ylläs. The tasks of the association are eclectic, and one of its responsibilities is to organise training for its member companies. (Ylläksen matkailuyhdistyksen säännöt 2004, 1).

The reasons for choosing this topic came from my personal background. I am originally from Ylläs and saw a need to improve the knowledge of the area among the season workers in Ylläs. In the meeting with the commissioner it came out that destination induction is executed in the area in the form of the destination induction bus. As a result of the meeting the thesis idea formed into studying the current state of destination induction in Ylläs.

To study the destination induction process in Ylläs observation of the induction bus participants, a survey for the induction bus participants, on-line survey for the entrepreneurs of Ylläs and themed interviews for the season workers took place. The observation, surveys and interviews were conducted in the winter season 2009 – 2010 in Ylläs.

Literature of human resource management and development, induction, learning and training were used to create the context for the study. An article about human resource management in tourism destination functions as a best practise sample in this thesis.

The results of the study aligned that there is a need for development in the destination induction process in Ylläs. The issues in need for development are planning, frequency, execution method and point of the time of the

destination induction. In addition, development is needed for usability and utility of the induction material and contents. To improve the current destination induction process in Ylläs Virtual Tour in Auditorium and Ylläs Days Event were created as development suggestions.

2 HUMAN RESOURCE MANAGEMENT IN TOURISM DESTINATION

2.1 Human Resource Management in Tourism

There are many definitions for the term Human Resource Management in literature. The fact that HRM is a relatively wide concept, makes it challenging to define HRM in a short and simple way. Nevertheless, in the following, there are some definitions of HRM that are to be found in literature.

Human resource management (HRM) is a strategic approach to managing employment relations which emphasizes that leveraging people's capabilities are critical to achieving sustainable competitive advantage, this being achieved through a distinctive set of integrated employment policies, programmes and practises. (Bratton–Gold 2003, 7.)

Human resource management (HRM) is about managing people and their interrelationships within organisations. It aims to ensure that organisations benefit from their employees' abilities, while ensuring that employees gain concrete and psychological rewards from their employment... (Beech–Chadwick 2006, 90.)

It is, and has been, difficult to try to define what HRM exactly is, and it is said that there is no common agreement on what HRM means. In my thesis I have used the statement below as my guidelines.

A competitive advantage where HRM is the means by which an organization can gain competitive advantage, a view best captured by the cliché of 'our people are our greatest asset'. (Nickson 2007, 7–8.)

HRM can be applied in two ways, using either hard or soft approach. The hard approach to HRM means applying people management strategies to gain competitive advantage and to maximize control at the cost of labour cost. The hard approach is an extremely instrumental, economically rational, quantitative and calculative way to apply HRM. Emphasis in the term 'human resource management' is put on the words *resource* and *management*. On the contrary, the soft approach to apply HRM emphasises the words '*human* and *resource*'. The managers applying the soft approach are considered being committed to their employees, which eventually leads to mutual high commitment from employees, high trust and high productivity to say the least.

Mutually, employees are seen as being proactive, capable of being developed and worthy of trust and collaboration. (Nickson 2007, 9.)

Surely, the ideal way of managing people would be applying the soft approach. However, there are many external influences, such as political, social, economic and technological aspects that have a great effect on HRM policies. These external factors are the main cause for managers to have to vary in between the soft and hard approach in HRM. (Nickson 2007, 10.)

Another way to recognise different approaches to HRM is to separate the approaching methods to the *best fit* and the *best practise*. The best fit is about fitting the HRM to the product market strategy of the company. This enables HRM to stay compatible and cost effective. On the contrary, the best practise is about following the universal 'one best way' to manage the personnel. Recruitment and selection, retention of employees, training and development, teamwork, appraisal, rewarding quality, job security and employee involvement and relations are issues that are to be taken into account when applying the best practise approach. Applying the best practise in the company's HRM policies enhance selective staffing, comprehensive training, job rotation, empowerment encouragement, participating problem solving, team work and performance-based incentives. (Nickson 2007, 10–14.)

Dividing HRM policies either to the hard and soft or the best fit and best practises approaches is fairly theoretical. It is criticised that these models are not applicable to real business life. (Nickson 2007, 15.)

To be able to distinguish day-to-day basis issues on HRM it is essential to monitor HRM in a visual concept. The three-part cycle represents the functional responsibilities that are required from the management when practising responsible HRM in a company. Figure 1 below illustrates the activities of HRM. (Nickson 2007, 16; Baum 2006, 24.)



Figure 1. HRM Cycle (Nickson 2007, 16)

In addition to three separate activities on HRM Bratton and Gold (2003) distinguish eight different functions of HRM. These are planning, staffing, developing, motivating, maintaining, managing relationships, managing change and evaluating. (Bratton – Gold 2003, 15.)

2.2 Human Resource Development (HRD) and Training

2.2.1 Human Resource Development

The term “human resource development” includes all the activities that enable the staff member to absorb skills, knowledge and views beneficial for the organisation, individual and work (Helakorpi 2006, 45). Training and development is seen as one of the key activities of HRM, and in addition, considered to be a very important tool for implementing the HRM practices and policies (Nickson 2007, 154).

There is a lot of discussion in human resource literature about the existing and/or non-existing difference between the terms ‘development’ and ‘training’. Training and development have been seen as separate terms representing different views. Education has been seen as activity targeted for managers, whereas training has been considered targeted for non-

managerial staff. (Nickson 2007, 153–154.) Another perspective is that training is for skills and education is for life (Baum 2006, 206). However, it is commonly recognised that within HRM and HRD the terms are interconnected and training is seen as part of development. Since literature actively uses the two terms as synonyms, a similar approach to combine these terms is taken into this thesis as well.

Training and development may have various functions. For instance, introducing the new worker to the work environment, products and practises. In addition, introducing the employee to the events of the organisation, as well as providing a source of entertainment. (Grugulis 2007, 10.)

Placing focus on increasing training and executing right training, results positively to the productivity, profits and quality of firms as well as developing employee skills and increasing organisational capacity (Grugulis 2007, 7). In addition, effective training includes several benefits. The benefits are:

- quick and effective learning of employees
- improved work performance and updating in specialist skills
- fewer mistakes and greater rapidity
- increased error rates save managers time
- reduces turnover among new and established staff
- reduce in accidents due to increased safety training
- attracts good workers
- flexible working
- increases the positive attitude to handling the change
- enables functional management techniques (Nickson 2007, 155; Hayes–Ninemeier, 2009, 72–74).

2.2.2 Conducting Training

It is said that more competent and multi-skilled workers are beneficial to the company and are more likely to gain management recognition, increasing job satisfaction and motivation (Beech–Chadwick 2006, 100). Development and training can be implemented for various reasons. There are three main categories of training initiatives recognised in literature. Firstly, socialization initiative, which means inducting and introducing the new worker to the new work environment. Secondly, development initiative, which places focus on

developing the skills of the existing staff, and third, disciplinary initiative, which means training the individuals that have fallen below the current acceptable level of the organisation. (Nickson 2007, 157.)

Development can take place anywhere and anytime. It is not defined when and where successful development must be conducted. However, there is common agreement in literature that development certainly needs to be planned and structured. The process of planned and structured development enables the management and the employee to take part in all the phases of the training. The elements of development need to be taken into account and determined when planning training. Recognizing the elements enables the parties involved to recognise their own role in the training. (Baum 2006, 214, 217.)

Figure 2 below represents a four-stage model introducing the essential elements that need to be taken in the consideration when planning training. The four-stage model was and is still very much used as a guideline for planning training. (Bratton–Gold 2003, 332 –333.)



Figure 2. Four-Stage Training Model (Bratton–Gold 2003, 332 –333)

The model represented in Figure 2 gives the guidelines for planning training. However, more detailed steps to conduct training are found in literature of HRD. As mentioned before, development is not bound to a certain place,

time or method. There are a lot of possibilities to implement training and no too prescriptive training guidelines should be given. Nevertheless, a need for systematic approach for developing training is detected. The nine-step approach on Table 1 introduces the phases that need to be taken into account when planning the training. (Nickson 2007, 158.) Appendix 5 contains more detailed descriptions of the contents of each step.

Table 1 Nine-step Approach (Nickson 2007, 158-164)

Step 1	Assessing training needs
Step 2	Preparing the training plan
Step 3	Specifying the training objectives
Step 4	Designing the training programme
Step 5	Selecting the instruction method
Step 6	Completing the training
Step 7	Conducting the training
Step 8	Evaluating the training
Step 9	Planning further training

2.3 Challenges of Human Resource Management in Tourism

Employees are considered to be the most important advantage in a tourism organisation. They are in a critical role in customer interactions and due to this the most relevant assets when pursuing success in the service sector. Managing this interaction is challenging but essential. (Beech–Chadwick 2006, 90–91.)

Variety of work and people working in the tourist sector, are diverse. This diversity is one of the main challenges of HRM in tourism sector. (Baum 2006, 23–24.) In addition, due to the fact that a majority of tourism organizations are too small to have human resource specialists, the HRM policies can be applied only to a certain extent (Heyes–Ninemeier 2009, 8).

It is argued that in general it is very challenging to apply responsible HRM in tourism due to the nature of tourism industry. The industry has several human resource problems, including generally low wages, unsocial working hours and shift patterns, overrepresentation of women and ethnic minorities in low-level operative positions, men filling in the higher status and more skilled jobs, poor career structures, seasonal employment, informal

recruitment methods, lack of good HRM practises, no trade union presence, labour turnover on high level, and last, difficulties in personnel recruitment and retention. Sadly, these issues are the reality in the tourism industry. It is claimed that these issues create a short-term perspective on managerial decision-making and are the reasons for practising irresponsible HRM. (Nickson 2007, 17-18.)

In addition, another challenge for applying responsible HRM in the tourism sector is the general attitude of the employers. It is assumed by the employers that the work conditions that they offer are reasonable, whereas in reality, the employees are forced to change jobs because of insufficient pay. (Nickson 2007, 18.)

On the contrary to the very pessimistic view on HRM in tourism sector, there exists studies about responsible HRM in the tourism. An article "HR helps Intrawest to stay at peak of perfection" is an article written by Christensen Hughes. The article is published in year 2003 on Human Resource Management International Digest in volume 11. The article shortly introduces the human resource policies applied in Intrawest's Whistler and Blackcomb skiing resort in Canada. Intrawest is considered to be the North America's number one skiing resort. The resort believes that the main factors for its success are the employees of the area. The resort wants to maintain the rank as the number one skiing resort by applying very effective human resource (HR) practises to ensure satisfaction and retention among the employees of the resort. The idea of effective HR practices is to increase the satisfaction level of the employees and that way try to influence on the motivation and customer service skills of the employees. (Emeraldinsight 2011.)

The article argues that employees are the ultimate source of a company's strength and that should be generally realised in companies concentrating on selling services. A key factor influencing visitor satisfaction is the quality of the service the customer receives. Selling a service is mainly about the interaction between two (or more) people and this interaction needs to be considered positive by the visitor. (Emeraldinsight 2011.)

As the article outlines HRM needs to be approached from the destination point of view as well. In tourism, it is not sufficient to approach HRM only from the company, but also from a destination point of view.

3 DESTINATION INDUCTION PART OF DESTINATION QUALITY MANAGEMENT IN YLLÄS

3.1 Ylläs as a Tourism Destination

In my thesis I am using the definition of destination below as my guidelines.

A destination can be considered as a hierarchy of entities - 'destination', 'tourism businesses including SMEs' and 'employee' – together with the public sector interventions that support and coordinate the strategic development of the destination to project a coherent image to potential customers. (Jones–Haven–Tang 2005, 2.)

Ylläs is a tourist destination in Fell Lapland and belongs to the municipality of Kolari (Tammia 2004, 27-28; Mettiäinen 2001, 14). Ylläs consists of two surrounding villages, Ylläsjärvi and Äkäslompolo, and seven surrounding fells: Ylläs, Kesänki, Lainio, Aakenus, Pyhä, Kukas ja Kellostapuli. Ylläs fell is 718 meters above the sea level and is one of the biggest skiing centers in Finland. Ylläs is a popular skiing and cross-country skiing destination at winter. In addition to skiing Ylläs and the surrounding villages offer several other winter activities. In summer Ylläs is a popular hiking and trekking destination. (Ylläs 2011.)

The skiing center of Ylläs is operated by two companies, Ylläs-Ski and Iso-Ylläs. The area of Ylläs consists of several other types of companies as well which offer different kinds of services. Most of the companies in the area are companies offering accommodation, restaurant, entertainment, safaries or shopping services. (Ylläs 2011.)

According to the Lapin Liitto statistics of 2011 66 446 overnights took place in Ylläs during January and February 2011. A little over half of the overnights in Ylläs were done by foreigners leaving the other half for Finnish overnights. The biggest nationalities visiting Ylläs in addition to Finns in January-February 2011 were British, Suisse, Russians and Dutch. When comparing the overnights in other destinations in Lapland, Ylläs was the fifth popular destination in Lapland to visit in January- February 2011. (Lapin Liitto 2011.)

3.2 Ylläs Travel Association

Ylläs Travel Association is the destination management organisation of Ylläs. The main office is situated in the village of Äkäslompolo in Kellokas, the information and visitor centre of Ylläs. The association is a nonprofit organisation and the main tasks are:

- to organise meetings to ensure the common goals and policies of the shareholders
- to distribute information via media and press conferences about the operations and services of the member companies, livelihood of the area, conditions of nature, history, the current situation and the plans for the future
- to coordinate, develop and maintain the routes and tracks of the area
- to coordinate and develop the public transportation of the area
- to coordinate and organise the tourism events of the area
- to maintain and develop the tourism information targeted for the member companies
- to execute and coordinate statistics and marketing studies in the field of tourism
- to organise training for the member companies
- to take part to the community planning
- practise and support cooperation with communities operating on the field of tourism. (Ylläksen matkailuyhdistyksen säännöt 2004, 1.)

