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Orientation in Action

– Case Company: Company X



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Orientation in Action

- Case Company: Company X

The thesis examines the difference between organizational and departmental orientation as well as different methods that can be used in orientation. Based on these findings a researcher created a new orientation programme to Company X. The aim was to examine what are the main components of a successful orientation programme, what are the tools needed to review an existing programme and how new employees can be better engaged to a company through orientation.

The objective of the questionnaire was to review the current orientation programme in Case Company and to give perspective on what issues needed to be changed. To find the correct approach to propose solutions to the found issues, literature was reviewed. A current orientation programme was reviewed from the perspective of feedback given from the interviews and observations of managers and trainers. Study was conducted by a qualitative questionnaire to the most recent new employees in a Company X. Observations of trainers and managers was also used as a result of a research. Those results were used to conduct a new orientation programme.

As a conclusion, researcher reviewed how new employees can be engaged to a new company through orientation, what were important tools for orientation and what were best methods used of orientation for Company X.

Keywords:

orientation, instructor, new employee, human resources management, manager, orientation programme, organizational orientation, departmental orientation

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Perehdytys toiminnassa

- Yritys: Yritys X

Opinnäytetyössä tarkastellaan organisaatio- ja osastoperehdytyksen eroa ja erilaisia perehdytyksessä käytettäviä menetelmiä. Näiden tulosten perusteella tutkija luo uuden perehdyttämishjelman Yritys X:lle. Tämän opinnäytetyön tavoitteena on suunnitella yritykselle uusi perehdytysohjelma. Tavoitteena on myös selvittää, mitkä ovat onnistuneen perehdyttämishjelman pääkomponentit, mitä työkaluja perehdytyksessä tarvitaan, arvioida olemassa olevaa ohjelmaa ja miettiä kuinka uusia työntekijöitä sitoutetaan yritykseen perehdyttämisen kautta.

Tutkimus toteutettiin yrityksen uusimmille työntekijöille laadullisella kyselylomakkeella. Tutkija käytti apuna myös perehdyttäjien ja esihenkilöiden havaintoja. Kyselyn tavoitteena oli arvioida yrityksen nykyistä perehdytysohjelmaa ja saada näkökulmia siihen mitä pitäisi muuttaa. Oikean lähestymistavan löytämiseksi havaittuihin ongelmiin tutkija arvioi kirjallisuutta. Nykyistä perehdytysohjelmaa tarkasteltiin haastatteluista saadun palautteen ja ammattilaisten havaintojen näkökulmasta.

Johtopäätöksenä tutkija selvitti, kuinka uusia työntekijöitä voidaan sitouttaa yritykseen perehdyttämisen kautta, mitkä ovat tärkeitä työkaluja joita käytetään perehdytyksessä ja mitkä ovat parhaiten soveltuvat perehdytysmenetelmät Yritys X:lle.

Asiasanat:

perehdytys, perehdyttäjä, uusi työntekijä, henkilöstöhallinto, esimies, perehdytysohjelma, organisaatiollinen perehdytys, osastoperehdytys

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1 Introduction

1.1 Principles

The orientation is a process where a new employee is introduced to a new work and a new company. The orientation is also known as onboarding, induction and training. The goal of orientation is to help a new employee to feel welcome, to get committed to an organization and perform tasks as quickly as possible (Heathfield, 2019).

The orientation can be divided into sections such as an organizational orientation, a departmental orientation and a follow-up orientation. The orientation is usually performed by a human resources department and a manager when an employee starts working at the company. The departmental orientation is performed by a company's current employee known as the instructor. Training gives new employees the skills to perform their work (Dessler, 2016).

Focusing on the work performance might be hard until a new employee has managed to familiarize oneself with the details and the routine of the work. This is why training and support are needed on the first days in a new work. The orientation has come far from the days when a human resources representative describes the history, rules and benefits of a company. Carefully planned and executed orientation is a key to keep employees engaged in a company from the start of one's career (Arthur, 2005).

1.2 Motivation

The research topic was suggested to the Case Company by the author of this thesis and the company supported the idea because they wanted to develop their orientation programme to be more effective and a timetable to be more clearer. The researcher had noticed several deficiencies in the process of

orientation in the Case Company. The goal of the research was to plan a new orientation programme for the Case Company.

The author has considerable experience from the orientation in Company X as she has been part of a team who has orientated new employees in the Case Company. The researcher had three motivators behind the topic on why to research this specific topic. The first one was her personal interest on how new employees could be engaged to a company's values through orientation. The second one was to provide better tools for the instructors and for the company for efficient orientation. And the third one was to make the orientation programme more straightforward in a Case Study company.

1.3 Company introduction

Company X is one of the leading software companies in Europe. Company X consists of 200 corporations and operates in over 200 countries. In Finland, Company X consists of multiple small and medium large companies and produces solutions of financial management, human resources and enterprise resource planning for companies and municipalities. One of these companies is Company X that performs a debt collection services, an invoicing and a legal services in the Turku region. Company X department Front Office is a part of the company where the research is conducted. (xxx, 2021).

At Company X the work covers the whole receivables management process from sending an invoice to a possible distraint collection. Order to cash department has been divided into three divisions including accounts receivable management, back office core and front office.

Front office department performs a customer service duties of the Company X. The employees answer incoming calls, emails and online contacts. When necessary, employees also call outwards. The work encompasses demanding customer service work and multiple contacts are handled daily. Customer service is performed focusing on the laws and the regulations of a debt collection.

The researcher has worked three years in the Front Office department as a customer advisor and trained new employees. This research was conducted in the Front Office department to support new employees' orientation. Importance of the research was to increase retention of employees and increase productivity in the Front Office.

The research was conducted because there were some deficiencies in the orientation at Company X according to observations of managers, trainers and author. Those were inconsistency in the practical orientation, share of responsibilities, lack of materials, timetables and difficulties in learning and duration of orientation. This research was meant to solve these problems.

1.4 Research questions and objectives

Thesis objective was to give better support through efficient orientation programme to instructors during the training process and support the company to assess their current orientation programme. The goal was also to improve the existing orientation programme for Company X Front Office department. The goals of the thesis can be seen from the research questions below. The topic needs to be addressed to improve orientation effectiveness through the orientation programme in Company X.

New employees tend to be enthusiastic when starting in a new position. This enthusiasm drives employees to a better performance and this is something instructors and companies should take advantage of. An instructor has an immediate impact on keeping enthusiasm alive. This can be achieved by a careful planning, skills of an instructor and right mind-set of an employee (Cadwell, 1988).

The goal of this research will be answered with the help of the following questions;

- What are the main components of a successful orientation programme?

- What parts of the current orientation process work well and what does not according to the instructors and new employees? What would new employees and instructors improve and what kind of tools they would need to make the orientation more efficient?
- How can new employees be better engaged in the company through orientation?

Thesis begins with a literature review and covering the basics of orientation. Thesis discusses the roles and responsibilities of an instructor and a new employee and also clarifies the difference between organizational and departmental orientation. Thesis also presents different methods used in the orientation process. Chapter 3 covers an introduction of the research methodology and chapter 4 covers data collection methods that have been used by conducting this thesis. In the end of the thesis, the research findings and analysis are discussed and the results presented.

2 Literature review

2.1 Regulation of orientation

There are several regulations in the labor protection legislation that are binding on the employer in order to organize work orientation. In practice, the immediate supervisor is responsible for the planning, implementation and supervision of the orientation and guidance. One may delegate various orientation and guidance tasks to a trained work instructor, but responsibility will always remain with the line manager and supervisor. (Ahokas and Mäkeläinen, 2013) Occupational Safety Act demands that proper guidance and teaching must be given to the new employee when starting in a new position.

Occupational Safety Act 2002/738:

14 § Teaching and guidance to the employee

14 § 1 mom. The employer must provide the employee with adequate information on the hazards of the workplace and shall ensure that, taking into account the employee's professional competence and work experience:

1. the employee is adequately acquainted with the work, the working conditions at the workplace, the working and production methods, the work equipment and its correct use and safe working practices, in particular before starting a new work or task or changing work and before introducing new tools and working or production methods;
2. the employee is given training and guidance to prevent the hazards and dangers of the work and to avoid any harm or danger to the safety or health of the work;
3. the employee is given instruction and guidance in the event of adjustment, cleaning, maintenance and repair work, as well as in the event of disturbances and emergencies;
4. the training and guidance given to the employee is supplemented as necessary. (Ahokas and Mäkeläinen, 2013; Occupational Safety Act)

Management must remember that the legislation is binding what comes to an orientation, therefore it must not be neglected. Management must take the legislation into consideration when planning an orientation because training and guidance is necessary to provide for new employees when starting in a new company. Orientation must be provided to every employee returning or starting at the position.

