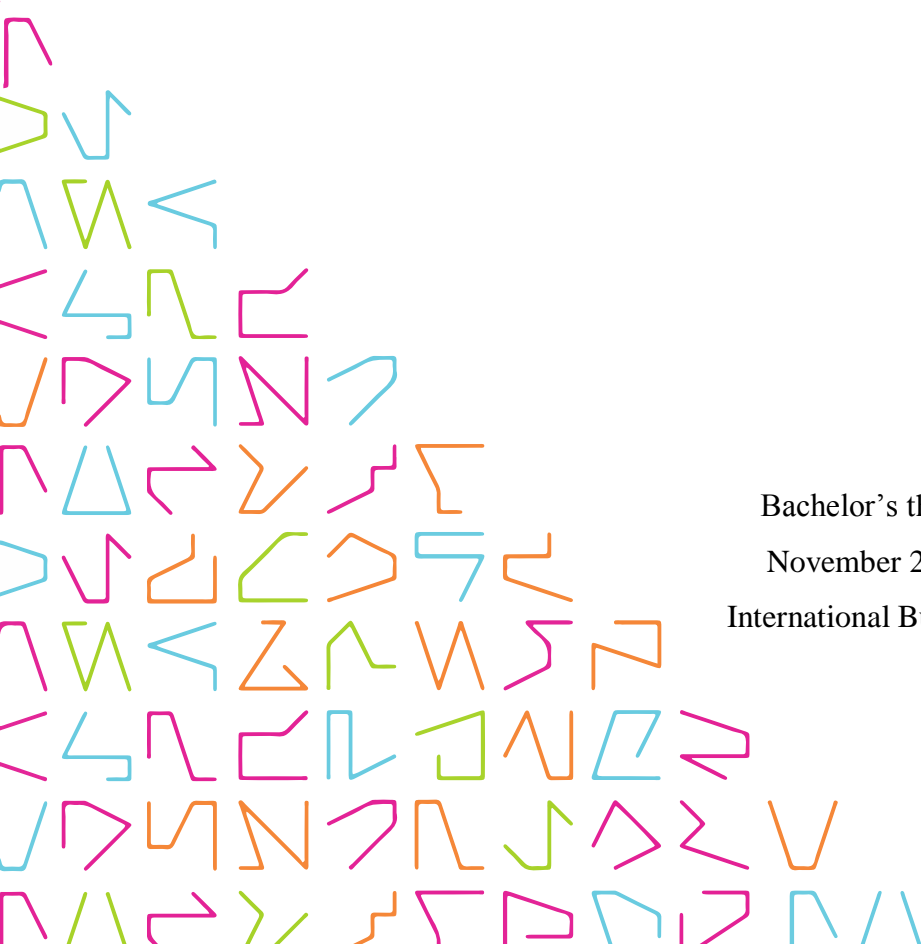


# **INTERN'S HANDBOOK**

**The Finnish Institute in London**

**Ilona Hoppula**

Bachelor's thesis  
November 2018  
International Business



## **ABSTRACT**

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Degree Programme in International Business

**ILONA HOPPULA:**

Intern's Handbook

Bachelor's thesis 50 pages, appendices 26 pages

November 2018

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The aim of this bachelor's thesis was to fulfil the demand for a handbook designed for interns and their orientation process at The Finnish Institute in London. The Finnish Institute's employee turnover is rapid and multiple new interns start at different times, therefore an efficient training process is essential. In addition to this, the handbook also provides new interns with information about various things to consider when relocating to a new country full of new and sometimes confusing aspects such as living arrangements and the health care system. The handbook will be founded in the organization's office and internal platform.

The research was executed in both qualitative and quantitative methods in the form of a survey and face-to-face interviews. Concepts focused on in this thesis consist of employee training, human resource management and learning methods. The theoretical framework of this thesis consists of cultural dimensions in the case of cultural differences of the United Kingdom and Finland.