The member companies are companies and holiday cabins located in the area of Ylläs and Kolari. The financing is organised by gathering yearly membership fees from the members of the association as well as requiring a fee from every new member. (Ylläksen matkailuyhdistyksen säännöt 2004, 1.)

The board is responsible for the strategic management of the Ylläs Travel Association. Managing director is managing the operations in practise. There are four teams operating in the association. The teams are route, marketing, development and event teams. Each team has a team leader and minimum three active members. The members of the teams are all members of the association. The teams are responsible for developing their specific

field of operation. Development team is responsible for the induction process in Ylläs. (Ylläksen matkailuyhdistyksen säännöt 2004, 1.)

The teams meet every one and a half months. In May 2010 the development team went on a benchmarking trip to Pyhä-Luosto and Levi, which are both part of the Destination Quality Net Programme as well. As a result of the trip it was commonly agreed that for the future the quality teams from all the three tourism centres would come together once a year to enhance the cooperation. (Walin –Jatkola 2010.)

3.3 Destination induction in Ylläs part of Destination Quality Net

Developing quality in Ylläs started in year 2006 when Ylläs became a part of a quality programme called Destination Quality Net (DQN), which is a quality development project conducted in cooperation with Haaga Perho and The University of Lapland (Walin-Jatkola 2010). Developing destination induction is part of this programme. DQN programmes last approximately 2 to 3 years and consist of research, education and development. DQN programmes help the tourism communities to create common policies to develop the community. (Destination Quality Net 2010.)

Yearly the Ylläs Travel Association receives results of customer- and personnel satisfaction surveys executed by Haaga Perho. The results of the surveys are analysed by the development team and compared to the last years' results and to results of other tourism centres. The issues arising from the analysis are taken into account when doing further planning and developing. The need for practising destination induction in Ylläs arise from these surveys. (Walin-Jatkola 2010.)

In Ylläs destination induction is realised in the form of destination induction bus. The first destination induction bus took place in year 2007. The destination induction bus takes place twice in a winter season. (Walin-Jatkola 2010.) In the season 2009-2010, when this study was conducted, the induction took place in the weeks 48 and 7. The induction includes a bus ride through the area of Ylläs and stops in both of the skiing centres, Iso-Ylläs and Ylläs-ski as well as at Kellokas, the Ylläs information and visitor centre. However, these stops do not include a visit inside the companies.

The educator is a representative of the Ylläs Travel Association. The educator provides information of the member companies of the Ylläs Travel Association. Ylläs winter and summer brochures are distributed in the bus, as well as the local newspaper Kuukkeli. Destination induction bus ride takes approximately two hours. There are no additional activities included in the destination induction bus. The member companies of the Ylläs Travel Association are informed about the destination induction bus taking place via e-mail.

4 INDUCTION IN DESTINATION

4.1 Induction

Induction is one of the in-company, off-the job training methods (Nickson 2007, 161). Applying induction in the organisation is important for many reasons. The advantages of induction for an organisation are competitive advantage, commitment of the workers and ability to regenerate. The advantage of induction for the employees is to become a part of the work community and environment. (Kjelin–Kuusisto 2003, 9, 20, 23, 28.)

Applying successful induction results to competitive advantage of an organisation. Poor induction causes errors, reclamations and eventually, costs lack of customers and poor reputation of the organisation. Poor quality of know-how in customer service influence on company's credibility externally but internally as well. In addition, personnel commitment and spirit is influenced negatively by the poor quality of customer service. Motivated and satisfied workers are more likely to stay in the company and are enthusiastic to work for better quality of the company. (Kjelin–Kuusisto 2003, 20–22.)

Commitment of a worker is one of the advantages of successful induction. There are three types of commitment; Firstly, commitment based on responsibility, where the worker experiences that it is too early to go or that he/she leaving would result negatively to the organisation. Secondly, commitment based on feelings, where the worker experiences the values, mission and goals similar to his/her own. This type of commitment is the strongest of a type. The last, commitment based on benefits, where the benefits that the company offers to the worker are experienced so valuable that no other place could offer them to him/her. It is claimed, that to be able to commit to something, sense of community is required. Putting emphasise on community based operations enhances the commitment process. (Kjelin–Kuusisto 2003, 26–28.)

Destination induction is a subject that is very little studied. There is very little literature of the topic destination induction, This study is applying the existing

information of company induction as a guideline when determining features of destination induction. In addition, an article introducing best HR practises in winter sport resort is used as a best practise sample. In this thesis, the term destination induction stands for all the operations that are implemented to increase the knowledge of the area, sense of community and co-operation of the employees working in the destination.

Applying induction in destination level can have the similar advantages as executing induction in company level. Applying destination induction to all of the employees working in the area, undoubtedly results to similar advantages as induction in organisational level. (See Kjelin-Kuusisto 2003.)

There is no reason why induction on an organisational level could not be applied to a broader level, to cover the whole destination the company is operating in. In the skiing resort of Whistler and Blackcomb the effective human resource (HR) practises are applied to cover the destination as a whole. By recognising the fact that the employees are the company's biggest strength and applying responsible HR practises the staff turnover remains low and the employees remain satisfied. (Emeraldinsight 2011.)

An employee who bases his/her commitment on feelings is considered to be the most valuable and motivated worker. Workers of a destination consist of all kinds of people working on all kinds of jobs. To be able to create a sense of community in destination level, much emphasise need to be put on the induction. Without applying induction affecting to the feelings of the workers, the sense of community in the employees of the area never has a chance to take place. Destination induction should be planned keeping in mind the fact that it needs to commit the worker into the destination. (See Kjelin-Kuusisto 2003.)

In the skiing resort of Whistler and Blackcomb the resort aims to create the sense of family among the employees. It has a remarkable annual budget to reward its employees. Versatile social events, performance appraisals and recognition programmes take place annually. (Emeraldinsight 2011.)

Induction is training. When applying induction, individuals are trained. When there is a need to regenerate, the organisation, the individuals, relationships between individuals and how people work together need to be developed. Ability to co-operate is the key for successful regeneration of an organisation. Due to this, induction should concentrate on developing the trust between the workers of the organisation as well as the ability to learn and create new ways of operating. (Kjelin–Kuusisto 2003, 28, 33.)

In Whistler and Blackcomb the training is carried out as orientation programme that includes games, sketches and/or role-plays. Job-specific training is carried out on the job or in the classroom. There are also different kinds of courses available for the employees to take part throughout the season. (Emeraldinsight 2011.)

4.2 Conducting Induction

Typically induction process is taken care by the HR department of the organisation. The liabilities of the department are to plan, provide and update the organising, implementation, material and distribution of the tasks, as well as to coach the inductors. (Kjelin–Kuusisto 2003, 194–195.)

Unlike company induction being an in-company, off-the job method, destination induction can be seen as external, off-the job method. When induction is taken into a level concerning the whole destination and its' employees, the responsibility for managing the induction process should be in hands of a department that has to do with the area in whole. In other words, a company that has the responsibility for the personnel, marketing, informing or some other area of responsibility that has to do with managing the areas multiple challenges.

The induction contents should be comprehensive and provide a general view of the organisation. However, although small details might be very crucial and important, it is not necessary to overload the trainee with all the information right in the beginning. Broadly, the content should include information about the organisation, its' values, history and general policies and processes as well as information about the customers, owners and their expectations. The content should also have descriptions of the personnel,

who they are, what are their responsibilities and who are the co-operators. Description of the surrounding environment should be attached into the content as well. (Kjelin–Kuusisto 2003, 201–204.)

Similar factors should be taken into account when planning destination induction content as when planning the content of organisation induction. What might come as a challenge when planning the contents is to keep the contents “short and simple”. Any destination surely has a lot of information to be included in the contents of the induction. However, it should be kept in mind that the contents should keep inside only the things that are beneficial for the person reading it.

The duration of the induction can be anything from one day up to 12 months (Nickson 2007, 161). The duration of the induction depends on the implementation of the induction. It is not determined how long induction should last. However, a good principle is that “... induction continues as long as the trainee is able to get the answers easily and fast. As soon as the trainee provides questions that are harder and harder for the people of the organisation to answer, is the induction process in its ending phase.” (Kjelin–Kuusisto 2003, 205.)

A challenge, when planning the duration of destination induction, is that it concerns many companies of the area and their workers. It might be challenging to find the right point of the time and duration that suits for everybody. The duration and point of the time should be something that suits for everybody, however, it is generally known, that the more shareholders there are in a certain issue, the harder it is to find a compromise. However, when planning the duration and point of the time for the induction some general truths should be taken into considerations. For instance, a destination where part, or some of the workers arrive to the area only for the season, the point of the time for the destination induction should definitely take place then when all the workers are in the area.

The material used for induction should be kept practical and easy to use and update. Already existing material of the company should be utilized. One very

efficient material is intranet, which is the place for virtual material of the company. At its' best, intranet is a very useful tool in induction. Intranet can be used for informing, communication and interaction, as a learning environment and for managers as a tool for managing human resources. Intranet can contain all kinds of information and to be used as a material for many kinds of needs of the personnel. (Kjelin–Kuusisto 2003, 206–212.)

The material in destination induction should be thought as carefully through as if implementing induction in organisation. Destination induction material should be usable for everybody. Planning the material might come challenging, since there surely are variety of different kinds of companies operating in the area and the needs of all the companies should in certain level to be taken into consideration in the material. In the material planning, similar principle should be kept in mind as when planning the contents of the induction: "keep it short and simple."

There is a variety of induction methods that can be used in induction. The values and goals of the company needs to be taken into consideration when thinking of the suitable method of induction . The use of intranet can be one way of inducting; however, there are other methods as well. Conversations between the new worker and employer are used for determining the goals, tasks and roles of the new employee. Training programmes and learning on-job, as well as learning tasks can be used as methods of inducting as well. Mentoring, supervision of work and coaching are mainly used for inducting the managerial level. (Kjelin–Kuusisto 2003, 213, 216, 223, 228.)

The induction methods possible to use in the destination induction might not be as variable as if implementing induction in an organisation. This is due to the fact that the target group of the induction is so wide and big. It should be taken into consideration that the method to be used is functional for a big and variable group, and possibly, only for a small period of time.

Monitoring and evaluation of the induction can be done by using interviews and surveys. Two factors of the induction are measured: The situation analysis of the trainee and the functionality of the induction process. The

situation analysis of the trainee concentrates on the learning results of the trainee. Analysing the functionality of the induction process concentrates on evaluating the trainees and trainers and their operations in the induction situation. The monitoring should be simple, reliable and beneficial for the future planning. (Kjelin–Kuusisto 2003, 245–246.)

Surely, as important as monitoring and evaluating the induction process is in companies, it is as important in destination induction as well. Destination induction having to deal with the whole destination and its' needs, the monitoring and evaluation comes very important when developing the functionality.

4.3 Role of Learning in Induction

It is stated, that instead of putting emphasise on training, learning should be emphasised in HR. Since training is a learning process, it is essential to have an understanding of learning for anybody having to do with training. The main topics of learning that are essential to understand are: What is learning and how do people learn. (Tyson 2006, 225.)

“Learning is very crucial mechanism of change. It can be said, that learning is change and change is learning. When people learn, their way of thinking, and inner patterns change.” Any learning experience changes the learner. Through learning the learner develops oneself again and again. (Jalava–Wikman 2003, 81.)

In addition, learning can be explained as an activity that increases the knowledge of the learner, enables the learner to understand, remember, repeat and apply the studied issues and changes the learner's way of thinking. Learning can be divided into three different levels of learning and these are: Repetitive learning, comprehensive learning and creative learning. (Kupias–Peltola 2009, 114.)

Repetitive learning takes place when a learner is able to repeat or know one of the issues covered on the learning situation. In case of induction the trainees role is passive but is expected to know certain things that are covered during the induction. Relevant for the learning is to repeat the taught

issues several times, as well as provide different kinds of memorising techniques. (Kupias–Peltola 2009, 114–115.)

Comprehensive learning requires active participation of the learner to ensure the total understanding of the taught issue. In case of induction it is important for the trainer to ground and justify the issues to enable the trainee to start actively to work on the learned issues. The goal is achieved when the trainee is able to apply the learned issues at his/her own work. (Kupias–Peltola 2009, 114–115.)

Creative learning takes place when the learning situation contains a lot of conversations and reflections of the issues taught. In case of an induction this would mean that the trainee has an active role on the induction situation and gives feedback of the new working environment. The goal is to create something together with the trainee. To reach the level of creative learning requires a critical view of the trainee on the taught issues. (Kupias–Peltola 2009, 115–116.)

The fact that everyone has an own way of learning is good to recognise. Although it is criticised to do any typologies of learning types, it however comes beneficial for the trainee and trainer to recognise that there is a difference in the ways of learning and interpreting things. (Kupias–Peltola 2009, 120–121.) Since typologies may not be the best way to monitor the nature of learning, some general truths of learning are good to know. In following, some general basic characteristics of learning are listed. (Tyson 2006, 225–226; Hayes–Ninemeier 2009, 76.)

Firstly, the importance of motivation. The learner needs to be convinced of the beneficiality and effectivity of the training. (Tyson 2006, 225–226; Hayes–Ninemeier 2009, 76.) Secondly, the importance of feedback. Feedback needs to be given to the learners of the learning process. (Tyson 2006, 225–226; Hayes–Ninemeier 2009, 76.) Third, the importance of individuality. Everybody needs to have the chance to learn on their own pace and preferred ways. (Tyson 2006, 225–226; Hayes–Ninemeier 2009, 76.) Fourth,

the importance of experience. Figure 3 below demonstrates the role of the experience in learning. (Tyson 2006, 225–226; Hayes–Ninemeier 2009, 76.)