2.2 Orientation programme

2.2.1 Key factors for a successful orientation

Every orientation method should contain a few key elements to ensure effective learning of a trainee. In the Case Company, orientation programme is planned in cooperation with a HR representative and a manager to ensure key elements are taken into consideration. The following elements are taken into account when planning a new orientation programme for the Case Company. When planning a successful orientation programme a manager and an instructor needs to ask following questions according to Brown (2020):

- What are important aspects that new employees need to know about a company environment that would make them feel more comfortable?
- What is the impression you want to leave on an employee on their first day?
- What key policies an employee must know to avoid miscommunication on the second day?
- What aspects of a work an employee must know to feel secure?
- What positive aspects do you want employees to remember from their first day in a new company?
- How must a manager conduct to help employees to feel welcome and an important addition to the team?

In addition to these questions, when planning a successful orientation, one must think about what the basics of successful orientation are. Ahokas and

Mäkeläinen (2013) have listed five steps of learning that can be implemented on any method of orientation programme depending on trainees pace of learning. In addition, there exists four C blocks that explains the basics of successful onboarding as seen on Figure 1 by Bauer (2010). Method of five steps learning and four C blocks are presented together below.

1. Preparation

Training begins with preparing the employee on what to expect. the manager and the trainer can go through the schedule together with a new employee and ask if there is anything unclear. The trainer must motivate the employee at the beginning of an orientation and also assess the employee's level of knowledge and skills. This part requires review of a schedule based on the employee's knowledge and expectations. This part prepares a trainee on what to expect during an orientation period. (Ahokas and Mäkeläinen, 2013)

2. Teaching / Compliance

The actual teaching to the work begins after the preparation phase and this part is conducted fully by a trainer. A trainer must tell do's and don'ts of a certain task to an employee using the work instruction training method seen from Table 3. This part teaches the basic level skills and knowledge to an employee. Teaching begins by asking an employee to observe the task and then a trainer shows how the work is performed and at the same time explains justification why. Company X uses this method before trainee's start to perform a work independently. This part gives a first glance to a trainee on the actual work but not the skills to work yet independently. (Ahokas and Mäkeläinen, 2013; Bauer, 2010)

3. Skill experimentation and training / Culture

The third step is to let the employee test their learnt skills and exercise. Let the employee to try a skill in practice and give feedback on overall performance. At this stage employees are taught norms in a company

culture. Trainee also begins a process to master the work independently. (Ahokas and Mäkeläinen, 2013; Bauer, 2010)

4. Ensure learning / Connection

Final step is ensuring what has been learned. At this point the instructor can encourage an employee to work alone. Meantime the instructor can assess employee's knowledge, give feedback and agree terms of a follow up. In the Case Company this part is performed approximately three weeks after orientation in a follow-up orientation. This part also gives a connection and teaches employees interpersonal relationships and information networks that employees need to master to perform a work. (Ahokas and Mäkeläinen, 2013; Bauer, 2010)

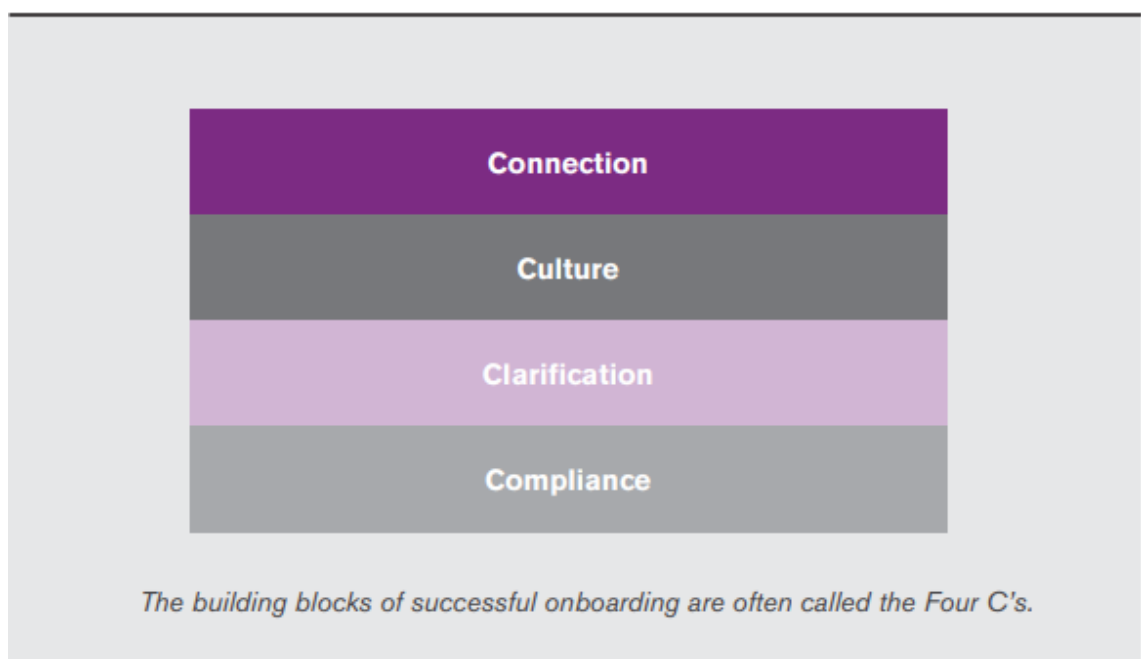


Figure 1: Four C's. (Bauer, 2010)

2.2.2 Organizational orientation

Motivated personnel is a key to a company's competitiveness. Motivated personnel is also a source to achieve set goals and to make a better profit. Motivation is built from the first day of the new employee to the end of an

orientation. Building motivation also continues after orientation and is a force to keep the employee in a long term employment relationship. An organizational orientation is a mission performed by a HR department where the new employee gets to know one's place of work, company customs, people and work expectations. Basically every issue that is not related to the work itself.

The orientation in Company X has been conducted as follows. As the first day of orientation, the manager and the HR representative manages the whole organizational orientation. The second day starts with a practical training period that lasts from the second day to full two weeks training and the responsibility lies with the company trainers. During the orientation new employees are also given additional training on other company activities. After the orientation period a new employee is basically expected to cope independently.

The goal of an organizational orientation in Company X is to familiarize employees to a company and company values. The responsibility for organizational orientation lies with the manager or HR representative because they are the ones in charge of company's personnel matters. (Ahokas and Mäkeläinen, 2013)

The orientation is conducted to every single employee returning or starting at the company for example trainees, part-time workers, summer employees or when returning from a family leave or a student leave. The length or absence of the employment relationship may affect the scope of the induction. Also an employee's occupational capability and past work history can affect induction. Negative company image, quick staff turnover and poor work performance are the risks of a poor orientation, therefore orientation must be given to every employee to prevent these risks. (Joki, 2018; OAJ, 2020)

The organizational orientation should start with a conversation with a new employee where a goal is getting to know one another and presenting an orientation programme. This conversation should not explain company's rules to an employee but to inform in a positive manner what is expected of her. During this discussion the employee is presented one's work description and

one's role in implementing the company's strategy and goals. At this point, it is important to tell the employee expectations and a timetable when work should be conducted independently after orientation. To this discussion manager can also join the future instructor of an employee so they get acquainted immediately. This discussion of expectations is lacking at the moment in a Company X based on an observation of the author. (Joki, 2018)

According to Heathfield (2019) and Joki (2018) a new employee is typically introduced to a safety issues, working environment, a work description, benefits, a manager and coworkers, company culture, company history and an organization chart. Introduction can also present any other issues that are important to the new employee. The list of organizational matters should be covered during the first two weeks of orientation, not during the first day. First days of orientation should not be planned too tightly to give freedom for new employees to meet new coworkers and have social engagement with one's new team. Table 1 below presents the matters Case Company's organizational orientation covers during the first days of the orientation.

1. Company introduction	<ul style="list-style-type: none"> - business and service model - company related videos, intranet and other materials
2. Organization and staff	<ul style="list-style-type: none"> - location of offices and different business units - management staff and personnel - occupational safety person
3. Business practices	<ul style="list-style-type: none"> - company values - obligation of confidentiality
4. Office space	<ul style="list-style-type: none"> - location, passage and access control - exits, alarms and safety issues

	<ul style="list-style-type: none"> - keys - cleanliness and environmental issues
5. Working hours and shifts	<ul style="list-style-type: none"> - working hours and shifts, overtime working and breaks - holidays, sick leaves and absence
6. Salary issues	<ul style="list-style-type: none"> - salary and payment - vacation salary and other extras - tax card and benefits

Table 1: Organizational orientation checklist. (Joki, 2018)

The company operates in accordance with its values. Is important for employees to understand company values at first hand because it's proven that employees are particularly susceptible during the first days of orientation. After a presentation, held by a manager or a HR representative, responsibility lies within the instructor to make sure orientation is implemented using the values as a guide. New employees are likely to learn new roles, goals and values that are presented to them during the first days like the Case Company does. (Solomon, 2014)

2.2.3 Departmental orientation

After the organizational orientation, held by a manager or a HR representative, a new employee begins a departmental orientation. The departmental orientation is teaching basic skills to a new employee to perform their work. The goal of a practical training is to teach debt collection basics and perform customer service duties using an online and phone resources. Training period is held by a company trainer, a co-worker or an outside representative. Departmental orientation in Company X contains aspects of working

environment, task related issues, internal communication and list of other matters listed in Table 2. (Dessler, 2016; Joki, 2018)

1. Working environment	<ul style="list-style-type: none"> - customers - own workstation
2. Own task	<ul style="list-style-type: none"> - tasks, responsibilities and working instructions - importance of one's work - computers and other technical issues - ergonomics - where to get more information and help if necessary
3. Training and internal communication	<ul style="list-style-type: none"> - how to use induction material - meetings and communication
4. Other matters	<ul style="list-style-type: none"> - activities and recreation

Table 2: Departmental orientation checklist. (Joki, 2018)

Heathfield (2019) explains that employees should spend time on each department to understand a product or service lifecycle within the company. For example, if an employee starts the orientation from the HR department one should become acquainted with sales, front office, back office and receivables management to gain a full understanding of the service they performed. This kind of an acquaintance is something the Case Company is not performing at the moment. The acquaintance can also happen in the form of lectures from the other department managers or instructors.