Due to confidentiality reasons the handbook is not included in the thesis report, however, it is mentioned in the appendices.

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Key words: handbook, employee orientation, employee training, human resource management

## CONTENTS

1	INTRODUCTION .....	5
2	THESIS PLAN .....	7
2.1	Thesis topic .....	7
2.2	Objective and purpose .....	7
2.3	Research question .....	8
2.4	Concepts and theory.....	8
2.5	Methodology .....	9
2.6	Thesis process .....	10
3	THE FINNISH INSTITUTE IN LONDON.....	11
3.1	Employee turnover.....	11
3.2	Employee training.....	12
4	INTERN’S HANDBOOK.....	14
4.1	Content.....	14
4.2	Survey research.....	14
5	THEORETICAL FRAMEWORK .....	17
5.1	Hofstede’s cultural dimensions.....	17
5.2	Power distance .....	17
5.3	Individualism .....	18
5.4	Masculinity .....	18
5.5	Uncertainty avoidance .....	18
5.6	Long term orientation .....	18
5.7	Indulgence.....	19
6	CULTURAL COMPARISON .....	20
6.1	Finland vs. The United Kingdom .....	20
7	DISCUSSION .....	22
	REFERENCES.....	23
	APPENDICES .....	25
	Appendix 1. Intern’s Handbook .....	25
	Appendix 2. Survey .....	26

**GLOSSARY**

*The Institute*

The Finnish Institute in London

*The UK*

The United Kingdom

*HRM*

Human Resource Management

## 1 INTRODUCTION

Induction of new employees is a common practice of companies and institutions to introduce new employees into the company. Entering a new environment always comes with challenge. But what exactly does it mean for the company to welcome a new employee or intern into the office?

Depending on the size of a company and other related factors, there can be various different kinds of training programmes and handbooks designed for new employees. The problem occurring in this matter, is the effort of the company. If the employer does not see these aspects as important, training processes and work in general easily lack in productivity and efficiency. A handbook is not only important to the new employee, but also to the employer. Due to the time-consuming problems, companies have procrastinated in the important stage of employer-employee communications. This tool can be helpful for the employer in many ways, such as complying with possible federal guidelines, as a productive management tool in recruiting and it can also save time in operating costs and in new employee orientation. (Lawson 1998, xii & 3).

To make sure that employers are able to make a new employee or intern feel welcome and appreciated in the working environment, employee training and orientation process is vital. “Most people have faced the challenge of learning new knowledge and skills as part of their job. Training programs are designed to make this learning easier and less threatening.” (Jacobs & Jones 1995, 4) A good training program is essential for a new employee and in order for it to succeed the employer needs to take responsibility in it. According to Jacobs et al. (1995), the new employee should not only find out about the policies, culture and mission of the new company, but also understanding goals and what is required from the work he or she is expecting in. These are some of the areas that the new hire is expected to reach.

In smaller organizations, the orientation process might take place “On-the-Job” rather than having a specific time arranged for discussing and reading instructions. The so-called OJT occurs at the location of work or as near as possible and it includes both learning and doing (Jacobs et al. 1995, 12).

In order for the employee to be able to orientate “on-the-job”, one needs to know the rules and regulations that the company follows. Therefore, despite the OJT practice, the importance of a handbook for a company is essential. Even if one would be familiar with the practices and regulations of the company, without a handbook the rest of the staff will not have any place to turn to in need of information. (Guerin & DelPo 2017, 2) Due to this fact, this thesis focuses on creating a handbook for the commissioning organization, and more in detail for its’ interns, The Finnish Institute in London. In the following chapters the importance of employee training, handbook and human resource management in general will be introduced in terms of the research that has been done and the chosen theoretical framework.