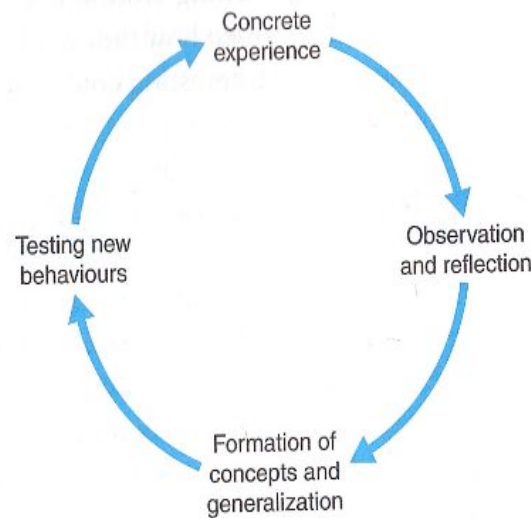


Figure 3. Kolb's Learning Cycle (Tyson 2006, 226)

Finally, the importance of the human senses. All human senses are important in learning process, but the extra emphasis should be put on the visual- and auditory senses. (Tyson 2006, 225–226; Hayes–Ninemeier 2009, 76.)

Trainer has a very crucial role in learning. Every trainer contributes to the learning of the trainee. For a trainer it is essential to know that everyone has their own way of learning, including the trainer him/herself. This knowledge is crucial when planning and implementing training. (Kupias–Peltola 2009, 125.)

To be able to provide effective and pleasant training, the trainee needs to be aware that he/she has an influencing role in the learning process. The trainer needs to acknowledge that training is a learner-, not a trainer oriented process and the trainers' role is to help the people to learn. In the end, the learning process and implementing the training happens in the trainee him/herself. (Tyson 2006, 227.)

To ensure the best possible results in learning, the trainer and training need to have certain characteristics. First, the trainer should know how to train, be interesting and have good presentational skills. The role of the trainer is to

observe that trainees do learn in the training. The trainer should also show what are the reasons behind the training and why certain things are taught. The training situation should be positive, experiential and relate to real work as well as involve interesting, varied and stimulating methods of learning. The use of audio-visual aid is recommended. Eventually, the structure of the training should be logical and follow step-by-step principle. However, it should at the same time be informal and keep inside different training methods. Possibility to get feedback should also be part of the training. (Tyson 2006, 227.)

5 DESTINATION INDUCTION IN YLLÄS

5.1 Thesis Process

My thesis process was a process lasting for two years. The process started in April 2009 and ended in May 2011. My thesis process included many different phases and challenges. More detailed description of the process is represented on Table 2 below.

In the beginning of my thesis process I created myself a thesis process schedule. However, due to many changes and changing situations in life it was very challenging for me to keep up with my plan. As a result to this I was not able to stick to my schedule and finishing the thesis postponed few times.

However, all in all, I consider my thesis process as a very educating and beneficial process for me. I learned several things about time management, empirical research and my own area of expertise.

Table 2 Thesis Process

April 2009	Thesis idea Returning idea paper Meeting with the thesis supervisor
October 2009	Meeting with the commissioner; Idea changing into its current form
November 2009	Changing of the thesis supervisor Observation taking place in destination induction bus in Ylläs
December 2009 to January 2010	Developing survey for induction bus participants
February 2010	Survey for induction bus participants
April 2010	Interviews to season workers
May 2010	On-line survey for entrepreneurs of Ylläs area
May to June 2010	Analysing survey results Studying literature of the topic Writing the paper
January to March 2011	Meeting supervisor Returning the paper on preliminary inspection
April 2011	Thesis on final inspection
May 2011	Thesis presentation

5.2 Methods Used

In this thesis mixed method approach is used. This means, that quantitative and qualitative research methods are combined (Hirsjärvi–Hurme 2008, 28). The methods used in the thesis are participant observation, informed and online surveys and theme interviews.

Observation is monitoring the social group one intends to study, by placing oneself in the venue where the target group of monitoring is. Observation is seen as one of qualitative research methods. It is seen challenging, as well as time-consuming and laborious method of data collection. The reason to use observation as a data- collection method should always be thought through very thoroughly. However, if it is the case that very little is known about the studied topic/subject in generally then it is justified for observation to take place. In this case, it is not expected from the observer to use any in beforehand prepared themes in the observation situation. (Tuomi–Sarajärvi 2002, 83.) The observation was done on the destination induction bus in the week 48 in November 2009. Participant observation was used to find out what exactly is to be examined in the destination induction bus survey. There was no prior written information about the destination induction process in Ylläs and therefore no beforehand prepared themes were used in the observation situation.

The role of the observer can vary from complete participant to non-participant, and the field notes can be made using unstructured or semi structured ways (Creswell 2009,181). Observation in the destination induction bus was non-participant and the notes made were unstructured. The main focus on the observation situation was put on the behaviour, gestures and speech of the participants of the destination induction bus.

To study further the current state of destination induction in Ylläs and to point out issues to be developed, two surveys were conducted. Informed survey for season workers in the destination induction bus and on-line survey for the entrepreneurs of Ylläs area took place. Survey is a quantitative data-collection tool and provides numeric description of trends, attitudes or opinions of a chosen sample (Creswell 2009, 145). The numeric descriptions

are then generalized and transformed to be arguments of the population (Creswell 2009, 145).

The survey for the season workers in the destination induction bus took place in the week 7 in February 2010. The questions were made based on the results of the observation. 18 out of 20 participants filled in the survey. The second survey took place in April 2010 and was conducted as an on-line survey. The survey was targeted to the entrepreneurs of the Ylläs area to find out the the point of view and attitudes of the entrepreneurs towards the destination induction in Ylläs . The survey was sent as an e- mail to all the 235 members of Ylläs Travel Association. However, since the survey was targeted for the entrepreneurs having seasonal workers in their companies, it was roughly estimated that there were approximately 50 companies that would be in the segment to fill in the survey. 26 out of 50 entrepreneurs filled in the survey.

The interviews were made during April 2010. The method of theme interview was used. Theme interview is a semi structured method of interviewing. It is concentrating on the themes that are chosen to be discussed during the interview. Emphasise is put on the experience and interpretation of the interviewee. (Hirsjärvi–Hurme 2009, 47–48.) Although it is not required for each interview to cover exactly the same questions, it however is expected to follow the certain themes of the interview (Tuomi–Sarajärvi 2002, 77). The theme interview differs from the other forms of interviewing by not being as formal as structured interview, and on the other hand, not being as liberal as in-depth interview (Hirsjärvi–Hurme 2009, 48.)

Altogether four interviews took place. The interviewees were the participants of the induction bus that had left their contact information in case there was a need for further studying. The interviews were executed to find out the opinions of the season workers after the season and whether the information given in the destination induction bus had been useful throughout the season.

5.3 Current state of destination induction in Ylläs

5.3.1 Educator, Education Method, Informing and Point of Time of Induction

The informing about the destination induction bus taking place, the educator and the education methods used in the destination induction bus were considered convenient by the season workers. The season workers also considered that the length of the destination induction bus was good and that the educator was exhilarating. The season workers were happy with the goals definition in the beginning of the induction. However, although the season workers did find the education method used convenient, they did not prefer lecturing to be used as a training method in general. (Figure 4.)

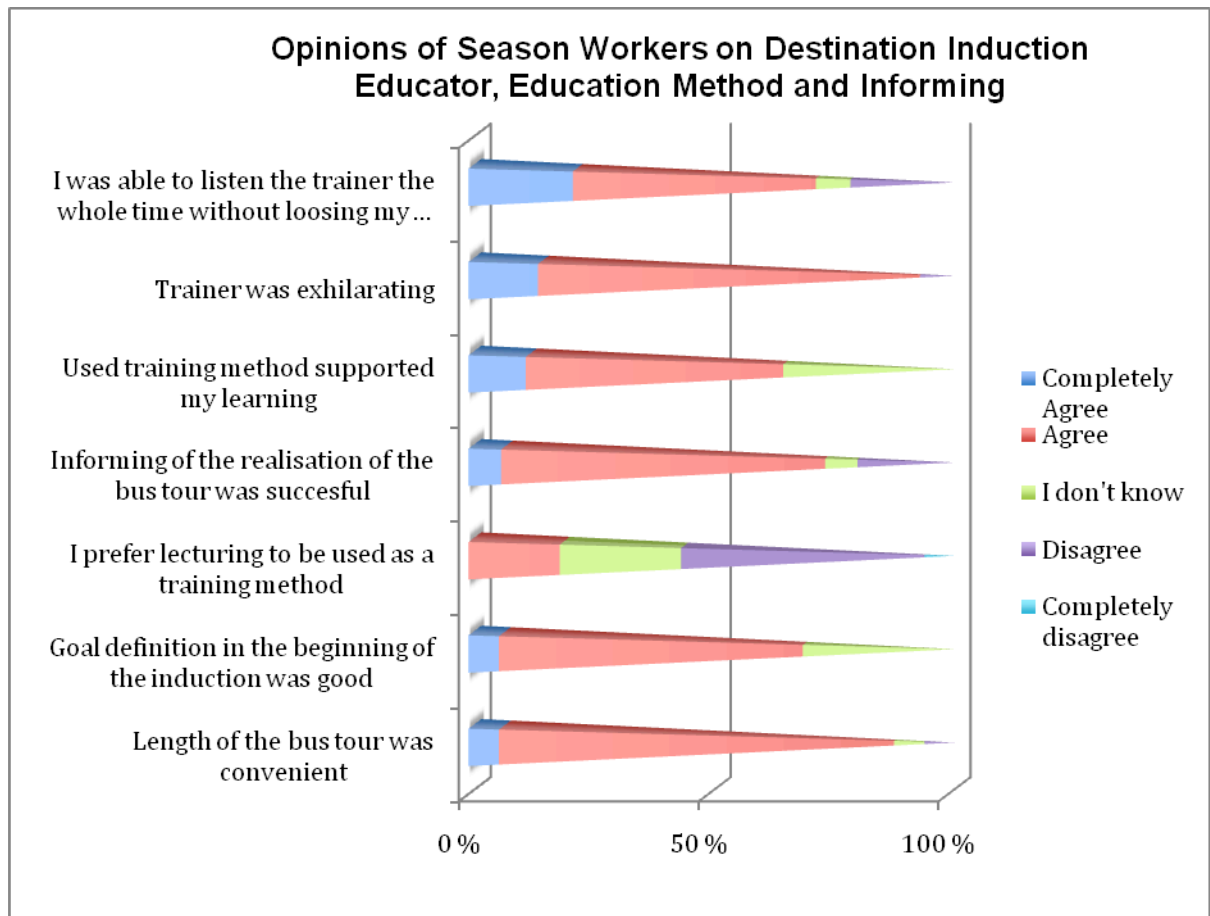


Figure 4. Opinions of Season Workers on Destination Induction Implementation (n=18)

In general the education method was considered pleasant. Very few reported sleeping during the induction. In addition, no one reported that they would like to leave the bus. (Figure 5.)

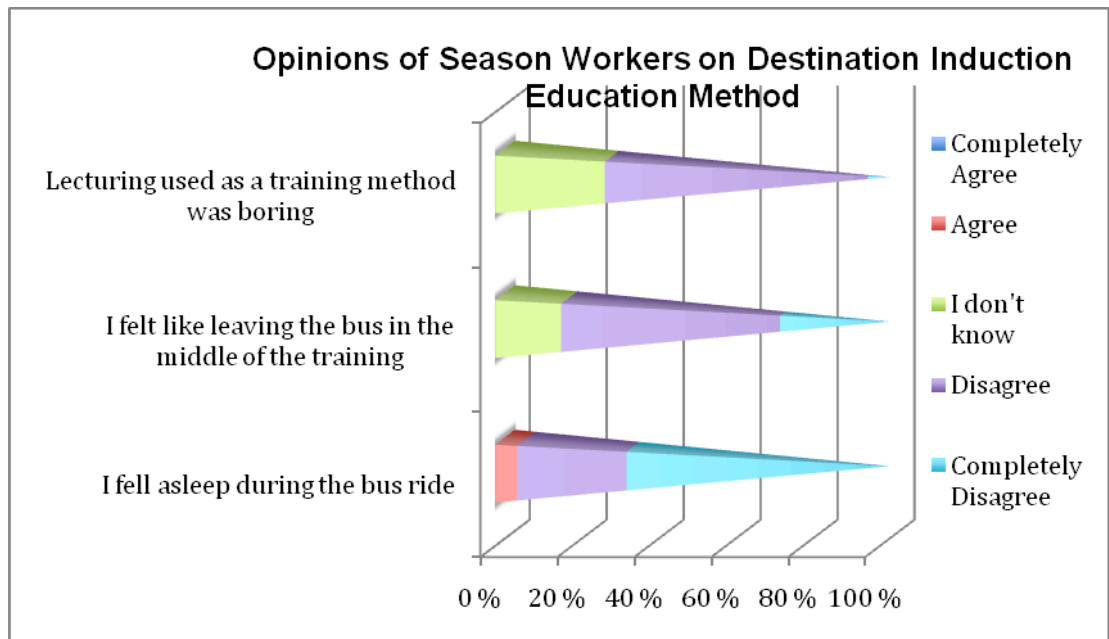


Figure 5. Opinions of Season Workers on Destination Induction Implementation (n=18)

Nearly half of the season workers would have preferred company visits to be attached into the destination induction. In addition, many would have preferred taking part to an event concentrating on the enterprises, services and environment of the area. (Figure 6.)