The departmental training lasts usually multiple weeks, depending on a work and a chosen method of an orientation. Training can be conducted as a classroom-like scenario where the instructor explains a certain part of the work to several new employees like Company X performs on a first week of orientation. According to Arthur (2006) training in a classroom should not last more than an hour at a time otherwise trainees start to focus on irrelevant

issues. Although this method can be good and implemented to explain some key principles of a work. Classroom-like training sessions can last a few whole days or sessions can be divided into half day periods. Dividing sessions ensures that employees have a higher concentration and fatigue is less likely to emerge. (Heathfield, 2019)

Another way is to assign a mentor to a new employee where the mentor guides trainees through a whole orientation like in the Case Company where the same instructor guides a new employee through a whole orientation. (Heathfield, 2019) Mentor is a current employee that performs one's tasks with success. New employees are guaranteed to get quick answers and a sense of feeling safe and being taken care of. This method usually takes a lot of energy and time from the instructor like in a Case Company. This method is effective when answers should be obtained quickly like in a customer service work. Instructors must not be assigned any other tasks during trainees' learning period so one can focus entirely on orientation and new employee's questions.

A well-executed orientation takes time and money from a company. However, it is clear that sooner the trainee is able to work without the constant guidance of others, the faster everyone will benefit and the time spent on the orientation will pay for itself. Well-managed personnel matters are a strong competitive factor for companies now and in the future (Dessler, 2016). In addition to methods listed above Dessler (2016) has listed some other known induction methods seen from Table 3. Company like Company X is mixing multiple of these methods to create a perfect combination to suit their needs.

On-the-Work Training	Trainee are taught a work by actually doing it, for example customer service.
Apprenticeship Training	Combination of formal learning and on-the-work training. Case Company mixes classroom training and on-the-work training.

Informal Learning	Learning happens in the process of a work and exchanging thoughts with colleagues. Can be harmful if colleagues instruct incorrectly.
Work Instruction Training	Employees learn to perform a task step-by-step.
Lectures	Best to conduct to a large group of learners. Can cause fatigue to a learner.
Programmed Learning	Trainer presents a question, trainee response and feedback is given immediately. Systematic method. Good way to teach basics of debt collection legislation.
Behavior Modelling	Method where trainer shows an example and trainees follow. Company X uses this method to teach writing emails and answering calls.
Vestibule Training	Trainees learn to perform in similar situations as in real life. For example writing emails with an instructor.
Lifelong Training	Offering continuous learning experiences through career. Important in follow-up orientation.

Table 3: Induction methods. (Dessler, 2016)

2.3 Role of new employee and an instructor

Important characteristic for a new employee is motivation since no company should waste time on demotivated employees. To support motivation it is important that a new employee's future team and managers support the orientation period. Training should also support opportunities for employees to

feel a sense of success. Employees are more motivated to learn something that is meaningful to them and therefore an instructor can use methods such as using familiar and real life examples, logical presentation and visual aids like in a Case Company. (Dessler, 2016)

Important characteristic is a new employee's ability to perform a work. New employee starting in a Company X needs to master the abilities such as reading, writing and basic mathematical skills. The needed abilities can also vary in terms of a work performed. Every trainee is different and therefore the orientation must be customized to every employee. Trainees can be divided into a categories based on their skills such as pace of learning and previous experience. Dividing trainees into skill groups is something Case Company is not doing currently. Skills that employees have learned on the training must be transferred to the work. For example, the training situation and actual work should be as similar as possible. Providing real life examples and providing important information and remembering that trainees learn at their own pace is a key to success. (Dessler, 2016)

Orientation has an important role in engaging new employees to the company. Engagement is created through effective onboarding (Watkins, 2019). Engagement is also created when an employee starts to feel like she or he belongs to the team. The sooner a new employee starts to take place on a team the quicker engagement to a company accrues. Employees are at their most receptive during the first week of orientation so they will easily adopt new rules, goals and values. Therefore managers and instructors have to keep in mind that as well as practical skills are taught also as goals and values that creates an engagement. (Solomon, 2014)

Manager has the biggest impact on an employee's success. This is because the manager has a full understanding of what skills, resources and connections an employee needs to master to be most effective at the work. (Watkins, 2019) According to Watkins (2019) there are few aspects to a Case Company keep in mind to accomplish successful integration of a new employee. The aspects are the following ones:

1. Understanding their challenges

A lot of feelings accrue amongst new hires during first days and the manager must take these feelings into consideration. Employee can act if she or he already knows everything and does not need any orientation. This can be the embodiment of insecurity and fear of losing one's face which the manager must intervene. Other trainees may have fear of not learning fast or efficiently enough. In this case the instructor must be supporting and repeating things as needed.

2. Excite their learning

New employees need to master technical issues, cultural issues and political issues to cope with their first months of a training process. Technical issues involve practical work and mastering technical aspects. Cultural issues involve team dynamics and company's unwritten policies. Political issues means how decisions are made and whose support is needed the most.

3. Make them part of the team

In terms of engagement it is important for employees to be part of a team. The sooner this happens the better. Manager can issue a likeable employee to mentor a new employee which can help one integrate to a team. Lunches together and activities like sports amongst a whole team are good ways of building up a team spirit.

4. Give them direction

New employees have usually couple questions in mind such as "what do I need to do?", "how should I do it?" and "why should I feel motivated to do it?". It is important for managers to take time with an employee to answer these questions during orientation. Some of the answers might come up during the recruitment process but it doesn't diminish the fact it needs to be addressed again during the orientation.

5. Help them get sense of an accomplishment

This is important for employees to build confidence and credibility first hand. Employees must not feel one is not performing as the company would like. Instructors must give trainees tasks where one can feel accomplished. Instructors must also remember to give compliments to a trainee.

6. Coach them for success

There can also be times when a new employee is struggling. Then it's important for managers to address this rapidly. New employees cannot be left alone or handled too gently. Manager and instructor needs to have regular catch ups on how orientation is going. (Watkins, 2019)

Selecting the right persons to perform the practical training is crucial. Instructors must have following characteristics; work competence, good communication skills, professionalism, interpersonal skills, good organisational and time management skills, patience and flexibility (Lawson, 2016). An unskilled employee should not orientate others. Good communication skills are important for avoiding miscommunication between a trainer and a trainee. Instructor must be a professional at the work and one's interpersonal skills need to be excellent. (Solomon, 2014)

2.4 Follow-up

After orientation, it is important to make sure follow-up is done regularly. Manager must agree with the new employee's regular catch-up on how the employee has learnt the tasks. In Company X catch-up is done during the orientation period and after that in a My Development conversations. This kind of a procedure gives confidence to the employee that their work is taken seriously and it is kept important. Employee also knows that she or he has a time and a place to tell if something worries. (Joki, 2018)

Joki (2018) has listed some questions manager can use in a follow-up discussion:

- How are you?

- What tasks seem familiar?
- What tasks seem hard?
- Have you gotten to know your colleagues?
- Who do you consider that you can turn to if something feels hard?
- What tasks or procedures cause bewilderment?
- How has the orientation gone so far?
- What can be improved?
- What kind of support do you need from me?

An instructor can meet the new employee for example three weeks after orientation to have sort of a recap on orientation as is done in the Case Company. In this recap trainer and a trainee can go through difficult situations and unclear issues the trainee has faced during work. Follow-up during an orientation period is equally important. According to Sarma (2009) instructor can evaluate the training process in the middle of the departmental orientation by using methods of testing and questionnaires, using a checklist, evaluation forms and discussions with manager and a new employee.

Managers and trainers must remember that orientation does not stop after the orientation period. Most learning happens during work and must therefore be ensured during a whole year after an employee has started (Dessler, 2016).

3 Research methods

3.1 Research approach

This chapter of a thesis discusses the methods and techniques that were used to collect, process and analyse the data for the Case Study. Due to the scope of the research multiple methods are used to collect data. The main method was a qualitative research that was conducted with a structured questionnaire for new employees. The data will be gathered through questionnaires and observations.