## **2 THESIS PLAN**

### **2.1 Thesis topic**

The aim of this thesis is to create a handbook for interns at the Finnish Institute in London. The Finnish Institute in London is a cultural non-profit organization that has four employees and usually four to five interns. The internship periods last from five to 12 months, so the inflow of people working at the Institute is quite frequent. The interns are also usually native Finns because fluent Finnish language skills are required, so moving to a new and vibrant city like London can be new and a bit intimidating. Therefore, it is essential to have a handbook for interns that contains all the information regarding living in London and more importantly working at the Institute. The Institute has had a handbook before, but it is currently quite outdated and needs to be updated. Until this point, previous and current interns have gathered some advice for living in London but this has also been scattered, unorganized and basically unsubstantiated. The aim would be to have all the guidelines, regulations and advice regarding living in London and working at the Institute at the same place so the information is open to everyone and easily reached.

### **2.2 Objective and purpose**

The objective of this thesis was to develop a tool that makes the intern training process easier and more efficient for both the intern and the employee. When information is easily accessible and available for interns it helps them to adapt in London and provide them a precise and informative training into the new working environment.

The purpose of preparing a handbook for the Finnish Institute is to make the training and orientation process even smoother and more informative than it already is. For a new intern, new environment can often be confusing and from the employer point of view, it is important to provide the intern with all the needed information for adapting in the most efficient and clear way.

There is a big demand for this sort of guidebook at the Finnish Institute in London,

because there are usually four to five interns at once, and they all might start at different times. According to Liski, Horn & Villanen (2007) it is important to create a detailed guidebook, that the new employee can actually see the things that the training process will include. As most of the interns come from Finland, living in a new, big and vibrant metropoly might be a bit scary and also exciting. The handbook provides useful tips to know about living in London in order to help with the adaptation to a new country and its' ways. Healthcare system is different, living arrangements can be confusing and many other various points need to be considered, and this is why it is good to gather all this information together.

### **2.3 Research question**

Regarding the handbook there are various things to take into consideration and these things form the research questions of this thesis. Starting from a very simple one: what are the bases for a good handbook? Stating the obvious, there are many different kinds of handbooks and different approaches that can be used in them. To find the answer to this main question, some sub-questions are also in need. What are the essentials that a new intern should know about this organization? Linking towards the guide section about living in London: what are the things to consider in a new living environment? These questions are answered in this thesis.

### **2.4 Concepts and theory**

Employee training is one of the key concepts used in this thesis and depending on for example the amount of staff it can be executed in many ways. Training and development have been proved to be integral concern of human recourse management (HRM) and the training process has been recognized as a "vital component". "Training not only facilitates flexible working practices and rapid adaptation but, it is argued, can also be an important means of motivating employees and securing commitment to company goals." (Mabey, Skinner & Clark 1998, 97) Many companies can see how the importance of the first impression of a new employee affect the satisfaction in the work place and loyalty to the enterprise. Successful training can lead not only to positive results in working but also create overall encouraging and a can-do atmosphere in the office. Training can also be



seen as a 'positive-sum game' that brings benefits to the whole company. (Mabey et al. 1998, 95)

Another important concept regarding this subject is the different types of learning methods in employee training. People learn new things on a daily basis, and when it comes to brand new work environment how one actually learns is a major aspect. The job of the person who is training a new employee isn't always simple because each person learns differently. According to Liski et al. (2007), the tasks of the person in charge of training are to give constructive feedback, to understandably explain guidelines and instructions to figure out the tasks, instruct on using the right equipment and safe working methods, instruct on doing productive and valuable work and support independent information searching and problem solving. The trainer has the responsibility to make sure that the way things are taught, is also the way that the new employee learns and understands. It is also important to let the new employee actually take part and in the training process so that learning can be maximized.

Human resource management is a concept that is essential to consider in this case and especially when new employees and interns are concerned. HRM is seen as a strategic approach to the addition the development of motivation and the leadership of the existing human resources. HRM is also considered to be a production model approach to personnel management. This aspect has a big effect on the working environment and it is often concerned as management of the job itself and people in the company. (Sarma 2008, 16)

## **2.5 Methodology**

There are two kinds of methods to do research: quantitative and qualitative. Quantitative method focuses on amounts and quantities. (Krishnaswami & Satyaprasad 2010, 3) Qualitative research on the other hand can be investigated through for example behaviour of the target group or mindset of the employees towards work. Quantitative research method often includes surveys and questionnaires, whereas qualitative focuses more on interviews and other ways in a form of words.