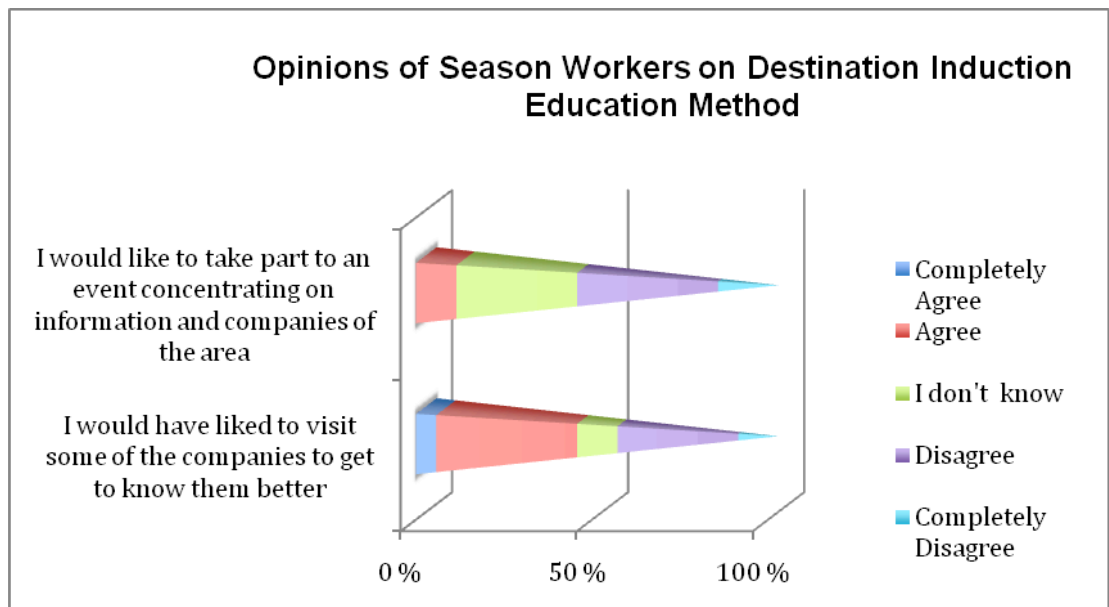


Figure 6. Opinions of Season Workers on Destination Induction Implementation (n=18)

Also the results of the interviews for the season workers indicate that the method of education was lacking action. All of the interviewed season workers pointed out that taking part to the destination induction bus was a good thing for getting to know the structure of the area, but the bus ride itself was definitely lacking some action. By “action” the interviewed season workers referred to company visits and breaks in between the two hours destination induction bus ride. Similar opinions were detected among the entrepreneurs of the area.

”Close to practise, go there what is being talked about. Not only lecturing in some classroom...” (Entrepreneur 6.)

All the entrepreneurs did think that the destination induction bus was a good way of getting to know the area. Also, over 50 percent of the entrepreneurs reported that their employees profited from the participation to the induction bus tour. The point of the time of the induction was considered both good and bad. The weeks 48 and 7 were seen as the right point of time for the induction to take place (Figure 7.), whereas on the other hand over 40% of the entrepreneurs reported their workers not yet being on the area in the week 7. (Figure 8.)

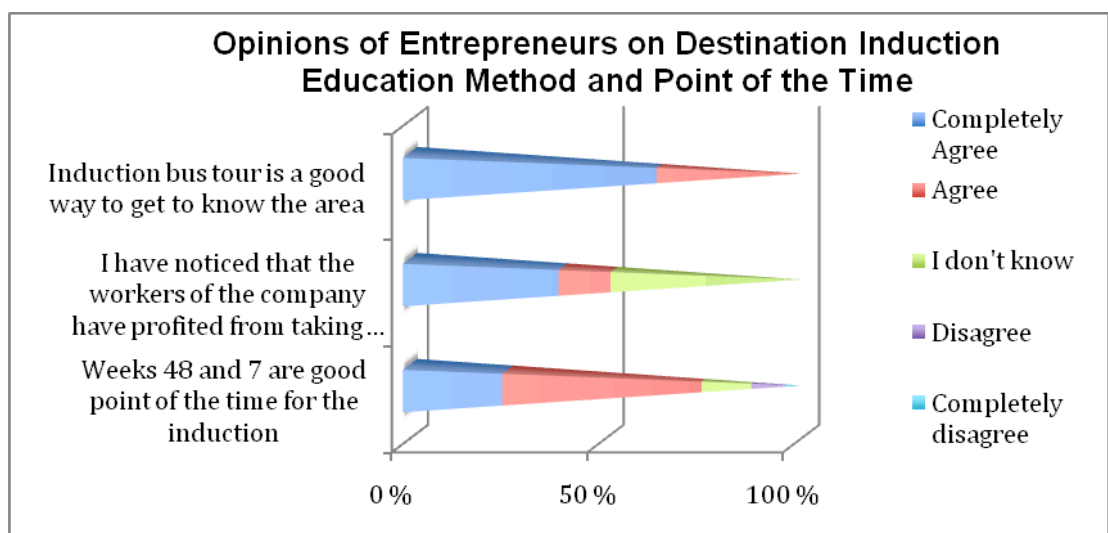


Figure 7. Opinions of Entrepreneurs on Destination Induction Implementation (n=26.)

Informing about the destination induction bus taking place, was considered successful by the entrepreneurs. However, over 70 percent of the entrepreneurs say that all the company's employees are not able to participate to the destination induction bus at the same time. Also the interviewed season workers agreed with the poor point of the time of the induction.

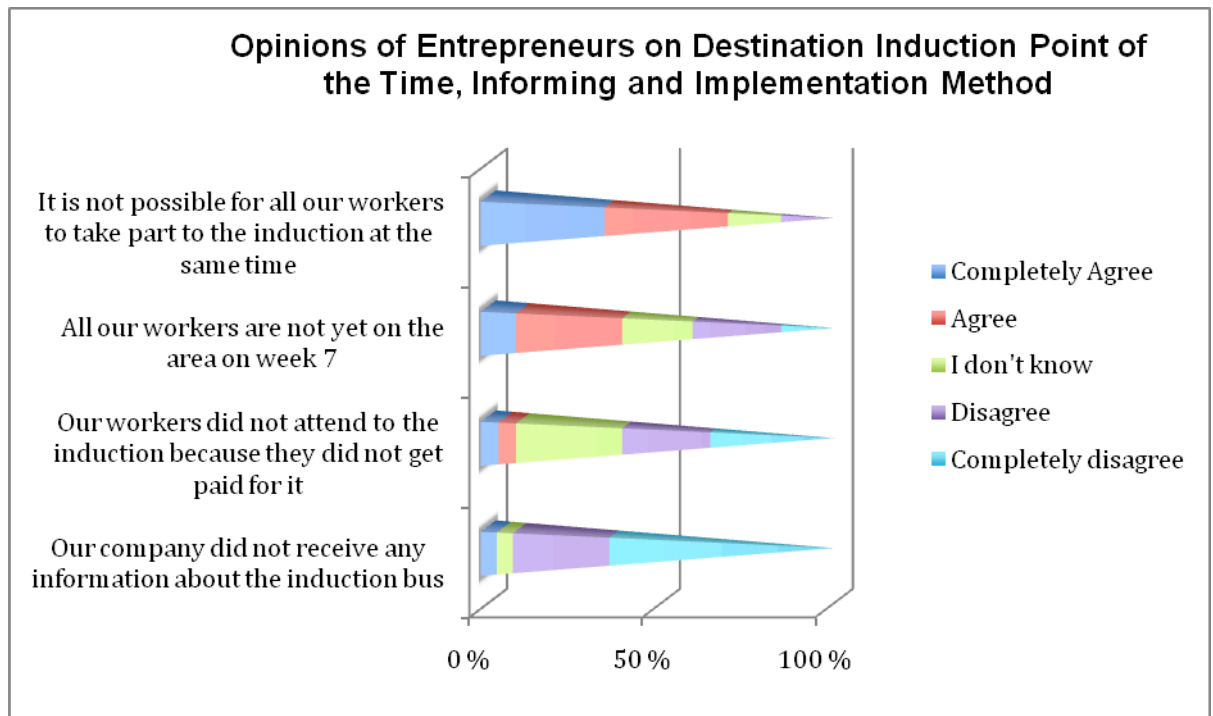


Figure 8. Opinions of Entrepreneurs on Destination Induction Implementation (n=26.)

As it can be seen on the big amount of "I don't know answers" the questions of the frequency of the induction bus realisation were obviously something that the entrepreneurs were not able to answer to. However, the part that did answered did think that the frequency of realisation of the induction bus was too seldom. In addition, nearly 50 percent of the respondents would have been ready to pay for their employees to participate the bus (Figure 9.). The comments given on the open-ended questions were also reproaching the fact that the induction bus should take place more frequently.

"One day and time does not suit for everybody so it would be good if there were more than one induction day, especially on the beginning of the season (week 48)..." (Entrepreneur 6.)

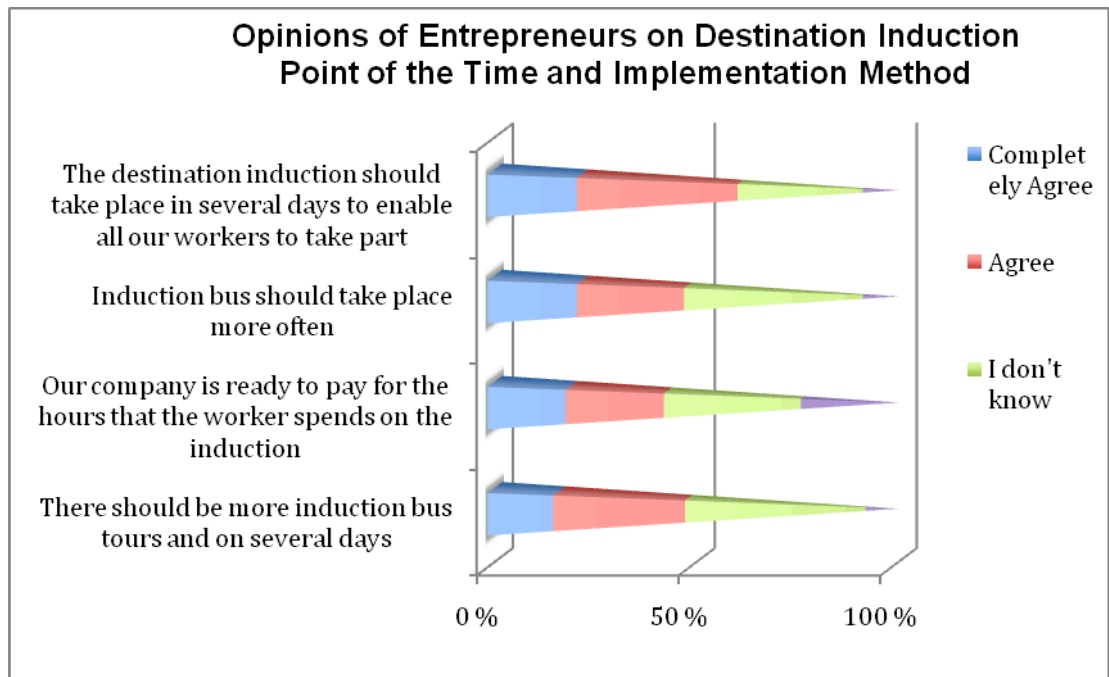


Figure 9. Opinions of Entrepreneurs on Destination Induction Implementation (n=26.)

The season workers considered that the destination induction bus was targeted for improving their knowledge of the area. In addition, the participation was seen beneficial when thinking about the season to come and own thrive on the area. However, the chance to connect and interact with other season workers, as well as the lack of community was missing from the destination induction bus. (Figure 10.)

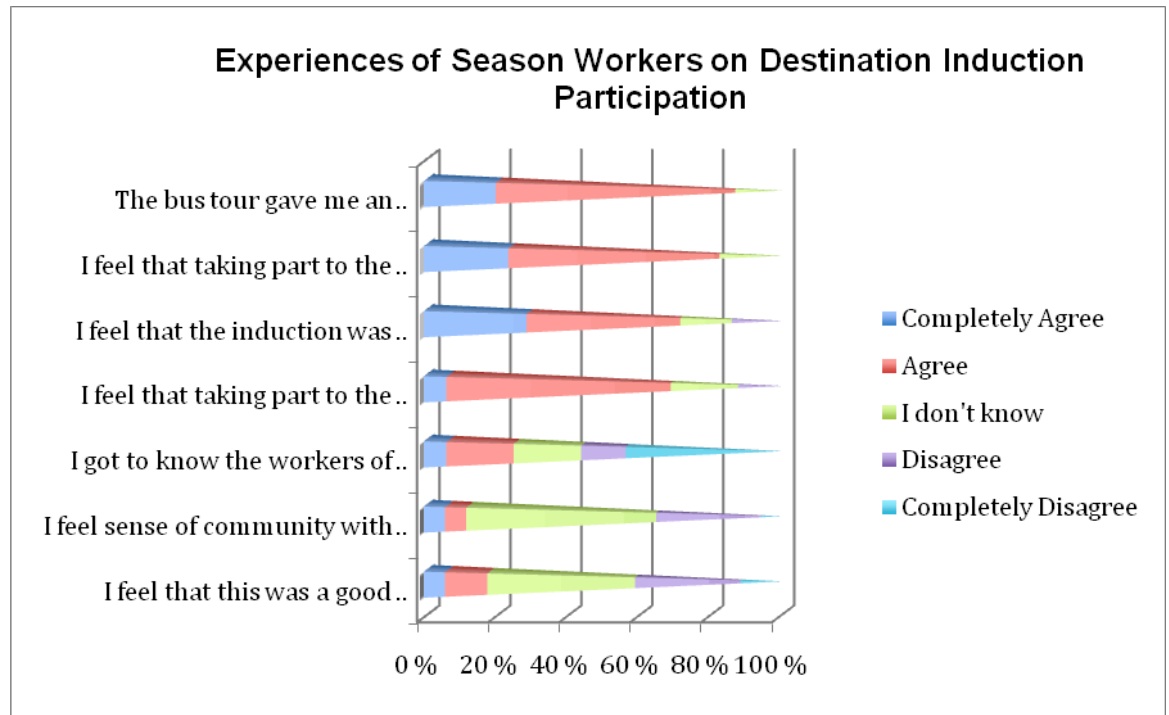


Figure 10. Experiences of Season Workers on Destination Induction (n=18)

It was criticized by the interviewed season workers that the destination induction did not give the participants a chance to get to know each others. Many suggested that an event that would enable the participants of the bus to get to know each other should take place. It was also suggested that in some point of the destination induction the season workers should be introduced to each other. Many of the season workers felt that an event for the season workers, or attaching “an official introduction session” into the destination induction would function as “an icebreaker” and support the process of getting to know each others.

”For instance, a small info session in the beginning of the induction in some meeting room of a hotel. Everybody could say few words about themselves.” (Interviewed season worker 1.)