3.2 Research methodology

3.2.1 Questionnaire

Questionnaire was conducted through a structured questionnaire for new employees at Company X who had started working in a company between June 2021 and November 2021. Questionnaire was created by using a Webropol tool and also results were analysed using Webropol. Questionnaires were sent to seven new employees when they were during their orientation period in November 2021. Three employees who had started in June 2021 answered the questionnaire when their orientation period was over in November 2021. Employees who started in June 2021 answered the questionnaire in November 2021 when they had worked in the company for five months. These three employees were selected to answer a questionnaire otherwise due to a small number of participants. The questionnaire was sent to the three recipients who had started in June 2021 and they had three days to answer the questionnaire.

The questionnaire was sent to seven recipients during their second week of the orientation and they were given three days' time to answer the questionnaire. The questionnaire was sent to them during an orientation because then they had a fresh memory of the events of an orientation. Three days' time to answer

was acceptable due to the brevity of the survey. The questionnaire was answered anonymously.

The questionnaire was a mixture of open questions and rating questions and the questionnaire was sent by e-mail to the participants. The questionnaire was sent out to a total of ten members of Company X who works in a position of Front Office Specialist. The participants were chosen together with a company manager who decided that questionnaires were to be sent to the most recent employees who have had an orientation so that they would recall more precisely how it went for them. The purpose of the questionnaire was to see their opinions about what parts of the current orientation process work well and what does not according to new employees. The questions focused on orientation timetable, orientation methods, connection to the team and tools and materials that have been used in orientation. All questions were mandatory to answer from scope 1 to 6 where 1 was the most poor and 6 was very satisfied. Each question had the possibility to add open comments regarding the subject in question which was not mandatory but recommendable if participants chose answers from scope 1 to 3.

3.2.2 Observation

Part of the research was conducted through observations of trainers and managers in a Company X. The researcher interviewed four trainers and managers to gather the observations in a completely unformal and unstructured manner. These interviews answered the research questions on what parts of the current orientation process work well and what does not according to the trainers and managers. Also the question of what tools were needed in the orientation was answered. Interviewees were aware that researcher will use answers as a help to collect data. They were informed that answers were anonymous and the data will be collected with the combined results of the questions.

Interviews were done unstructured because trainers and managers were more likely to answer truthfully to questions asked directly than in the form of a questionnaire. The reason for interviews of trainers and managers was to fully comprehend problems in the orientation timetable and to get a perspective on how orientation can be altered to be more efficient and what tools to use to do so.

3.3 Validity of the research

The research can be regarded as valid because of the chosen research methods. Questionnaires and observations are the best tools to collect data from all aspects of an orientation as these methods are the most reliable. The need for research was valid because of deficiencies in the process of orientation in the Case Company according to the researcher and the Case Company. The research was conducted by understanding the needs of a research as well as the ethical rules of the research. The research was also conducted from different perspectives of the new employees, instructors and managers.

Nine of ten participants answered a questionnaire to whom it was sent to. There were 35 employees working in a Front Office department. 17 of these employees had started to work in a department in the last two years which proved that turnover rate is quite high in a Front Office department. This also proved a need for the research. The number of participants was decided by a company as they wanted the research to be as current as possible. Another difficulty was a lack of comments to open questions. Participants had no or a few comments to add to questions which made the orientation programme planning more difficult for the researcher. Difficulty in interviews with the trainers and instructors was that it wasn't conducted anonymously even though answers were handled anonymously. This may have affected the truthfulness of the interviewees even if they knew the answers were used to conduct the research.

4 Data analysis

4.1 Questionnaire

The first questionnaire was sent to three employees who had started working in the Front Office department in June 2021 in Company X. It is noteworthy that these three employees started working remotely in June 2021 and they have been orientated remotely which have had an effect on their answers to a questionnaire. Secondly the questionnaire was sent to four employees who had started working in the Front Office department in the beginning of November 2021 and thirdly the questionnaire was sent to the last three employees starting their orientation at the end of November in 2021. All of these employees work in a position of a Front Office Specialist and work with a permanent contract in Company X.

The questions were chosen before sending a questionnaire to the participants. The questions were determined based on research questions to collect the most important data for research from the new employees. Each question consisted of a statement that the participants were asked to rank on a scale of 1 to 6 where 1 stated the result of disagreement and 6 stated the result of full agreement. If participants chose results from 1 to 3 one was asked to give a comment on the open comment section after each question and that is something they did. Open comment questions were numbered as two, four, six, eight, ten and twelve and they will be dealt with in writing. Next chapters will review closely on these questions and analyse them.

4.1.1 Overall assessment of the orientation

First question focused on the overall success of the orientation in Company X. As seen in Figure 2, answers were positioned on a scale of 4 to 6. Most of the answers were set to a ranking of 5 so one can deduce that overall satisfaction of an orientation is good according to new employees but there is still

something to improve and participants thought that orientation was not the best possible level. Average ranking to a question was 5,1. No open comments were left to this question.

1. Kuinka arvioisit perehdytystä kokonaisuutena?

Vastaajien määrä: 9

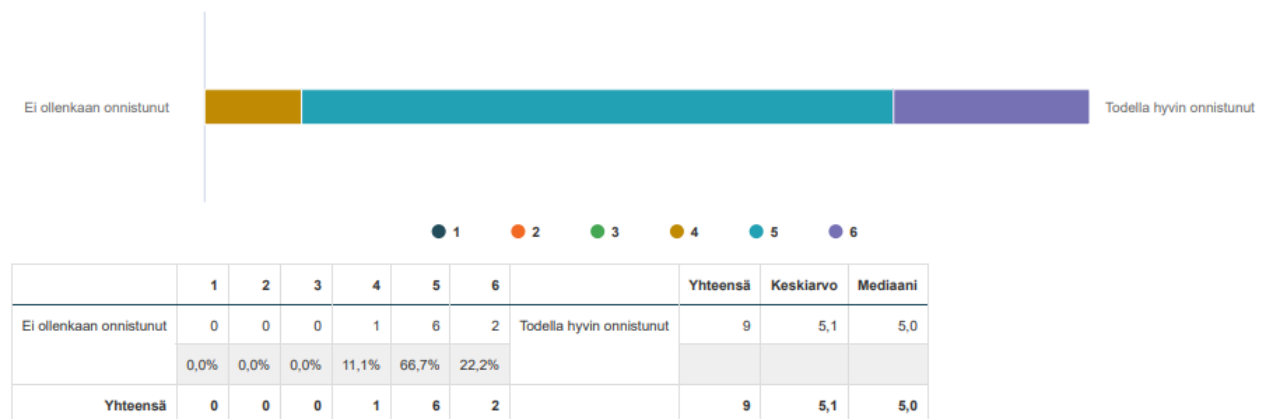


Figure 2: The overall assessment of an orientation

4.1.2 The success of the first day

Third question asked the employees to assess the first day and organizational orientation. Questions illustrated for the new employees that first day covered topics of a company presentation, company values and HR issues. As seen from Figure 3, answers were positioned on a scale of 4 to 6. Average ranking to a question is 5,0. No open comments were left to this question. One can deduce that organizational orientation is on a good level in Company X and the process does not need to be improved according to new employees.

3. Ensimmäisenä päivänäsi kävitte läpi yrityksen esittelyä, arvoja ja HR asioita. Kuinka onnistunut ensimmäinen päiväsi oli ja kuinka hyvin asiat jäivät mieleen?

Vastaajien määrä: 9

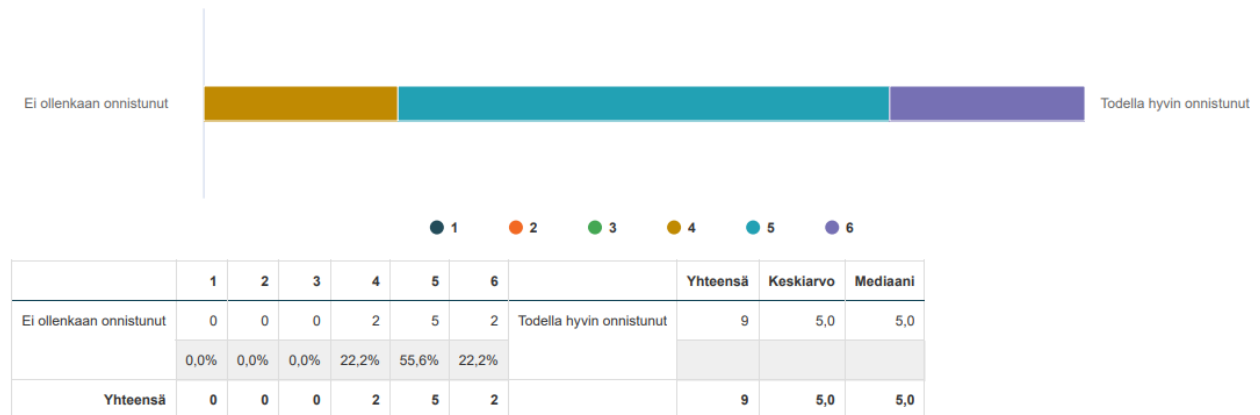


Figure 3: Assessment of an organizational orientation on a first day

4.1.3 The success of the departmental orientation

Fifth question focused on the success of a departmental orientation performed by a company instructor. The question described how the instructor taught the basics of a debt collection, examples of the calls and emails and ways of working in the system used to perform a debt collection and invoicing according to company policies. As seen from Figure 4, answers were positioned on a scale of 3 to 6. Average ranking to a question was 4,7 which is lower than in the previous questions. One answer positioned to number 3 and two answers were left in the open comment section. Comment said that more real life examples done by a colleague or an instructor would have been needed to make learning more efficient and another comment stated that more teaching could have been done to remember professional vocabulary better. One can deduce that the departmental orientation has parts to improve in a Case Company and departmental orientation can be given more focus when creating an improved orientation programme.