In this specific matter of a handbook, both of the methods have been used. Since the target data collection group was quite small, both methods were proven to be accurate:

quantitative in the way of getting clear statistics and qualitative for more in depth analyzing. Primary data was collected through a questionnaire form following by a face-to-face interviews. Also other Finnish Institutes' handbooks were used as a source of inspiration in this thesis.

## **2.6 Thesis process**

The structure of this thesis is divided into seven chapters and more in detail into theoretical framework and the research done for the final product of this thesis: Intern's Handbook.

The theoretical framework of this thesis is based on Geert Hofstede's cultural dimensions. Since the commissioner was based in London, the United Kingdom, and the author of this thesis is Finnish native, cultural views have been a big part of this thesis. Therefore, the cultural dimensions mentioned above have been used as a tool of theory.

The remaining chapters include information about the commissioner as an organization and the research done regarding the Intern's Handbook.

### **3 THE FINNISH INSTITUTE IN LONDON**

The Finnish Institute in London is a non-profit trust working in the fields of arts, culture and society. The Finnish Institute recognizes and identifies new changes in its' expertise between Finland, the United Kingdom and the Republic of Ireland. They look for new exciting opportunities in the fields of art, culture and society and bring people together through their passionate and courageous mindset that has been put in action.

#### **3.1 Employee turnover**

The Finnish Institute in London has four employees and usually four to five interns. Only one of the employees, the administrative, has a permanent contract whereas the other three, the director, the director of Arts and Culture Programme, and the director of the Society Programme only have a three to four-year long contract. The internships are usually four to 12-months long.

This clarifies, that the stability within the same people working at the Institute is not very long term oriented. There are advantages and disadvantages of such contracts and relationships. The world is full of culture and societal matters are part of everyone's everyday-life, which is one of the reasons why the Institute's work is important in many ways. These, however, are aspects that keep on changing all the time, which is why it is good and beneficial to keep the staff turnover frequent as well. While new employees take over, and the old ones proceed onto new challenges, the organization is ready to receive new energy, perspectives, ideas and expertise in this ever changing field. Another reason why employee turnover is a good thing, is to enable the employee to work in his/her fullest potential while knowing this period of time will not last forever.

Throughout the years the Finnish Institute has been privileged to work with various amount of people from different backgrounds and experience in the fields of arts, culture and society and it has brought many new insights and views to the organization. While everyone is familiar with the concept of employee turnover at the Institute, the risk of any sorts of common social obstacles or harm within the work community caused with the

thoughts of who is more valuable employee or in the matter of seeing somebody leaving as an organizational loss is low or nonexistent.

When interns are concerned, it is quite normal and a common way of working four to 12-month periods and after one's time is ending, another one will be continuing from that point. However, sometimes different companies might change their usual procedures, and decide not to have interns for some time. At the Institute this is not the case. The interns' effort and work load at the Institute is essential which is one of the reasons why the process of having interns is consistent and ongoing year after year. This is why it is important for the Finnish Institute to have an accurate and informational handbook, that provides the needed information about working at the Institute and also useful advice on living in London.

### **3.2 Employee training**

According to Cadwell & Crisp (1998), in order for the employee orientation to be effective it must include planning, execution and follow-up. Much like in almost all companies and organizations of some sort, employee training is an important part of their system. There are numerous reasons why employee training is essential for the organization and why it shouldn't be left aside. "Until an employee becomes familiar with his surroundings, feels comfortable with the details and routine of a typical day, and develops an understanding of what's expected of him, it is likely to be difficult to focus on job performance." (Arthur 2012, 290)

With a good orientation and training plan it is ensured that one can feel more at ease at his or her new working environment. According to Autodesk, untrained workers have a low production value and the quality of their performance is lower than it possibly could if training would be concerned.