”Part of the induction takes place when the employees of the area communicate with each other. For this, more evening events and happenings with activities should be organised. That way everybody gets to know each other, which creates satisfaction, permanence and knowledge as well.” (Entrepreneur 6.)

5.3.2 Induction Content and Material

In general, the induction content was considered interesting, sufficient and beneficial for the work, free-time and customer service. However, there was a small percentage of respondents that did not think that the information given was sufficient. A small percentage also considered that their expectations of the content did not fulfil. (Figure 11.)

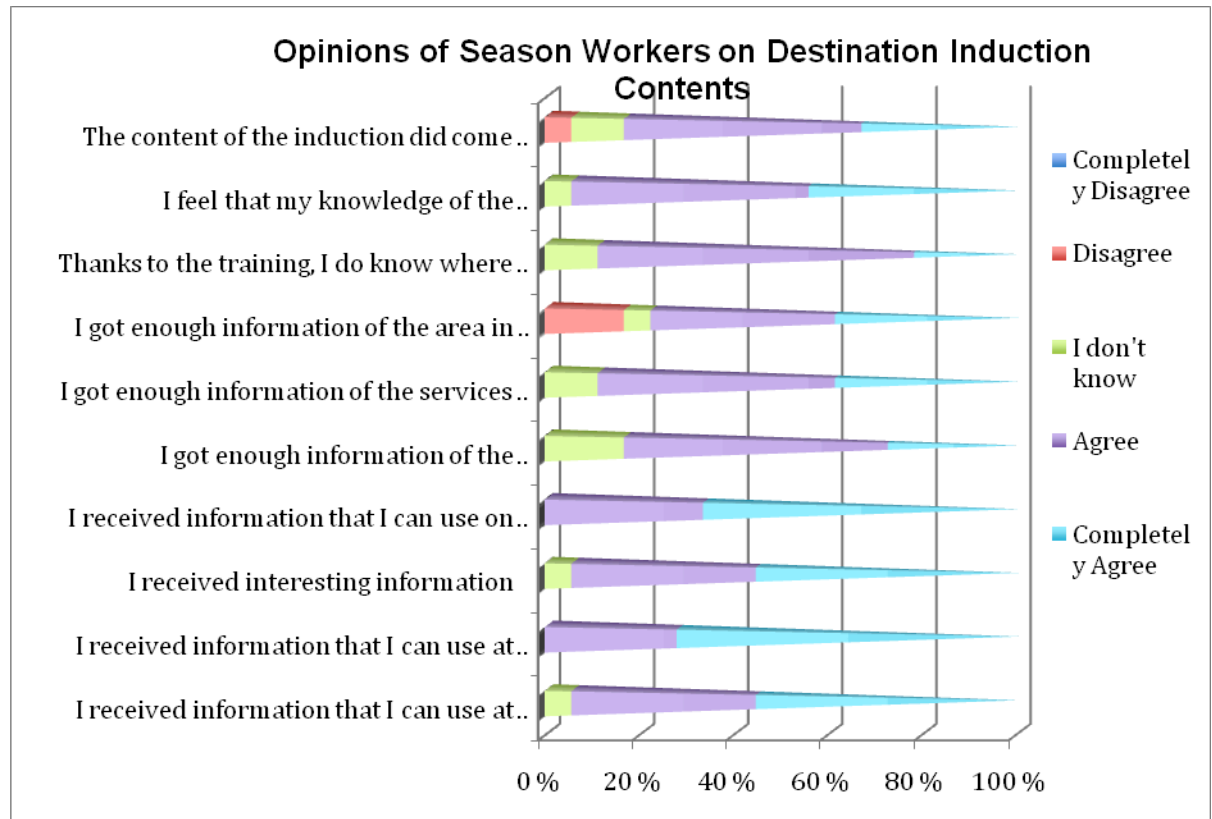


Figure 11. Opinions of Season Workers on Destination Induction Implementation (n=18)

On the contrary the interviewed season workers criticized the destination induction content being too narrow. It was suggested that the content should keep inside more general information of Ylläs, not only information of the companies operating in the area. The contents was said to be targeted for tourists rather than information specified for the workers of the area.

A big variety of improvement in the content was suggested. Many suggestions to improve the induction content were given by the interviewed season workers and the entrepreneurs. More information about following subjects was suggested:

- events
- services,prices
 - hotels
 - restaurants
 - doctors
- who offers and what
- history
- nature; national park
- routes, tracks and slopes; maintaining
- people
- culture
- surrounding villages
- possible permissions

Destination induction was considered to lack decent induction material. The material was considered to be considerably beneficial for work and free-time as well as to support the learning. However, not relevantly many would have taken the material distributed in the bus back to work to share with their colleagues. In addition, on many questions the choice “ I don’t know” was chosen. This indicates that the material was not necessary read during the bus ride, and that’s why the answer 3 “ I don’t know” was ticked (Figure 12.). Also the interviews revealed that many of the season workers in the destination induction bus did not have the chance to read the material through and some were just browsing through the material.

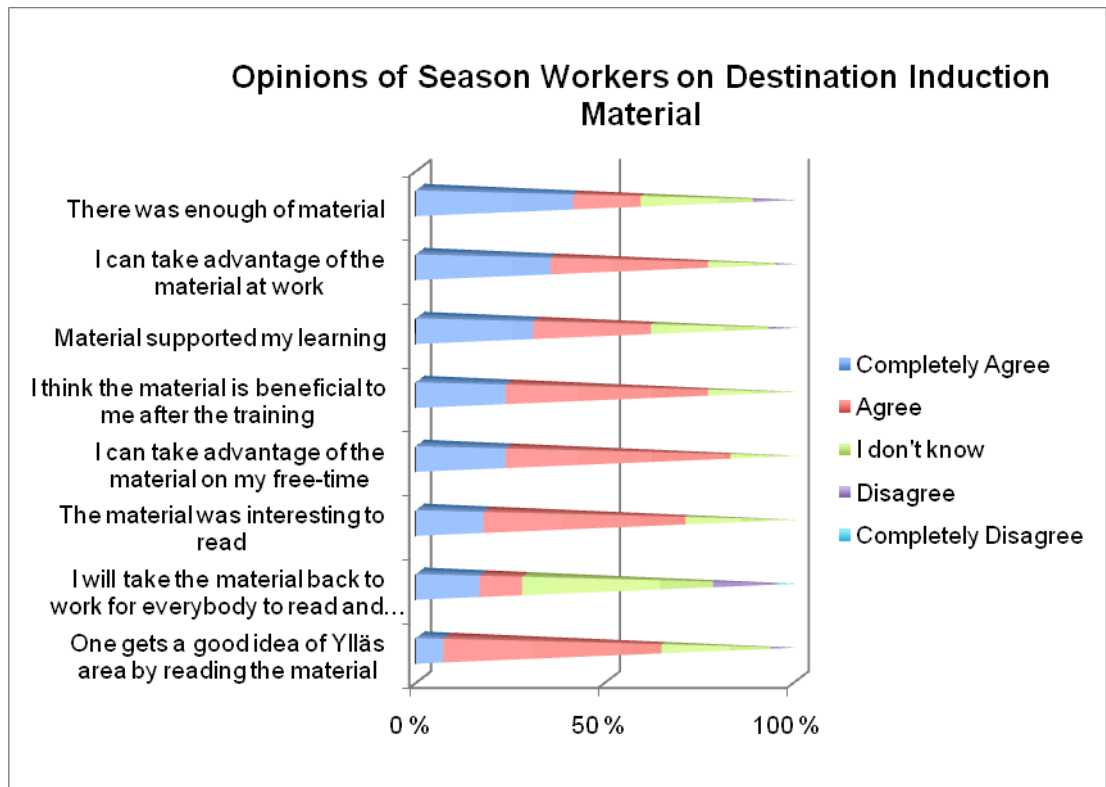


Figure 12. Opinions of Season Workers on Destination Induction Implementation (n=18)

A relevant part of the season workers did not read the material given on the bus at all. However, the induction material was not seen to be completely useless. (Figure 13.)

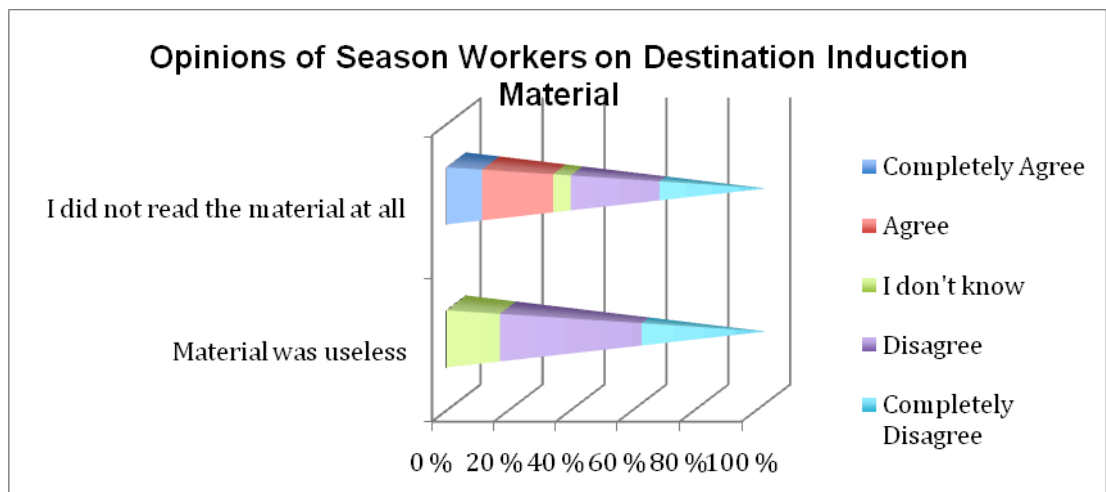


Figure 13. Opinions of Season Workers on Destination Induction Implementation (n=18)

The material distributed in the destination induction bus was considered to be aimed at tourists. It was suggested that a map should be distributed for

everybody participating the destination induction bus. A need for map at work was emphasised by all the interviewed season workers.

In general, a need for an information package to support the induction was detected. A material specified for enhancing the destination knowledge stood out from the study several times. (Entrepreneur 17, 9.)

"A clear induction leaflet of Ylläs area for the employees that would be distributed to them in the induction bus..." (Entrepreneur 17.)

"Written package would be cool. You would be able to check things if you have forgotten something." (Entrepreneur 9.)

Kuukkeli was seen as a beneficial package out of all the existing induction material when thinking of work and free-time. Kuukkeli was considered to contain a lot of contact information, information of events of the area and happenings. Ylläs web pages, as supporting induction material, were seen as insufficient and incomplete when it comes to the usability at work. The summer and winter brochures were seen as information targeted for tourists needs only, but to a certain extend beneficial for free-time. In general, the existing material of Ylläs was experienced as unclear, slow to use and unpractical at work and free-time. The improvement suggestions for destination induction material that stood out are as follows:

- information about the activities for locals
- a map of the area; in the induction bus and for customers
- existing information gathered inside one "folder"
- themed and clear material
- material that would be fast to use
- manual and electronical material needed
- vocabulary of Lapland in Finnish and English
- the benefits of Ylläs Staff Pass

5.3.3 Attitudes and Motivation on Induction

The attitudes of the season workers in the induction bus towards the importance of destination induction were positive. The respondents

considered managing the destination knowledge important and beneficial in their work, free-time and in customer service. The interviewed season workers experienced that the motives to participate were own interest and to be able to help customers. (Figure 14.)

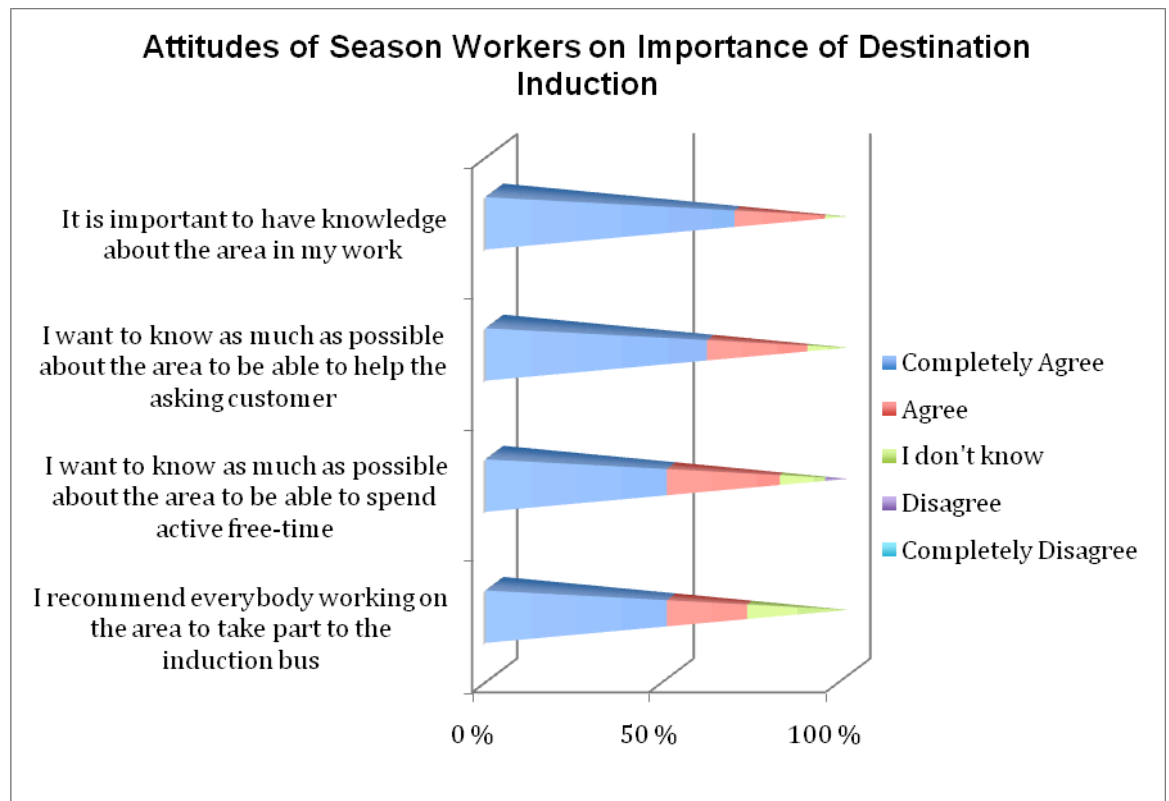


Figure 14. Attitudes of Season Workers on Destination Induction (n=18)

The overall attitudes of the entrepreneurs in Ylläs towards destination induction were very positive. This was also the main opinion of the interviewed season workers. The entrepreneurs considered destination induction important. In addition, majority of the entrepreneurs did recommend the destination induction bus to all to their new workers and considered important to have knowledge of the destination. The entrepreneurs also consider that the satisfaction of their workers is important. (Figure 15.) Very few considered that taking part to the destination induction bus was waste of time (Figure 16.).