5. Perehdytysjakson aikana perehdyttäjäsi kävi läpi kanssasi perinnän perusteita, sähköpostien ja puheluiden malleja sekä työskentelytapoja järjestelmässä. Kuinka onnistunut perehdytysjakso työhön oli?

Vastaajien määrä: 9

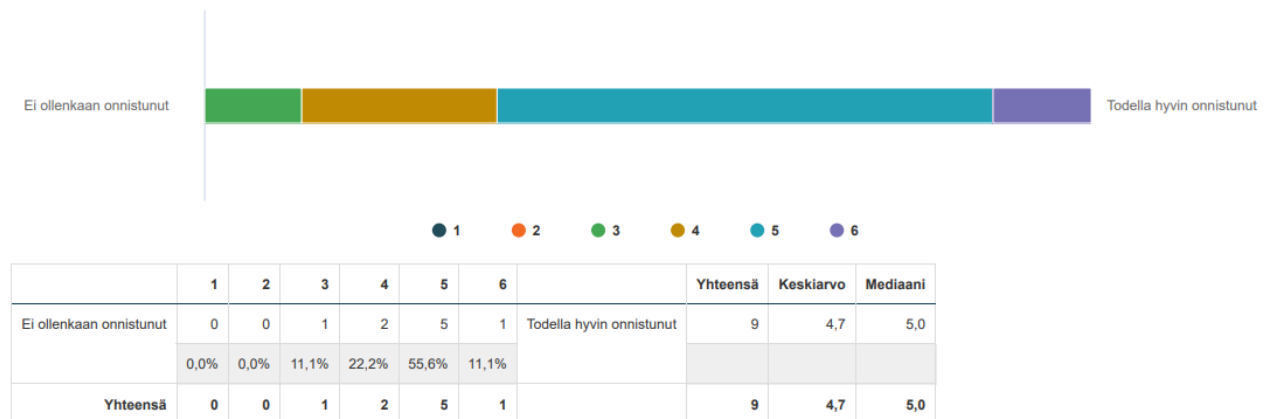


Figure 4: The success of the departmental orientation

4.1.4 The success of the duration and overall programme of an orientation

Seventh question asked the new employees to assess the duration and overall programme of an orientation in a company. This question answered directly to research question on what parts of the current orientation process work well and what does not according to new employees. As seen from Figure 5, answers were positioned on a scale of 3 to 6. Average ranking to a question was 4,7. Open comments section said that the duration of the three weeks orientation was excellent because it was enough time to learn the work. In other comment, the orientation period was hoped to be longer. Based on the comment one may deduce that the overall duration of three weeks is a good period for orientation.

7. Perehdytysjaksosi kesti noin 3 viikkoa. Kuinka arvioisit perehdytyksenkestoa ja kokonaisaikataulua?

Vastaajien määrä: 9

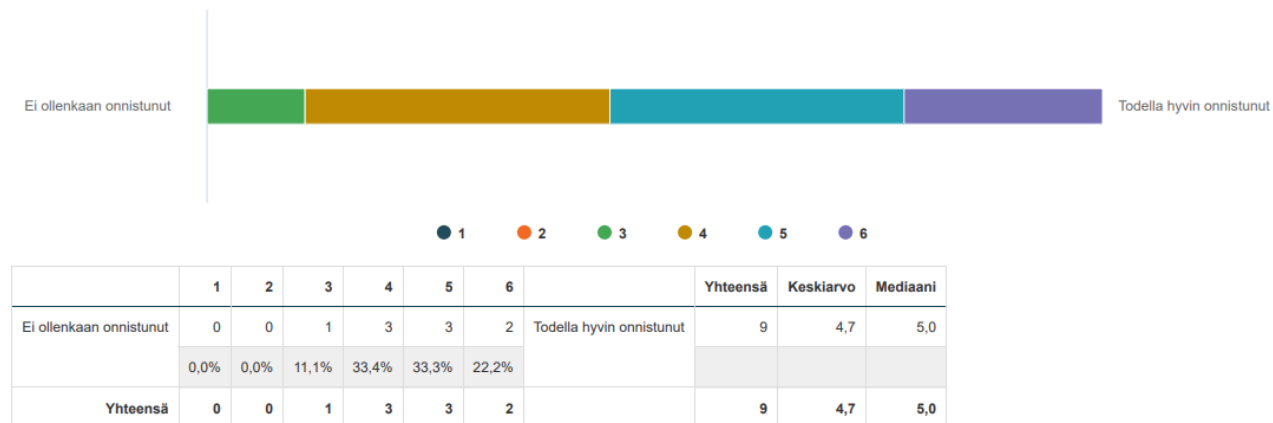


Figure 5: Duration and overall programme of an orientation

4.1.5 Overall assessment of the tools being used in the orientation

Ninth question assessed the tools and materials used in the support of orientation. This question answered a research question on what are the tools needed to conduct a good orientation. Question illustrated that tools used currently are receivables management guide, PowerPoint presentations and examples of calls and emails of colleagues. As seen from Figure 6, answers were positioned on a scale of 3 to 6. Average ranking to a question was 5,0. One answer positioned to number 3 and open comments were left that more concrete examples were needed to support the work theory part. One can deduce that employees want more working together with an instructor, real life cases and examples and are expected to cope too soon on their own. This issue could be taken into consideration when planning a new orientation schedule.

9. Perehdytyksessäsi käytettiin työkaluina saatavienhallinnan opasta, PowerPoint esityksiä ja esimerkkejä sähköposteista ja puheluista. Mitä mieltä olit käytetyistä työkaluista?

Vastaajien määrä: 9

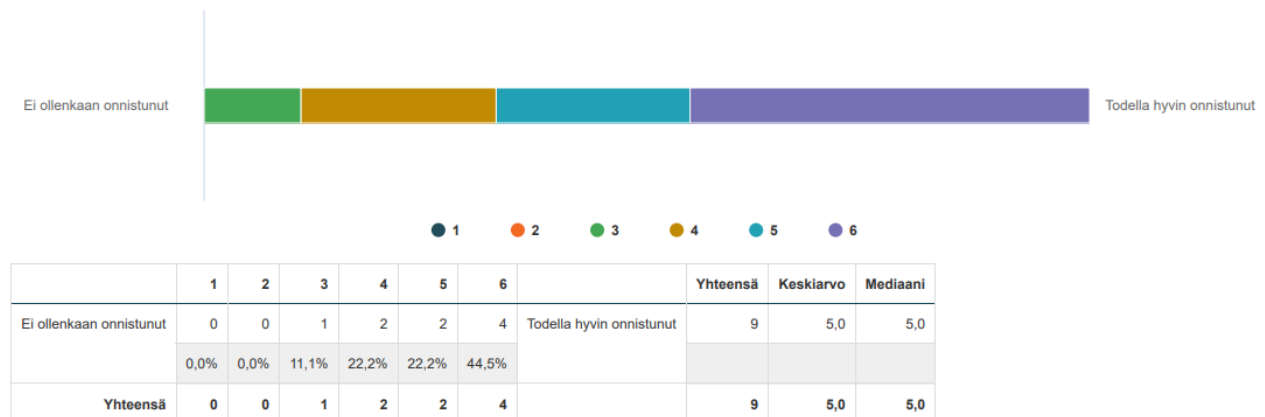


Figure 6: Tools being used in the orientation

4.1.6 Getting to know your supervisor and colleagues

Eleventh question focused on how well employees got to know their colleagues and managers during the orientation period. This question answers a research question on how new employees can be engaged to a company through orientation. As seen from Figure 7, answers were positioned from 2 to 6 which were the most scattered ranking from the questions asked. Average ranking was 4,7. It was said in the open comments that remote work negatively affected how well new employees got to know one's colleagues and managers because working from home. More activities amongst the whole team such as lunches were wished for. One can deduce that remote work affects negatively on new employees' engagement to the team which is something to be considered in the future. This will not affect the plan of an orientation schedule as the orientation is conducted at the office for now. No comments were given at the current state of an engagement.