At the Finnish Institute training is more like an ongoing process throughout the internship rather than one or couple of orientation days. With years of experience this has turned out to work well for the Institute and often in small organizations as the mentioned, this sort of method of orientation can be the most beneficial. When tasks are changing rapidly regarding different kinds of events and what happens at the office, "learn as you do"- sort

of approach has seemed to be accurate. Orientation should focus on enabling every person to feel like they are part of the origin of the company (Arthur 2012).

## **4 INTERN'S HANDBOOK**

### **4.1 Content**

The content of the Intern's Handbook includes introduction of the Finnish Institute in London, basic information about working schedules and the office, daily routines at the office, emergency information and lastly the guide section about London. These are aspects that have been chosen with the help of the staff, other Finnish Institutes' information and through the results of the research. The objective of the handbook's content was to keep it as practical oriented as possible, so the advantage for the new interns would be maximized.

### **4.2 Survey research**

According to Krishnaswami & Satyaprasad (2010) research can be defined as systematic and critical investigation that adopts a scientific method and is objective and logical. The research for the intern's handbook was executed through both qualitative and quantitative methods. A questionnaire was implemented for four current interns at the Finnish Institute since they are the most familiar with the handbook that has been used before at the Institute. In addition to this also face-to-face interviews took place within the same group to get more in depth answers in recipients' own words.

The objective of this method of research was to find out how the current interns have felt about the current handbook. The respondents have all started their internship at the Institute during the fall of 2018, which means they are ultimately the most current source of information and up-to-date data. The survey included questions for example about the helpfulness of the handbook, whether it was easy or difficult to read and understand and whether they would find a guide section about London helpful during their internships.

The survey began with a question of how long has the respondent been working at the Institute. Two of the respondents had been working there for two months, and the rest two and a half months, and five months.

Following question of whether the information meant for the interns is easily available and simple to find, had half of respondents' answers "Yes" and the other half of "Some yes, some not". The rest of the answer options "No" and "What information?" did not get any responses, which can be seen as a good thing for the Institute, since it can be assumed that none of the interns feel like they can not find information meant for them or they don't even know what this sort of information could be.

The third question focused on the familiarity of the handbook to the interns. The average of all the responses, on a scale of 1 to 5, was 3,5. Half of the respondents felt like the handbook was "quite familiar" and the other half found it "familiar".

The following question was about the way interns had heard about the handbook. 75 % of the respondents had heard of it from their supervisor and the rest from other interns. None of the respondents had to come across it on their own, and nobody was not familiar with the handbook at all. This can be seen as a positive result, regarding the training and adaptation process and that no one has had to find out about the handbook on their own.

The next question dealt with the helpfulness of the handbook. On a scale of 1 to 5, the average of all the responses turned out to be 4. Two of the respondents felt that the handbook had been very helpful and the rest responded "helpful" and "not very helpful". The following question "In what way has the Handbook helped you?" had 100% response of "In my orientation/training process", which is the main purpose of having the handbook.

The seventh question dealt with how easy to read the handbook has been.  $\frac{3}{4}$  of the responses showed that it is easy to read and understand, and the rest thought "a bit difficult or confusing to read and understand". The next question of how many times the respondents have read the handbook also had  $\frac{3}{4}$  response of having read it "twice or more" and the rest "once". This shows, that the handbook has information that majority of the interns have needed more than once.

The second last question focuses on the fact, whether the interns feel like there is a need for the handbook at the Institute or not. 100 % of the responses show that the respondents have felt like there is a need for the handbook. The last question dealt with whether the respondents would find advice about living in London helpful in the handbook. Half of

the respondents felt like this sort of information would be helpful, whereas the rest would not find it helpful or were not really sure.

The conclusion of the survey is that the respondents feel like they have received help from the handbook, and therefore there is a need for it in orientation and training process of the new interns. The survey also proved, that the content of the current handbook could be updated to fit everyone's needs, so the help gained from it would be maximized.