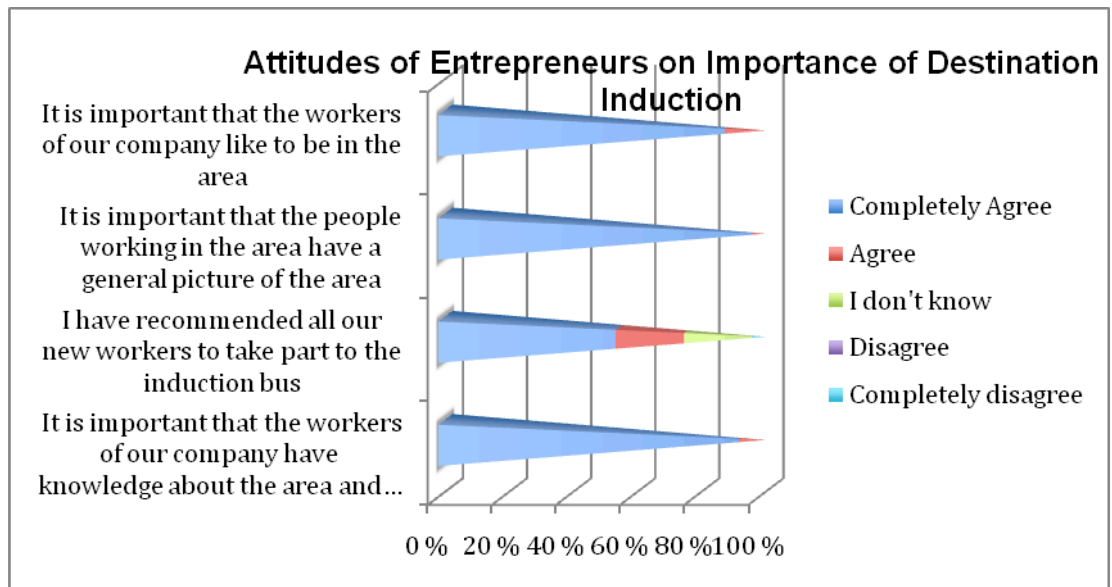


Figure 15. Attitudes of Entrepreneurs on Destination Induction (n=26)

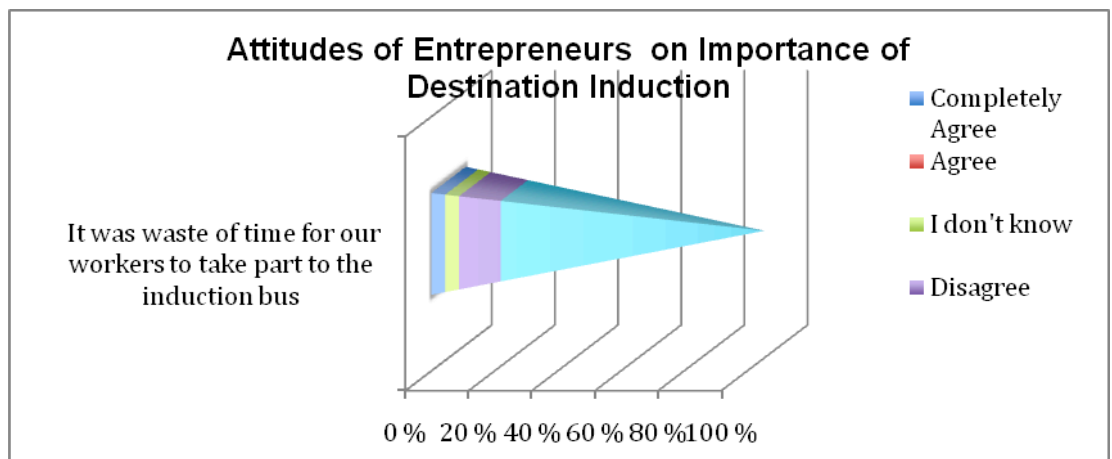


Figure 16. Attitudes of Entrepreneurs on Destination Induction (n=26)

5.4 Conclusions of Results

The purpose of this thesis was to study the current state of destination induction in Ylläs and to find out if there is a need for development. The research questions were; What is the current state of destination induction in Ylläs? What are the issues to be developed? How should the destination induction in Ylläs be developed?

The destination induction process in Ylläs is partly functioning. However, it contains some very relevant defects that need to be taken into consideration when developing the destination induction.

First of all, when reflecting the destination induction in Ylläs to the nine-step approach on Table 1, it becomes obvious that there is a need for systematic approach to develop the destination induction in Ylläs. Secondly, when applying induction to a destination level the role of learning in induction as well as the characteristics of a good trainer and training situation need to be emphasised when developing the destination induction.

The results of the survey for the season workers were, all in all, very positive and nothing very alarming stood out of the results. The fact, that all of the participants, excluding one, were on the area, and in the destination induction bus for the first time, and that the survey was executed before the participants had any experience on the work in the area, presumably had an influence on the results. However, the low participant rate of the induction bus was very obvious and something that needs to be studied further.

The survey for the entrepreneurs was executed to find out the point of view and attitudes of the entrepreneurs towards the destination induction in Ylläs. The results of the survey for the entrepreneurs of the area indicated some suggestions for a more functional concept of destination induction. In addition, the factors that stood out of the survey for the entrepreneurs, were, the frequency and the point of the time of the induction. Open-ended questions on the survey revealed a lot of the opinions of the entrepreneurs and covered mainly the contents and material. The induction contents was

suggested to be more broad and an information folder containing all the Ylläs information on one place was required.

The interviews for the season workers were implemented to find out whether the contents, material and the implementation of the induction were advantageous during the season. It was obvious that the information provided of Ylläs area and the contents of the induction did not always serve the interests and needs of the interviewed season workers. In addition, the implementation of the induction was considered being unvaried and monotonous. Company visits and interaction between the other season workers of the area were suggested.

In conclusion, the topics to develop that stood out from the study are as follows:

- Systematic plan for destination induction
- Frequency of the induction
- Execution method of the induction
- Point of the time of the induction
- Usability and utility of the induction material in the induction
- Usability and utility of the induction material on-work and off-work
- Usability and utility of the contents of the induction on-work and off-work
- Feedback

6 DEVELOPMENT SUGGESTIONS FOR DESTINATION INDUCTION IN YLLÄS

6.1 Virtual Tour in Auditorium

The destination induction would be executed virtually in an auditorium. The virtual bus tour would take place twice a day for two days in the mornings and afternoons in the weeks 49 and 8. Changing the point of the time to be one week later would ensure that all the workers that are willing to participate in the induction would already be in the area. In addition, the season would be still in the beginning. When the companies would be informed about the induction in advanced, the employees together with the employers would be able to check a suitable time for everybody to take part to the induction.(Table 3 a.)

Table 3 a. Virtual Tour in Auditorium.

TOPIC	CURRENT STATE	IMPROVEMENT SUGGESTIONS
Frequency of the induction.	Induction taking place too seldom in the weeks 47 and 7.	Induction taking place twice a day for two days in the weeks 49 and 8.
Execution method.	Destination induction bus tour through the area criticized to lack action and interaction with other season workers. Guide providing facts on the bus.	Destination induction bus tour changed to be in a form of a virtual presentation. Possibility to play area knowledge and interaction enhancing board game. Snacks and beverages.
Point of the time of the induction.	Weeks 47 and 7 are bad timing for the destination induction. Bus tour in the morning.	Induction changed into a two day realisation on weeks 49 and 8. Induction taking place twice a day, in the morning and afternoon.

Due to the fact that sitting in the bus without any extra activities was considered monotonous the concept of a destination induction bus would be changed into virtual tour. The virtual tour would go through the area and contain the following information of the area:

- companies, their services and main products
- events taking place during the season
- history of the area
- nature of the area; the national park

- routes, tracks and slopes and the maintenance
- the people and the culture of the area
- surrounding villages of Ylläs
- possible permissions

After the virtual tour snacks and beverages would be available and the participants would be divided into teams. The teams would be formed with the principle that people working in the same place would not be in the same team. This would help the participants to get to know each other. Each team would get a board game to play. The game would function in the same way as The Trivial Pursuit. The game would contain little question cards, and each time the player knows the answer he/she would receive a slice to attach into their man. The winner would be the one that gets their man filled the first. The content of the game would be approximately the same as virtual bus tour has. By playing the game the season workers would get to know each other and at the same time the playing would enhance the sense of community. Advance enrolment to the induction would need to take place. This would enable the organiser of the event to select the teams beforehand.

When the season workers are finished with playing, they would be given a small feedback/ exam form. Each trainee would need to fill in the feedback/exam form to get the Ylläs Staff Pass, which entitles to discounts in the area. By collecting the feedback/exam from all the participants the organiser can monitor the level of learning and receive improvement suggestions to develop the induction. Before leaving the induction, the participants would all receive a folder containing the information given on written form. In addition, the folder would contain the following:

- information about the activities for locals
- a map of the area
- vocabulary of Lapland in Finnish and English
- the benefits of Ylläs Staff Pass (Table 3 b.)

Table 3 b. Virtual Tour in Auditorium.

TOPIC	CURRENT STATE	IMPROVEMENT SUGGESTIONS
Usability and utility of the induction material in the induction.	Kuukkeli. Yllä winter and summer brochures.	A manual folder containing information about following topics: <ul style="list-style-type: none"> • Companies, their services and main products • Events taking place during the season • History of the area • Nature of the area; the national park • Routes, tracks and slopes and the maintenance • People and culture of the area • Surrounding villages of Ylläs • Possible permissions • Information about the activities for locals • Map of the area • Vocabulary of Lapland in Finnish and English • Benefits of Ylläs Staff Pass listed
Usability and utility of the induction material on-work and off-work.	Kuukkeli. Ylläs summer and winter brochures. Ylläs web pages.	Manual and virtual information packages containing the same information as mentioned above.
Usability and utility of the contents of the induction on-work and off-work.	Contents limiting too much on information about the companies of the area.	Manual and virtual area information containing the following topics: <ul style="list-style-type: none"> • Companies, their services and main products • Events taking place during the season • History of the area • Nature of the area; the national park • Routes, tracks and slopes and the maintenance • People and culture of the area • Surrounding villages of Ylläs • Possible permissions • Information about the activities for locals • Map of the area • Vocabulary of Lapland in Finnish and English • Benefits of Ylläs Staff Pass listed
Feedback/Exam.	No possibility to give feedback or do an exam.	Possibility to give written feedback and do a written exam on the induction day.

6.2 Ylläs Days Event

Ylläs Days would be organised in one of the local premises. Ylläs Days would be a 1- to 2- days event where all the companies would be able to present themselves, their products, services, locations and opening hours. An event like this would enable all the workers to visit Ylläs Days whenever they have a chance and interest in it on those 1- to 2- days. Ylläs Days

would also be open for public and organised in the week 8. For the workers that are coming to the area earlier a manual and virtual versions of area knowledge would be distributed when starting work. This would be on the companies' responsibility.

To enhance the sense of community among the workers of the area and to create a possibility to interact with each other "battle night" would take place. In the battle night the same board games would be used as in "Virtual tour in Auditorium" suggestion. Each company would be able to buy the games from the Ylläs Travel Association. To buy the Ylläs game and play it within the company would result to a good Ylläs knowledge and be beneficial for the workers and companies. The best players of the companies would then compete against other companies in battle-nights that would be organised once to twice a month. Battle nights would be organised in the bars of the Ylläs area and an organised ride would take the competitors and their teams to the battle night venue. The teams would compete against each other and the winner teams would enter the finals that would be organised at the end of the season. Prizes would be offered. With the help of the game knowledge of Ylläs would increase remarkably among the season workers, and the induction would be at the same time fun and beneficial. (Table 4 a.)

Table 4 a. Ylläs Days Event.

TOPIC	CURRENT STATE	IMPROVEMENT SUGGESTIONS
Frequency of the induction.	Induction taking place too seldom in the weeks 47 and 7.	Induction taking place for two days in the week 8.
Execution method.	Destination induction bus tour through the area criticized to lack action and interaction with other season workers. Guide providing facts on the bus.	Bus tour changed to be in a form of a virtual presentation. Ylläs- Days. Battle night.
Point of the time of the induction.	Weeks 47 and 7 are bad timing for the destination induction. Bus tour in the morning.	Induction changed into two days realisation in the week 8.

In addition to the companies presenting themselves a scheduled once- in- an- hour Ylläs presentation would take place. This would be a presentation realized virtually in an auditorium and the contents would be as follows:

- companies, their services and main products
- events taking place during the season
- history of the area
- nature of the area; the national park
- routes, tracks and slopes and the maintenance
- the people and the culture of the area
- surrounding villages of Ylläs
- possible permissions (Table 4 b.)

Participation and filling in the feedback/exam survey would result in Ylläs Staff Pass. All the companies would send a list of the participants beforehand to make the controlling of the visitors of the presentation easier. Before leaving the presentation, the participants would all receive a folder containing the information given in written form. In addition to the information given in the presentation, the folder would contain the following as well:

- information about the activities for locals
- a map of the area
- vocabulary of Lapland in Finnish and English
- the benefits of Ylläs Staff Pass (Table 4 b.)