11. Kuinka hyvin tutustuit perehdytysjakson aikana esihenkilöösi ja kollegoihisi?

Vastaajien määrä: 9

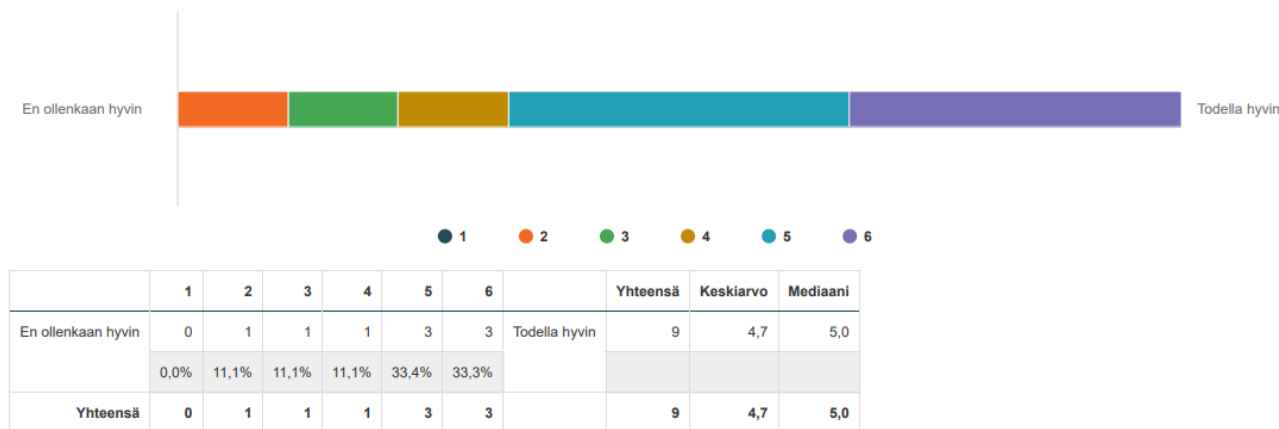


Figure 7: Supervisor and colleagues

4.1.7 Open comments section

Open comments section, question number 12, at the end of the survey stated that the overall orientation process was well executed and planned. Especially praised was the time new employees had to learn the work and thorough review of matters. Interviewees also liked that office space was presented and common office practises were taught. More support would have been needed to individual work and expectations to cope independently after orientation period were too high. These comments were also taken into consideration when planning a new orientation programme.

4.2 Observation

Researcher used open questions to the company trainers and managers such as how could orientation programme and orientation period made more efficient, what tools were needed to support the orientation and how orientation period can be made less heavy for trainers and trainees. Researcher noticed several similarities in interviewee's answers. First one was that orientation programme should be made more clear for trainers in terms of scheduling and

they also wished that programme to have more duration in terms of timing because they experienced that given timetables were too tight and don't give enough time to focus on the subject taught. Another thing they all had in common was that they thought the responsibility of an orientation should lie with the human resources department who should have the ownership of the orientation period to avoid miscommunication on the orientation timetable. Currently responsibilities are scattered amongst the HR department and the Front Office manager.

Interviewees also thought that the orientation programme does not give enough information to a trainer what issues should be covered and in what order. They thought that there should be individual programmes, one for new employees and one for instructors and managers to use. Programs given to new employees can be more general and one for instructors can have more details. When planning a new orientation programme, the researcher decided to plan a separate programmes as was hoped for and analysis proved to be efficient.

Another point that came up was that instructors wanted more time to orientate new employees after two weeks and therefore the orientation period should last four weeks. Instructors taught that two week orientation was not enough to learn all the things necessary. The orientation should last at least four weeks and follow-up needs to be done even 4 months after the orientation like presented in the chapter 2. Regular catch ups should also be done with trainers and trainees from the initiative of a manager during orientation.

New tools to support the orientation could be an online project management tool where the instructor and a manager could add development ideas that comes to mind during orientation. Currently there is no place to add these ideas. The tool suggested was also a customer service guide to support an employee when one is performing customer service for example taking calls or writing emails. Interviewees also taught that a test surrounding to the system could help when learning the work itself so one would not fear to do something wrong.

They suggested that could make orientation less heavy were shorter days at the beginning for the new employees. Trainers were also concerned with their own work during the orientation period as many of them also had other responsibilities on top of their tasks as a trainer. Many of them work as an instructor only for orientation period. This issue can be resolved when planning an orientation to make sure some other employee handles these responsibilities when the instructor is given time to conduct the orientation as that is part of their work description. These observations are taken into consideration in a new orientation programme.

4.3 Orientation programme

The current orientation programme in Company X is built according to week by week as seen from appendix 2. The programme is currently designed the way that the first week is conducted by a classroom like learning sessions where teaching is done in a conference room. Based on the data collected through questionnaires this kind of teaching is successful during the first week. First days of an orientation also covers organizational orientation issues discussed in chapter 2. The second week of an orientation is writing emails, listening to colleague's calls and possibly taking first calls by oneself. The third and fourth week of the current orientation programme are not planned and new employees are expected to work independently. These weeks give new employees the possibility to learn by oneself and to have an instructor's support if needed. This method is something the questionnaire proved to be inefficient and left the new employee to feel unsafe. During the orientation week 3 and 4 new employees should still have a trainer's support at all times. As seen from Figure 8, currently orientation days are scheduled tightly and topics remain generic.

Tiistai

8.00-9.50	Osaston / Front <u>Officen</u> esittely (esihenkilö)
09.30-9.45	Kahvitauko (perehdyttäjä)
09.45-11.30	Työhön perehdytyksen aloitus: Perinnän perusteet (perehdyttäjä)
11.30-12.00	Lounas (perehdyttäjä)
12.00-12.50	Liiketoiminta-alueen esittely (toimitusjohtaja)
12.50-14.00	Perehdytystä (perehdyttäjä)
14.00-14.15	Kahvitauko (perehdyttäjä)
14.15-16.00	Perehdytysoppaan läpikäyntiä (perehdyttäjä)

Figure 8: Old orientation programme

When observing the current orientation programme and analysing the data collected from questionnaires and interviews it came quite clear that there needed to be two orientation programmes. One programme for new employees and another for the instructors and managers. The orientation programme for the new employees needs to be clear and have only the main topics of the subjects as seen from appendix 5. The programme should present the timetable and expectations for employee development. The orientation programme for the instructors is the same as the new employees, only more specific as seen from appendix 4. This programme has the same topics as the employees but the topics are divided into categories as seen also from Figure 9.

Klo	Keskiviikko
8.00-9.45	Työhön perehdytys (perehdyttäjä) <ul style="list-style-type: none"> - <u>Saatavienhallinnan opas</u> <ul style="list-style-type: none"> - Laskutus (vain <u>laskutusosa</u>) - Perintä (prosessikaavio, maksuhuomautus ja -vaatimus, puhelinperintä, alaikäisen perintä, jälkiperintä)
09.45-10.00	Kahvitauko <ul style="list-style-type: none"> - <u>Tutustumista</u> kollegoihin
10.00-11.30	Työhön perehdytys (perehdyttäjä) <ul style="list-style-type: none"> - <u>Saatavienhallinnan opas</u> <ul style="list-style-type: none"> - Maksuajat ja maksusuunnitelmat sekä <u>perintäestot</u> - Velalliskulut - Toimeksiantajat - Perintälaki
11.30-12.00	Lounas
12.00-13.00	Työhön perehdytys / luokkahuone (perehdyttäjä) <ul style="list-style-type: none"> - Järjestelmät tutuksi <ul style="list-style-type: none"> - PPL ja PPAM - Toimeksianto sivun läpikäynti - Hakuja -toiminto
13.00-14.00	Tiimipalaveri
14.00-14.15	Kahvitauko <ul style="list-style-type: none"> - <u>Tutustumista</u> kollegoihin

Figure 9: New orientation programme

Issues not mentioned in the new orientation programme, but companies can take into consideration, are dividing new employees into skill groups after the second week of orientation. This could help employees to learn more rapidly and to get the support needed. According to a new programme instructor is committed to orientation for a full four weeks and must not be issued any other tasks as it has been proven that support is needed for full four weeks. One must remember that not every orientation period or the new employees are the same and therefore orientation programme can be altered according to the need. As the data analysis proved participants felt that they were left too soon to cope on their own and therefore a new programme has planned meetings during week three and four. Another suggestion is that the Case Company creates a drive folder for the orientation materials for easy access to instructors.

5 Conclusion

The aim of this thesis was to give better support to instructors during the training process and support the Case Company to evaluate their current orientation programme. The goal was to create a new and improved orientation programme for Company X. The final version of the new programme can be seen from Appendix 3. Best tools of orientation for Company X to use are the lectures during the first week, on-the-work training and work instruction training as explained in Table 3. Based on these methods and collected data, researcher created a new orientation programme for Company X.