## **5 THEORETICAL FRAMEWORK**

Theoretical framework of this thesis has been chosen to help in the development of the intern's handbook. Since a Finnish organization is located in the United Kingdom, some cultural differences automatically occur in the orientation process of new interns. To understand more of aspects of the handbook, Geert Hofstede's cultural dimensions are the chosen tool for this.

### **5.1 Hofstede's cultural dimensions**

Cultural differences are part of every single day when one interacts with the outer world. Sometimes it might be hard to understand why everything is not done the same way as one is used to. The theory of cultural dimensions by Geert Hofstede has divided cultural aspects into six sections: power distance, individualism, masculinity, uncertainty avoidance, long term orientation and indulgence. "They enable us to move beyond simple awareness to true understanding of different mindsets and enable us to develop more effective relationships with our customers and partners." (Houliat n.d.) As already mentioned, these dimensions work as an excellent tool for comparing cultural divergences between countries in various work life situations and also in this thesis.

### **5.2 Power distance**

First cultural dimension by Hofstede is power distance. "Power Distance is defined as the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally." (Hofstede Insights n.d.) Whether power distance is low, it means that for example being independent, equal rights and hierarchy only in convenience matters are very much existent in that society and country. According to Hofstede Insights, control is often disliked and communicative habits are participative and direct in the countries where power distance is low. On the other hand, when the society has a high power distance the emphasis is on the opposite matters such as equalness in society.

### **5.3 Individualism**

The second dimension is called individualism, which can be defined as the stage of interdependence that a society lives according to among its members. Based on this dimension, countries can be divided into thinkers of "I" or "We". Individualist countries tend to be taught to think for themselves and figure out the purpose in life on their own. "The route to happiness is through personal fulfillment." (Hofstede Insights n.d.)

### **5.4 Masculinity**

The cultural dimension of masculinity measures the emphasis of competition and success that the society is driven by. The primary issue to choose from in this case is whether one wants to be the best (Masculine) or likes what they do (Feminine). In a country, masculinity can be easily seen for example in every-day-working life. In these countries people live in order to work whereas in feminine countries the focus is on well-being and equality. (Hofstede Insights n.d.)

### **5.5 Uncertainty avoidance**

"The extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these is reflected in the score on Uncertainty Avoidance." (Hofstede Insights n.d.) When a country has a low score in this specific dimension, that society doesn't avoid uncertainty much. These societies have the tendency of not being so pressured or achieving-oriented in the possible conflicts of life. Rules, punctuality and busyness are the considered aspects in the countries that avoid uncertainty.

### **5.6 Long term orientation**

This fifth dimension measures how every society retains some linkage to their past and at the same time balances within challenges of the present and future. Those countries that

score low on this dimension are called normative societies. If the scores are high, those countries tend to be more pragmatic in societal matters, for example “..they encourage thrift and efforts in modern education as a way to prepare for the future.” (Hofstede Insights n.d.)

## **5.7 Indulgence**

The last dimension of Hofstede’s cultural dimensions is indulgence. The meaning of indulgence is seen as how people have been raised to control their urges and wishes. Weak control is defined as indulgence, whereas strong control as restraint. Indulgent societies tend to have the emphasis of life in enjoyment and optimism, while restraint countries focus more on work and discipline. (Hofstede Insights n.d.)

## 6 CULTURAL COMPARISON

### 6.1 Finland vs. The United Kingdom

The cultural comparison within the help of Hofstede's cultural dimensions was done between two countries: Finland and the United Kingdom. These two countries ended up having quite similar results in almost all of the dimensions, which proved that Finland and the UK have a lot in common in the cultural way of thinking.

In more detail, the scores between Finland and the UK also show that almost every dimension has a just a little bit higher score on the British side. The only exception turned out to be the dimension of uncertainty avoidance, which will be elaborated further on.