Table 4 b. Ylläs Days Event.

TOPIC	CURRENT STATE	IMPROVEMENT SUGGESTIONS
Usability and utility of the induction material in the induction	Kuukkeli. Ylläs winter and summer brochures.	A manual folder containing information about following topics: <ul style="list-style-type: none"> • Companies, their services and main products • Events taking place during the season • History of the area • Nature of the area; the national park • Routes, tracks and slopes and the maintenance • People and culture of the area • Surrounding villages of Ylläs • Possible permissions • Information about the activities for locals • Map of the area • Vocabulary of Lapland in Finnish and English • Benefits of Ylläs Staff Pass listed
Usability and utility of the induction material on-work and off-work	Kuukkeli. Ylläs summer and winter brochures. Ylläs web pages.	Manual and virtual information packages containing the same information as mentioned above
Usability and utility of the contents of the induction on-work and off-work	Contents limiting on information about the companies of the area.	Manual and virtual area information containing the following topics <ul style="list-style-type: none"> • Companies, their services and main products • Events taking place during the season • History of the area • Nature of the area; the national park • Routes, tracks and slopes and the maintenance • People and culture of the area • Surrounding villages of Ylläs • Possible permissions • Information about the activities for locals • Map of the area • Vocabulary of Lapland in Finnish and English • Benefits of Ylläs Staff Pass listed
Feedback/Exam	No possibility to give feedback or do an exam.	Possibility to give written feedback and do a written exam on the induction day.

In addition to both of the suggestions the induction material would be in electronical form as well. The material would be locaed in the web-pages of

Ylläs or in the Facebook profil of the Ylläs Travel Association. The material being in virtual form would increase the usability and utility of the material, both on-work and off-work. The website would also keep inside a chat forum for the employees of Ylläs. The forum would be for everybody to use on-work and off-work and would this way make the co-operation and communication easier within the destination.

7 CONCLUSIONS

This study was conducted to find out the current state of the destination induction in Ylläs, if there is a need for development and what kind of development would need to be done. Two surveys, interviews and observation took place. The observation took place in the destination induction bus in November 2009 and was conducted to find out the behaviour of the participants to be able to form relevant questions for the survey that was to be conducted in the induction bus in February 2010.

The survey in the destination induction bus resulted to 18 responses out of 20. The results were relatively positive but did not necessarily reflect the reality. The participants of the bus were all, but one, first time in the bus and working in the area. In addition, the survey was conducted in the beginning of the season. This all gives grounds to argue that the responds given in the destination induction bus survey were to a certain extent too optimistic. Due to this, more emphasis was given to the opinions of the entrepreneurs and interviewed season workers when forming the development suggestions.

The survey for the entrepreneurs of the area was a good way to get opinions of the entrepreneurs towards the destination induction. However, some of the questions were assumable targeted for a wrong sample due to so many “I don’t know answers”.

The interviews were executed with four season workers. The interviews gave a realistic picture of the beneficiality and usefulness of the induction, since the interviews were conducted after the season. This ensured that the season workers had experience on the work and the season when taking part to the interview. Due to this, the season workers were able to reflect the usefulness of the induction to the work and have very much different view to the topic than before the season.

I believe that the surveys and interviews gave reliable results since the respondent rates were considerably good and the venues where the surveys

and interviews were conducted were good. I consider that this thesis was done following the ethical recommendations for researchers. No names or personal information were revealed to outsiders in any phase of the thesis process.

According to the research, there is a need for development in the destination induction process in Ylläs. Destination induction has taken place in Ylläs since year 2007 and it has not been studied before. In Ylläs no written descriptions or regular measuring of the outcomes of the destination induction exist. The process is incomplete and in need of development.

To improve the destination induction process in Ylläs, two improvement suggestions were developed. "Virtual tour in auditorium" suggestion is a development idea that introduces virtually executed destination induction. In addition, there would be a board game containing Ylläs information for the season workers to play. In the end of the induction feedback would be collected and induction material distributed.

Second suggestion was introducing the idea of Ylläs Days, an event including companies presenting themselves as well as virtual introduction to the area of Ylläs. In the end of the audio-visual presentation of the area, feedback collection and distribution of the induction material would take place.

In addition, the concept of battle night was introduced. Battle nights would be small events organised through the seasons in the local bars where the board game containing Ylläs information would be played. In the end of the season a final battle would take place.

In addition to both the suggestions, the induction material would exist in virtual form in the Ylläs web pages accompanied by a chat room, or in the Facebook profile of the Ylläs Travel Association. The contents of the virtual presentations would include general information about the area. The contents would be kept short and simple, however containing the beneficial

information that is required to know when working in the area. The material contents would be very much the same, concentrated on clear structure.

Through feedback collection the continuous development of the destination induction process in Ylläs would be ensured, and the development would be done according to the wishes of the induction target. This would ensure the functionality of the induction process and result in successfully inducted employees within the destination.

Making of this thesis was not an easy project for me but I believe that the results of the thesis are usable for the commissioner since they do not require too many resources, such as money, time and/or human resources. In addition, the development suggestions are made from the point of view of learning and sense of community, which are both vital for a well-being of a productive and efficient personnel.

BIBLIOGRAPHY

- Baum, T. 2006. Human Resource Management for Tourism, Hospitality and Leisure: An International Perspective. London: Thomson Learning.
- Beech, J. – Chadwick, S. 2006. The Business of Tourism Management. Essex: Pearson Education Limited.
- Bratton, J. – Gold, J. 2003. Human Resource Management – Theory and Practise – 3rd edition. New York: Palgrave MacMillan.
- Creswell, J. W. 2009. Research Design- Qualitative, Quantitative, and Mixed Methods Approaches. California: Sage.
- Destination Quality Net, 2010. Destination Quality Net. Address: <http://www.dqn.fi/dqn/suomeksi/Etusivu.iw3> Accessed 24 May 2010.
- Grugulis, I. 2007. Skills, Training and Human Resource Development – A Critical Text. New York: Palgrave MacMillan.
- Helakorpi, S. 2006. Koulutuksen kehittävä arviointi- työkaluja osaamisen johtamiseen. Hämeenlinna: HAMK.
- Heyes, D. K. – Ninemeier, J. D. 2009. Human Resources Management in The Hospitality Industry. New Jersey: Wiley.
- Hirsjärvi, S. – Hurme, H. 2008. Tutkimushaastattelu: Teemahaastattelun teoria ja käytäntö. Helsinki: Gaudeamus Helsinki University Press.
- Jalava, U. – Wikman, A. 2003. Työ ja oppiminen yrityksissä- Ongelmista ratkaisuihin. Helsinki: WSOY.
- Jones, E. – Haven–Tang, C. 2005. Tourism SMEs, Service Quality and Destination Competitiveness. Cardiff: CABI Publishing
- Kjelin, E. – Kuusisto, P. 2003. Tulokkaasta tuloksentekijäksi. Helsinki: Talentum.
- Kupias, P. – Peltola, R. 2009. Perehdyttämisen pelikentällä. Helsinki: Palmenia.
- Lapin Liitto 2011. Tilastot ja Julkaisut. Tilastot. Matkailu. Address: http://www.lapinliitto.fi/julkaisut_ja_tilastot/matkailu Accessed 18 May 2011.
- Mettiäinen, I. 2007. Tunturinlaidan kylästä matkailukeskukseksi. Paikallisten toimijoiden näkökulmia Ylläksen ja Levin matkailukeskusten kehittymiseen ja vuorovaikutteiseen suunnitteluun. Rovaniemi.
- Nickson, D. 2007. Human Resource Management for the Hospitality and

Tourism Industries. Oxford: Elsevier Ltd.

Tammia, T. 2004. Kulttuuri kylän matkailupalveluissa. Lapin yliopiston täydennyskoulutuskeskuksen julkaisu 63. Rovaniemi.

Tuomi, J. – Sarajärvi, A. 2002. Laadullinen tutkimus ja sisällönanalyysi. Helsinki: Tammi.

Tyson, S. 2006. Essentials of Human Resource Management. Oxford: Elsevier Ltd.

Walén-Jatkola, T. 2010. Interview of Managing Director of Ylläs Travel Association in 24 May 2010.

Ylläksen matkailuyhdistyksen säännöt 2004.

Emeraldinsight 2011. Emeraldinsight 2011. Address:
<http://www.emeraldinsight.com/journals.htm?issn=0967-0734&volume=11&issue=2&articleid=1411774&show=html>
Accessed 28 February 2011.

Ylläs 2011. Etusivu Ylläs. Address: <http://www.yllas.fi/> Accessed 5 March 2011.

APPENDICES

Survey for the Entrepreneurs of the Ylläs Area	Appendix 1
Survey for the Season Workers	Appendix 2
Interview Questions	Appendix 3
Observation Notes	Appendix 4
Nine-Step Model	Appendix 5

Kysely Ylläksen alueen yrityksille

Hei Sinä kyselyn saanut yrittäjä! Kyselyn tarkoitus on kartoittaa alueperhdytyksen kehittämistarpeita Ylläksellä. Tavoitteenamme on kehittää toimiva tapa perehdyttää sesonkityöntekijä Ylläksen alueeseen.

Kyselyn täyttäminen kestää noin 10 minuuttia. Mielpiteesi on meille erittäin tärkeä! Vastauksesi käsitellään luottamuksellisesti. Kiitos.

1) Taustatietosi

Nimi? (vapaaehtoinen)

Työtehtävä yrityksessä?

2) Yrityksen taustatiedot

Yrityksen nimi?

Monettako vuotta toiminnassa?

3) Yrityksessämme ollaan tietoisia

☐ Ylläksellä kausittain järjestettävästä aluebussikierroksesta

☐ Ylläs-passista

4) Milloin suurinosa (uusista) sesonkityöntekijöistänne saapuvat alueelle? (viikko?)

5) Kuuluuko yrityksenne käytäntöihin perehdyttää uusi työntekijä työhönsä?

- ☐ kyllä
☐ ei
☐ en osaa sanoa

6) Henkilöstönne perehdytys sisältää aluetietoutta Ylläksestä

- ☐ erittäin paljon
☐ paljon
☐ en osaa sanoa
☐ vähän
☐ erittäin vähän
☐ ei lainkaan

Jos vastasit edelliseen kysymykseen "en osaa sanoa", tai "ei lainkaan", siirry kysymykseen 8.

7) Kuvaile millaista perehdytys aluetietouden osalta on.

8) Yrityksemme työntekijöitä on osallistunut aluebussikierrokselle tällä kaudella

- ☐ kyllä
☐ ei
☐ en osaa sanoa

9) Montako työntekijäännä on osallistunut aluebussikierrokselle tällä kaudella?

- ☐ ei lainkaan
☐ 1-3
☐ 4-6
☐ 7-9
☐ 10 tai enemmän
☐ en osaa sanoa

10) Arvioi seuraavia väittämiä asteikolla 5-1. 5=täysin samaa mieltä, 4=samaa mieltä, 3=en osaa sanoa, 2=eri mieltä, 1=täysin eri mieltä

	5 täysin samaa mieltä	4 samaa mieltä	3 en osaa sanoa	2 eri mieltä	1 täysin eri mieltä
On tärkeää, että yrityksen työntekijöillä on tietoutta alueesta ja sen tarjoamista palveluista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olen huomannut yrityksen työntekijöiden hyötynneen aluebussikierrokselle osallistumisesta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Olen suositellut aluebussikierrokselle osallistumista kaikille yrityksen uusille työntekijöille	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On tärkeää, että alueella työskentelevillä on kokonaiskuva alueesta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On tärkeää, että yrityksen työntekijät viihtyvät alueella	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yrityksen työntekijöiden osallistuminen aluebussikierrokselle on ajanhukkaa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11) Arvioi seuraavia väittämiä asteikolla 5-1. 5=täysin samaa mieltä, 4=samaa mieltä, 3=en osaa sanoa, 2=eri mieltä, 1=täysin eri mieltä

	5 täysin samaa mieltä	4 samaa mieltä	3 en osaa sanoa	2 eri mieltä	1 täysin eri mieltä
Viikot 48 ja 7 ovat sopiva ajankohta aluebussikierrokselle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mielestäni bussikierroksia pitäisi olla enemmän ja useampina päivinä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kaikki työntekijämme eivät ole saapuneet paikkakunnalle vielä viikolla 7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kaikki työntekijämme eivät ole irrotettavissa töistä aluebussikierrokselle samaan aikaan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yrityksemme ei ole saanut tietoa aluebussin toteutumisesta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aluebussikierros on hyvä tapa tutustua alueeseen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aluebussin tulisi kiertää useammin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alueperehdytyksen tulisi olla useampana päivänä jotta kaikkien yrityksemme työntekijöiden olisi mahdollista osallistua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Työntekijämme eivät osallistuneet aluebussikierrokselle koska siitä ei kertynyt palkallisia työtunteja	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yrityksemme on valmis maksamaan työntekijälle tunneista jotka hän viettää alueperehdytyksessä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12) Kuvaile, millainen aluetietoutta lisäävä koulutus sopisi parhaiten yrityksenne toimintatapoihin.

13) Kuvaile, millainen aluetieto olisi hyödyllistä teidän yrityksessänne työskenteleville.

14) Arvioi seuraavaa väittämää asteikolla 5-1. 5=täysin samaa mieltä, 4=samaa mieltä, 3=en osaa sanoa, 2=eri mieltä, 1=täysin eri mieltä

	5 täysin samaa mieltä	4 samaa mieltä	3 en osaa sanoa	2 eri mieltä	1 täysin eri mieltä
"Yksistä kansista" löytyvä työntekijälle suunnattu Yliästietous-paketti tukisi alueeseen perehdyttämistä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15) Jäikö mielenpääillesi vielä jotain? Kerrothan meille. Sana on vapaa!

Kysely alueperehdytysbussiin osallistuville 2010

Hei Sinä kyselyyn osallistuja! Istuit juuri bussissa noin kaksi tuntia kiertäen Yläksen aluetta. Mitä ajatuksia kierros sinussa herätti? Kerrothan meille REHELLISEN mielipiteesi vastaamalla kaikkiin kysymyksiin.