Research also searched for answers to the question of what the main components of a successful orientation programme are. Answers were gained through literature review and collected data. Main components of a successful orientation programme are preparation, teaching, learning and a follow-up. A clear orientation schedule is conducted by a preparation stage together with a manager and an instructor. Teaching part of an orientation can be divided into organizational orientation and departmental orientation. Teaching in departmental orientation can be conducted by using many different methods from classroom-like training sessions to on-the-work training. When teaching basic skills to a new employee, the trainer must take into consideration to set aside enough time for questions and review. Learning happens during an orientation and when a new employee gets to perform a work on its own. Learning is a long process and most of it happens after orientation. The last part of a successful orientation programme is a regular follow-up conducted by a manager and a trainer for example three months after orientation.

Based on the results of a questionnaire and observation parts that work well in the current orientation programme are the organizational orientation, timetable of three weeks for the orientation and a clear schedule for orientation. Parts that could be improved are the departmental orientation programme and tools used to support the orientation. Trainers wished it to be more specific and point by point for instructors and trainees wished it to have more time to work together

with an instructor and go through real life examples. Trainees also felt like they are expected to cope too soon on their own after orientation period. This was corrected to a new orientation programme as time of orientation was extended and training sessions added to weeks three and four. Tools that were needed to make the orientation more efficient were customer service guide, online project management tool amongst the entire orientation team, test surroundings to the systems and overall clarification and reorganizing the current orientation materials.

New employees can be engaged to a company through successful and well executed orientation programme. Engagement is also created when an employee starts to feel like she belongs to the team. Companies should pay attention to give enough time for new employees to get to know one's colleagues and set up team lunches for the first week. The responsibility of an engagement lies with the manager but also new employees and instructors have a big role in creating an engagement.

The new orientation programme and research is presented to the Case Company who will evaluate which parts are taken into practice. The Case Company is renewing the whole orientation process and this research is taken into consideration when making reforms. The research brought value through collected data from questionnaires and observations. Next step for the Case Company can be to evaluate the recruitment process and orientation in remote work.

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Questionnaire

Kysely perehdytyksestä uusille työntekijöille

 Pakolliset kentät merkitään asteriskilla (*) ja ne tulee täyttää lomakkeen viimeistelemiseksi.

Kyselyn tuloksia käytetään perehdytyksen kehittämisessä ja opinnäytetyössä.

1. Kuinka arvioisit perehdytystä kokonaisuutena? *

	1	2	3	4	5	6	
Ei ollenkaan onnistunut *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Todella hyvin onnistunut

2. Mikäli vastasit ylläolevaan kysymykseen 1-3, kerrothan mikä perehdytyksessä olisi voinut onnistua paremmin.

3. Ensimmäisenä päivänäsi kävitte läpi yrityksen esittelyä, arvoja ja HR asioita. Kuinka onnistunut ensimmäinen päiväsi oli ja kuinka hyvin asiat jäivät mieleen? *

	1	2	3	4	5	6	
Ei ollenkaan onnistunut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Todella hyvin onnistunut

4. Mikäli vastasit ylläolevaan kysymykseen 1-3, kerrothan miten ensimmäinen päiväsi olisi voinut onnistua paremmin.

5. Perehdytysjakson aikana perehdyttäjäsi kävi läpi kanssasi perinnän perusteita, sähköpostien ja puheluiden malleja sekä työskentelytapoja järjestelmässä. Kuinka onnistunut perehdytysjakso työhön oli? *

	1	2	3	4	5	6	
Ei ollenkaan onnistunut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Todella hyvin onnistunut

6. Mikäli vastasit ylläolevaan kysymykseen 1-3, kerrothan miten perehdytysjaksosi olisi voinut onnistua paremmin.

7. Perehdytysjaksosi kesti noin 3 viikkoa. Kuinka arvioisit perehdytyksen kestoa ja kokonaisaikataulua? *

	1	2	3	4	5	6	
Ei ollenkaan onnistunut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Todella hyvin onnistunut

8. Mikäli vastasit ylläolevaan kysymykseen 1-3, kerrothan miten perehdytysjaksosi olisi voitu aikatauluttaa paremmin.

9. Perehdytyksessäsi käytettiin työkaluina saatavienhallinnan opasta, PowerPoint esityksiä ja esimerkkejä sähköposteista ja puheluista.

Mitä mieltä olit käytetyistä työkaluista? *

	1	2	3	4	5	6	
Ei ollenkaan onnistunut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Todella hyvin onnistunut

10. Mikäli vastasit ylläolevaan kysymykseen 1-3, kerrothan mitä materiaaleja voimme kehittää.

11. Kuinka hyvin tutustuit perehdytysjakson aikana esihenkilösi ja kollegoihisi? *

	1	2	3	4	5	6	
En ollenkaan hyvin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Todella hyvin

12. Mikäli vastasit ylläolevaan kysymykseen 1-3, kerrothan miten tutustumista olisi voinut helpottaa.

13. Tähän voit jättää avoimia kommentteja perehdytyksestäsi.

Old orientation programme

Henkilökohtainen perehdytysuunnitelma

Nimi:

Työsuhteen aloitus:

Perehdyttäjä:

Esihenkilö:

Lisäksi tulevia koulutuksia:

- GDPR & rahanpesun ja terrorismin rahoittamisen estämisen koulutus **25.11.2021 klo 10.00-11.20**
- Talouslukujen läpikäynti **18.11.2021 klo 10.00-10.40**

Viikko 1: Yleisiä asioita ja työtehtävään perehdyttäminen

() = vastuussa oleva henkilö ja varattu neukkari

Maanantai

9.00-10.20	Tervetuloa & Happy Office Life / HR (HR)
10.20-11.00	Toimistoon ja työkavereihin tutustumista / HR (HR)
11.00-12.00	Lounas / Yritys tarjoaa (esihenkilö)
12.00-13.00	Tehtäväkuvauksen läpikäyntiä esihenkilön kanssa, tutustumista tiimiin ja osastoon (esihenkilö)
13.00-13.50	Laitteiden luovutus & tunnukset / IT (esihenkilö+IT)
13.50-16.00	HR perehdytys

Tiistai

8.00-9.30	Osaston / Front Officen esittely (esihenkilö)
09.30-9.45	Kahvitauko (perehdyttäjä)
09.45-11.30	Työhön perehdytyksen aloitus: Perinnän perusteet (perehdyttäjä)
11.30-12.00	Lounas (perehdyttäjä)
12.00-12.50	Liiketoiminta-alueen esittely (toimitusjohtaja)
12.50-14.00	Perehdytystä (perehdyttäjä)
14.00-14.15	Kahvitauko (perehdyttäjä)
14.15-16.00	Perehdytysoppaan läpikäyntiä (perehdyttäjä)

Keskiviikko

8.00-9.45	Perehdytysoppaan läpikäyntiä (perehdyttäjä)
09.45-10.00	Kahvi (perehdyttäjä)
10.00-11.00	Tilimipalaveri (esihenkilö)
11.00-12.00	Lounas (perehdyttäjä)
12.00-14.00	Järjestelmät (perehdyttäjä)
14.00-14.15	Kahvi (perehdyttäjä)
14.00-16.00	Järjestelmät (perehdyttäjä)

Torstai

8.00-9.00	Driven läpikäynti (perehdyttäjä)
9.00-9.50	Sähköpostien ja kanavien esittely sekä pääsy niihin (perehdyttäjä)
09.50-10.00	Kahvi (perehdyttäjä)
10.00-11.30	Asiakaspalvelun käytänteet + sähköpostit (perehdyttäjä)
11.30-12.00	Lounas (perehdyttäjä)

12.00-14.00	Sähköpostit + kahvi (perehdyttäjä)
14.15-16.00	Sähköpostit (perehdyttäjä)

Perjantai

8.00-8.45	Loppuasiakkaiden yhteydenotot (perehdyttäjä)
8.45-9.00	Kahvi (perehdyttäjä)
9.00-11.50	Loppuasiakkaiden yhteydenotot (perehdyttäjä)
11.50-12.30	Lounas (perehdyttäjä)
12.30-14.00	Epäselvät suoritukset (perehdyttäjä)
14:00-14:30	Kahvi ja viikon kuulumiset esihenkilön kanssa (esihenkilö)
14.30-16.00	Liikasuoritukset (perehdyttäjä)

Viikko 2: Työtehtävään perehdyttäminen**Maanantai**

08.00-9.45	Sähköpostit
09.45-10.00	Kahvi
10.00-11.30	Puheluiden kuuntelut
11.30-12.00	Lounas
12.00-14.00	Puheluiden kuuntelut
14.00-14.15	Kahvi
14.15-16.00	Sähköposti

Tiistai

08.00-09.45	Sähköpostit
09.45-10.00	Kahvi
10.00-11.30	Sähköpostit
11.30-12.00	Lounas
12.00-14.00	Sähköpostit
14.00-14.15	Kahvi
14.15-16.00	Sähköpostit