Kyselyn tarkoitus on kartoittaa alueperehdytyksen kehittämistarpeita ja siihen tarvitsemme juuri Sinun arviosi! Kyselyn täyttäminen kestää noin 10 minuuttia. Kiitos jo etukäteen! Vastauksesi käsitellään luottamuksellisesti.

1) Nimesi ja puhelinnumerosi?* (vapaaehtoinen)

2) Kotiläänisi?

3) Yritys jossa työskentelet? Työtehtäväsi yrityksessä?

4) Työskentelen Yläksellä

- ☐ a) 1.kautta
☐ b) 2.kautta
☐ c) 3.kautta
☐ d) 4.tai useampaa kautta
☐ Kirjoita vastausvaihtoehto tähän

5) Asun alueella ympäri vuoden?

- ☐ kyllä ☐ en

6) Olen alueperehdytysbussissa

- ☐ 1.kertaa
☐ 2.kertaa
☐ 3.kertaa
☐ 4.tai useampaa kertaa

7) Sain tietää alueperehdytysbussin toteutumisesta

- ☐ työpaikan perehdyttämisen yhteydessä
☐ työkavereilta
☐ kavereilta
☐ internetistä
☐ muualta. Mistä?

8) Olen saanut aluetietoutta Yläksestä

	5=erittäin paljon	4=paljon	3=en osaa sanoa	2=vähän	1=erittäin vähän
tältä bussikierrokselta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
työpaikan perehdyttämisen yhteydessä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
työkavereilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kavereilta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
internetistä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kuukkelista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
muualta. Mistä?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9) Olen suorittanut Yläs passin?

- ☐ Kyllä
☐ En

10) Työnantajani suhtautuminen perehdytysbussiin osallistumiseeni oli

- ☐ erittäin positiivinen
☐ positiivinen
☐ neutraali
☐ negatiivinen
☐ erittäin negatiivinen
☐ en osaa sanoa

11) ARVIOI KOULUTUKSEN TOTEUTTAMISTA ASTEIKOLLA 5-1. 5=TÄYSIN SAMAA MIELTÄ 4=JOKSEENKIN SAMAA MIELTÄ 3=EN OSAA SANOA 2=JOKSEENKIN ERI MIELTÄ 1=TÄYSIN ERI MIELTÄ

	5=täysin samaa mieltä	4=samaa mieltä	3=en osaa sanoa	2=eri mieltä	1=täysin eri mieltä
Bussikierroksen toteutumisesta tiedottaminen oli onnistunutta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kouluttaja oli innostava	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bussikierros oli pituudeltaan sopiva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perehdytyksen tavoitteiden selvittäminen bussikierroksen alkaessa oli hyvää	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nukahtelin bussikierroksen aikana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suosin luentomaista koulutusta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Käytetty koulutusmenetelmä tuki oppimistani	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mieleni teki poistua bussista kesken koulutuksen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jaksoin kuunnella kouluttajaa loppuun asti herpaantumatta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luentomainen koulutusmenetelmä oli tylsä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mielestäni olisi ollut hyvä tutustua paikkoihin menemällä tutustumaan erinäisiin yrityksiin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Osallistuisin mielelläni tapahtumaan, joka keskittyy alueen yrityksiin, palveluihin ja ympäristöön	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12) Kuvalle, millainen aluetietoutta lisäävä koulutus olisi juuri Sinulle mieluinen?

13) ARVIOI KOULUTUKSEN SISÄLTÖÄ ASTEIKOLLA 5-1. 5=TÄYSIN SAMAA MIELTÄ, 4=JOKSEENKIN SAMAA MIELTÄ, 3=EN OSAA SANOA, 2=JOKSEENKIN ERI MIELTÄ, 1=TÄYSIN ERI MIELTÄ

	5=täysin samaa mieltä	4=jokseenkin samaa mieltä	3=en osaa sanoa	2=jokseenkin eri mieltä	1=täysin eri mieltä
Sain tietoa, jota voin käyttää hyväkseni työssäni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sain tietoa, jota voin käyttää hyväkseni vapaa-ajalla	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sain kiinnostavaa tietoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sain tietoa, jota voin käyttää hyväkseni asiakaspalvelussa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sain riittävästi tietoa alueen yrityksistä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sain riittävästi tietoa alueen palveluista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sain riittävästi tietoa alueesta yleisesti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sain hyödyntöä tietoa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koen, että aluetietämykseni parantui bussikierroksen aikana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koen, että koulutuksen sisältö vastasi odotuksiani	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14) Kuvalle, millaista tietoa juuri Sinä haluaisit saada alueperehdytyksen yhteydessä.

15) ARVIOI KOULUTUSMATERIAALIA ASTEIKOLLA 5-1. 5=TÄYSIN SAMAA MIELTÄ 4=JOKSEENKIN SAMAA MIELTÄ 3=EN OSAA SANOA 2=JOKSEENKIN ERI MIELTÄ 1=TÄYSIN ERI MIELTÄ

	5=täysin samaa mieltä	4=jokseenkin samaa mieltä	3=en osaa sanoo	2=jokseenkin eri mieltä	1=täysin eri mieltä
Jaettu materiaali tuki oppimistani	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vien materiaalin työpaikalleni kaikkien luettavaksi ja hyödynnettäväksi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pystyn hyödyntämään jaettua materiaalia vapaa-ajallani	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suosi usein manuaalista materiaalia elektronisen materiaalin sijaan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jaettu materiaali oli mielenkiintoista luettavaa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yläksen alueesta saa hyvän kokonaiskuvan lukemalla pelkän materiaalin	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luulen, että materiaalista on minulle hyötyä koulutuksen jälkeen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materiaalia oli riittävästi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Saan paremman käsityksen alueen palveluista lukemalla Yläksen nettisivuja	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materiaali oli hyödytöntä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
En lukenut koko materiaalia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pystyn hyödyntämään jaettua materiaalia työtehtävissäni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16) Kuvaile, mitä kaikkea alueeseen perehdyttävän materiaalin tulisi sisältää, jotta saisit siitä parhaan mahdollisen hyödyn irti alueella viiptyäsi aikana.

17) ARVIOI SEURAAVIA VÄITTÄMIÄ ASTEIKOLLA 5-1. 5=TÄYSIN SAMAA MIELTÄ 4=JOKSEENKIN SAMAA MIELTÄ 3=EN OSAA SANOA 2=JOKSEENKIN ERI MIELTÄ 1=TÄYSIN ERI MIELTÄ

	5=täysin samaa mieltä	4=jokseenkin samaa mieltä	3=en osaa sanoa	2=jokseenkin eri mieltä	1=täysin eri mieltä
Koin, että bussikierros oli suunnattu juuri minun aluetietouteni parantamiseksi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koin, että bussikierros oli pelkkä alueen yritysten "mainoskikka"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koin, että tämä oli hyvä mahdollisuus tutustua alueen muihin työntekijöihin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koin yhteisöllisyyttä muiden bussikierrokselle tulneiden ihmisten kanssa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moni alueella työskentelevä ystäväni/kaverini ei päässyt bussikierrokselle töiden vuoksi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bussikierros antoi minulle kokonaiskuvan alueesta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutustuin alueen muihin työntekijöihin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bussikierros motivoi minua tutustumaan alueen palveluihin itsenäisesti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koen bussikierrokselle osallistumisesta olevan minulle hyötyä tulevan sesongin aikana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koen bussikierrokselle osallistumisesta olevan minulle hyötyä alueella viihtymiseni kannalta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutuksen ansiosta tiedän missä turisti-info sijaitsee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koen, että perehdytyksen suomilla tiedoilla kykenen auttamaan kysyvää asiakasta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koen, että osallistuminen bussikierrokselle oli silkkaa ajanhukkaa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koen bussikierroksen olleen tylsä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
En osallistu bussikierrokselle ensivuonna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suosittelen bussikierrosta jokaiselle alueella työskentelevälle ihmiselle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mielestäni aluetietous on tärkeää työssäni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haluan tietää alueesta mahdollisimman paljon kyetäkseen auttamaan asiakkaita	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haluan tietää alueesta mahdollisimman paljon kyetäkseen viettämään aktiivista vapaa-aikaa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18) ARVIOITHAN VIELÄ SEURAAVAT VÄITTÄMÄT ASTEIKOLLA 5-1. 5=TÄYSIN SAMAA MIELTÄ 4=JOKSEENKIN SAMAA MIELTÄ 3=EN OSAA SANOA 2=JOKSEENKIN ERI MIELTÄ 1=TÄYSIN ERI MIELTÄ

	5=täysin samaa mieltä	4=jokseenkin samaa mieltä	3=en osaa sanoa	2=jokseenkin eri mieltä	1=täysin eri mieltä
Hakiessani töihin Ylläkselle otin ennalta selvää alueesta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tietoa Ylläksen alueesta oli helppo löytää	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tietoa alueen palveluista oli helppo löytää	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tietoa erinäisistä yrityksistä oli helppo löytää	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tietoa harrastusmahdollisuuksista oli helppo löytää	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Etsin tietoa pääasiassa internetistä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ylläksen sivut ovat hyvä tietolähde sesonkityöntekijälle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ylläksen sivuilta löytyy paljon tietoa josta minulle on hyötyä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mitä muita ajatuksia bussikierros Sinussa herätti. Kerrothan meille! Sana on vapaa!

KIITOS VASTAUKSISTASI JA HYVÄÄ KAUDEN JATKOA! :)

*Jos jätit nimesi ja puhelinnumerosi kohtaan 1, otamme Sinuun mahdollisesti yhteyttä myöhemmin keväällä.

Lähetä



Appendix 3

Haastattelukysymykset

Toteutus

Miten sait tiedon perehdytysbussi kierroksen toteutumisesta?

Mitä odotit bussikierrokselta?

Täyttyivätkö odotuksesi?

Onko jotain mitä muuttaisit perehdytyksen toteuttamisessa?

Sisältö

Tieto, jota sait perehdytyksessä, käytitkö sitä sesongin aikana?

Mitä olisit itse halunnut tietää enemmän vapaa-aikaasi ajatellen?

Pystyitkö vastaamaan asiakkaiden kysymyksiin?

Materiaali

Olisiko jostain kootusta Ylläs tiedosta ollut hyötyä sesongin aikana?

Materiaali, jonka sait perehdytyksessä, oletko käyttänyt sitä?

Vapaa-aika

Oletko käyttänyt alueen palveluita?

Miten olet löytänyt tietyt palvelut?

Appendix 4

Havainnointi

- Kuukkeli, Ylläksen talviesite englanniksi ja suomeksi
- Porukka lukee esitteitä
- Joku sanoo: „työt esteenä bussiin osallistumiselle“
- Porukka ei tee muistiinpanoja
- 4 vuotta Ylläksellä töissä ollut: „ en oo käyny täällä koskaan“
- porukka seuraa
- keskittyminen herpaantuu noin puolen tunnin kuluttua
- väärää tietoa
- joku sanoo: „tutustuttas paikkoihin“
- porukka herpaantuu
- haukotuksia
- joku sanoo: „aika tynkä kekkerit“
- yksi nukkui

Appendix 5

Nine- Step Model

Step 1: Assessing training needs

Analysing training needs is a very important part of planning the training. It is crucial to know what the training needs of an individual and the group are. The needs need to fit into the organizational objectives to be able to develop training that goes together with the company culture, strategy and objectives. (Nickson 2007, 158) Assessing the needs may be done by observing the work performance, learning from the guests of the company, listening the staff, inspecting, throughout failure and mistakes, analysing financial data, assessing skills and performance and interviewing resigned staff. (Hayes–Ninemeier 2009, 79–80)

Step 2: Preparing the training plan

Training plan is done based on the information gotten from the step 1, assessing the training needs. The training plan should include the training initiative, methods, time and location of the training. (Nickson 2007,158)

Step 3: Specifying the training objectives

A crucial part of the training is to determine and specifying the training objectives to the trainees. (Nickson 2007, 159)

Step 4: Designing the training programme

The training programme should include the following:

- Duration of the programme.
- Structure of the programme.
- The instruction methods to be used.
- Supporting resources, such as training materials and facilities.
- Location and environment of the training.
- Instructor and the experience of the instructor.
- Origin of the training programme.
- The assessing criteria for the learning and achievement.
- Methods and criteria for evaluating the programme.

Step 5: Selecting the instruction method

There is no one best method to use for training and development of staff. There are several training methods to choose from and the challenge is to find the most appropriate one for serving the needs of the organisation and its staff. Three main categories of training methods can be considered to be adapted in the training. These are, in-company on-the-job, in-company off-the-job and external off-the-job. (Nickson 2007, 159)

In-company, on-the-job training is very popular form of training. This form of training can be implemented with 'sitting next to Nellie'-technique, where the new employee learns through watching and observing another employee. Mentoring, which is targeted mainly for the managerial staff where the trainee learns through observing the mentor can be a method as well applied. The last, use of job-rotation where the trainee is placed into a job without any training and learns through practice. When the learning has taken place, the trainee moves into another job. (Nickson 2007, 160)

In-company, off-the-job takes place outside the employees' normal place of work. In company, off-the-job is often executed by a department specialized for training. There are several methods that can be used in in-company, off-the-job training. The methods can be anything varying from case studies and role plays to lectures and computer learning packages. (Nickson 2007, 160–162)

External, off-the-job training considers the training and development happening external to the organisations. For instance, employees may be encouraged to take part in different degree programmes or courses organised by institutions and schools. (Nickson 2007, 162–163)

Step 6: Completing the training

With the considered aspects of the training, the training can be completed. The factors that are required from a complete training plan are, the target group, the topic, the methods, time and location. (Nickson 2007, 163)

Step 7: Conducting the training

Step 8: Evaluating the training

The evaluation of the training can be done in many ways. Tests, exams, questionnaires, projects, exercises, tutor reports, interviews of the trainees, observation and discussions can all be used separately or together when evaluating training.

Step 9: Planning further training. (Nickson 2007, 163–164)