Keskiviikko

08.00-09.45	Sähköpostit
09.45-10.00	Kahvi
10.00-11.00	Tiimipalaveri
11.00-11.30	Lounas
11.30-14.00	Sähköpostit
14.00-14.15	Kahvi
14.15-16.00	Sähköpostit

Torstai

08.00-09.45	Sähköpostit
09.45-10.00	Kahvi
10.00-11.30	Sähköpostit
11.30-12.00	Lounas
12.00-14.00	Sähköpostit
14.00-14.15	Kahvi
14.15-16.00	Sähköpostit

Perjantai

8.00-09.00	Reklamaatit
09.00-09.15	Kahvi
09.15-11.00	Järjestelmä
11.00-11.30	Lounas
11.30-13.00	Laskutusohjelma
13.00-13.15	Kahvi
13.15-15.00	Puhelinjärjestelmä, OnBoarding, seuraavan viikon speksit

New orientation programme

Orientation programme for internal use

Employee name:

Commencement of employment:

Instructor:

Manager:

Note before starting the orientation:

- ☐ Reserve a conference rooms and listening to calls (instructor)
- ☐ Setting up a work stations and ordering computers (manager)
- ☐ Plan an orientation programme (instructor and manager)
- ☐ Order breakfast in the conference room for the first week (manager)

Future trainings:

- ☐ GDPR training (compliance manager)
- ☐ Financial figures (CFO)
- ☐ My Development Plan (manager)

Week 1: General issues

Time	Monday
9.00-11.00	Welcome (manager) <ul style="list-style-type: none"> - Getting to know a manager and an instructor - Presentation of an orientation programme - Presentation of a job - Presentation of a department - Getting to know office space and colleagues
11.00-12.00	Lunch
12.00-14.00	Organizational orientation (HR) <ul style="list-style-type: none"> - Content to be determined by a HR
14.00-15.00	Equipment (IT + manager) <ul style="list-style-type: none"> - Handing out a computer and other needed equipments - Pointing out a work station / getting to know one's team - Manager and instructor thank you for the day

Time	Tuesday
8.00-10.00	Business introduction (CEO)
10.00-10.15	Coffee break - Getting to know colleagues
10.15-11.00	Organizational orientation (HR) - Content to be determined by a HR
11.00-11.30	Lunch
11.30-14.00	Organizational orientation (HR) - Content to be determined by a HR
14.00-14.15	Coffee break - Getting to know colleagues
14.15-16.00	Departmental orientation (instructor) - Advice to take notes - Basics of the debt collection - GDPR-instructions - Receivables management guide

Time	Wednesday
8.00-9.45	Departmental orientation (instructor) - Receivables management guide
09.45-10.00	Coffee break - Getting to know colleagues
10.00-11.30	Departmental orientation (instructor) - Receivables management guide
11.30-12.00	Lunch
12.00-13.00	Departmental orientation (instructor) - Orientation to systems
13.00-14.00	Team meeting
14.00-14.15	Coffee break - Getting to know colleagues
14.15-16.00	Departmental orientation (instructor) - Orientation to systems through examples

Time	Thursday
8.00-10.00	Departmental orientation (instructor) - Customer service practices - Instructor writes emails and new employees observe and comment
10.00-10.15	Coffee break

10.15-11.30	Departmental orientation (instructor) - Instructor writes emails and new employees observe and comment
11.30-12.00	Lunch
12.00-14.00	Departmental orientation (instructor) - Instructor writes emails and new employees observe and comment
14.00-14.15	Coffee break
14.15-16.00	Team issues (manager)

Time	Friday
9.00-10.00	Departmental orientation (instructor) - New employee writes emails and other new employees and instructor gives comments
10.00-10.15	Coffee break
10.15-11.30	Departmental orientation (instructor) - New employee writes emails and other new employees and instructor gives comments
11.30-12.00	Lunch
12.00-14.00	Departmental orientation (instructor) - New employee writes emails and other new employees and instructor gives comments
14.00-14.15	Coffee break
14.15-15.00	Catch up with a manager

Week 2:

Time	Monday
09.00-10.30	ARM training (ARM manager/instructor) - Department presentation
10.30-10.45	Coffee break
10.45-11.30	Setting up a workstation (instructor + IT) - Equipment in order - Ergonomics
11.30-12.00	Lunch
12.00-14.00	Emails independently at own workstation (supported by an instructor)
14.00-14.15	Coffee break
14.15-15.00	Emails independently at own workstation (supported by an instructor)

Time	Tuesday
08.00-10.00	BOC training (BOC manager/instructor) - Department presentation
10.00-10.15	Coffee break
10.15-11.30	Emails independently at own workstation (supported by an instructor)
11.30-12.00	Lunch
12.00-14.00	Emails independently at own workstation (supported by an instructor)
14.00-14.15	Coffee break
14.15-16.00	Emails independently at own workstation (supported by an instructor)

Time	Wednesday
08.00-09.45	Departmental orientation (instructor) - Current issues
09.45-10.00	Coffee break
10.00-11.00	Emails independently at own workstation (supported by an instructor)
11.00-11.30	Lunch
11.30-13.00	Emails independently at own workstation (supported by an instructor)
13.00-14.00	Team meeting
14.00-14.15	Coffee break
14.15-16.00	Emails independently at own workstation (supported by an instructor)

Time	Thursday
08.00-09.00	Departmental orientation (instructor) - Current issues
09.00-09.45	Listening to colleague's calls
09.45-10.00	Coffee break
10.00-11.30	Listening to colleague's calls
11.30-12.00	Lunch
12.00-14.00	Listening to colleague's calls
14.00-14.15	Coffee break
14.15-16.00	Listening to colleague's calls

Time	Friday
09.00-10.00	Departmental orientation (instructor) - Current issues
10.00-10.15	Coffee break
10.15-11.00	Webforms at own workstation
11.00-11.30	Lunch
11.30-13.00	Webforms at own workstation
13.00-13.15	Coffee break
13.15-15.00	Catch up with a manager

Week 3:

Time	Monday
08.00-09.00	Sales and marketing training (managers) - Department presentation
09.00-09.45	Listening to colleague's calls
09.45-10.00	Coffee break
10.00-11.30	Listening to colleague's calls
11.30-12.00	Lunch
12.00-14.00	Emails independently at own workstation (supported by an instructor)
14.00-14.15	Coffee break
14.15-16.00	Emails independently at own workstation (supported by an instructor)

Time	Tuesday
08.00-09.45	Legal training (manager) - Department presentation
09.45-10.00	Coffee break
10.00-11.30	Calls - Instructor listens
11.30-12.00	Lunch
12.00-14.00	Calls - Instructor listens
14.00-14.15	Coffee break
14.15-16.00	Calls

	- Instructor listens
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Time	Wednesday
08.00-09.45	Taking calls independently
09.45-10.00	Coffee break
10.00-11.30	Departmental orientation (instructor) - Current issues
11.30-12.00	Lunch
12.00-13.00	Taking calls independently
13.00-14.00	Team meeting
14.00-14.15	Coffee break
14.15-16.00	Taking calls independently

Time	Thursday
08.00-09.45	Taking calls and answering emails independently
09.45-10.00	Coffee break
10.00-11.30	Taking calls and answering emails independently
11.30-12.00	Lunch
12.00-14.00	Taking calls and answering emails independently
14.00-14.15	Coffee break
14.15-16.00	Taking calls and answering emails independently

Time	Friday
08.00-09.45	Taking calls and answering emails independently
09.45-10.00	Coffee break
10.00-11.30	Taking calls and answering emails independently
11.30-12.00	Lunch
12.00-14.00	Taking calls and answering emails independently
14.00-14.15	Coffee break
14.15-16.00	Catch up with a manager

Week 4:

Time	Monday
08.00-09.45	IT training (IT manager) - Department presentation
09.45-10.00	Coffee break
10.00-11.30	Independent work
11.30-12.00	Lunch
12.00-14.00	Independent work
14.00-14.15	Coffee break
14.15-16.00	Independent work

Time	Tuesday
08.00-09.45	Independent work
09.45-10.00	Coffee break
10.00-11.30	Independent work
11.30-12.00	Lunch
12.00-14.00	Independent work
14.00-14.15	Coffee break
14.15-16.00	Independent work

Time	Wednesday
08.00-09.45	Independent work
09.45-10.00	Coffee break
10.00-11.30	Departmental orientation (instructor) - Current issues
11.30-12.00	Lunch
12.00-13.00	Independent work
13.00-14.00	Team meeting
14.00-14.15	Coffee break
14.15-16.00	Independent work

Time	Thursday
08.00-09.45	Independent work
09.45-10.00	Coffee break
10.00-11.30	Independent work
11.30-12.00	Lunch
12.00-14.00	Independent work
14.00-14.15	Kahvitauko
14.15-16.00	Independent work

Time	Friday
08.00-09.45	Independent work
09.45-10.00	Coffee break
10.00-11.30	Independent work
11.30-12.00	Lunch
12.00-14.00	Independent work
14.00-14.15	Coffee break
14.15-16.00	Catch up with a manager - Agreement of a follow-up orientation