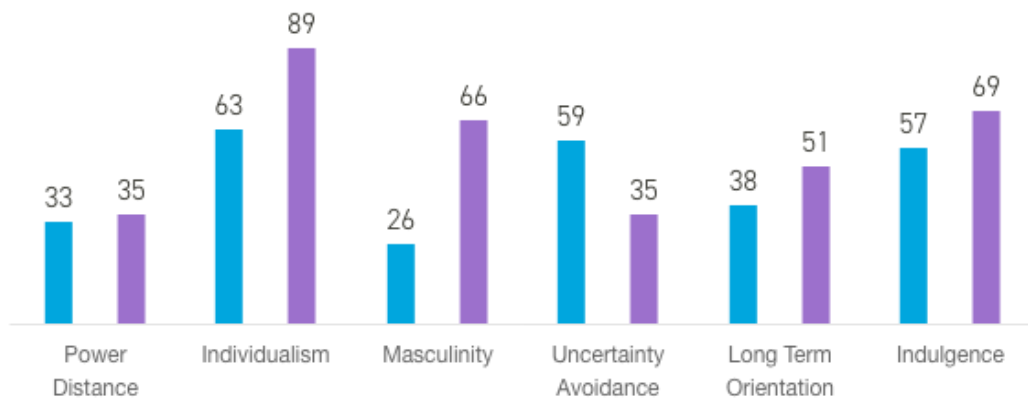


FIGURE 1. Cultural dimensions comparison between Finland (blue) and the United Kingdom (purple).

As it can be seen from the graph the power distance scale between the United Kingdom and Finland, is quite equal. Both of the countries' score is low in this matter, however The UK scores a bit higher. Surprisingly the PD index shows lower within the high class of Britain than the working class. (Hofstede Insights.) This statement gives the understanding, that the higher class of Britain could have stronger power distance than the working class. Regarding the Handbook, the British score (being higher than the Finnish) on this matter does not have a big emphasis.

The overall scores of both countries' in this dimension are some of the highest which can be interpreted so that both countries' societal views on interdependence are high. Both of the countries, and especially The UK, view self image as "I" rather than "we". In a vibrant and big metropolis as London, this sort of mindset can be sensed in people's everyday life of rushing into the tube on the way to work or in a tough competition based job search process.

Based on the scores, The UK's views have a definite emphasis on the achievement driven side and therefore the UK can be defined as masculine country, whereas the Finnish score points more on the quality of life sort of approach. According to Hofstede insights in a feminine society, such as Finland or other Scandinavian countries, conflicts are often resolved by negotiation and compromises.

Uncertainty avoidance is the one dimension where Finland scores more than the UK, and therefore Finland has a habit of avoiding uncertainty. From this score, it can be assumed that Finland as a society has a mindset of trying to control the future by rules and regulations rather than (the British way) accepting it is what it is, and basically letting it happen. When it comes to uncertainty avoidance in the British mindset, the Finnish Institute in London reflected some of this view as well. In such a vibrant and ever changing (employees, interns etc.) work community this sort of uncertainty avoidance could be seen in for example orientation and training. The process of training new interns at the Finnish Institute is not full of strictly narrowed and timed guidelines, rather the process is definitely more practical oriented and the type of "learn as you go" - orientation. When the process is taken at ease and not ruled too strictly, it is an example of uncertainty avoidance oriented behaviour.

In the case of long term orientation, Finland is a good example of a normative society with a score of 38. These countries tend to care deeply about traditions and keep the focus on quick results and the absolute truth.

Finland can be seen as indulgent country with a score of 57 and the UK even more indulgent with a score of 69. The people of indulgent societies maintain a positive attitude and optimistic way of life. These people also see the importance of leisure time in the hectic lifestyle that today's world often is all about.

## 7 DISCUSSION

The primary objective of this thesis was to create a handbook for the Finnish Institute in London, to make their intern orientation and training process more efficient and easier. As it has already been established in this thesis, the Institute has a rapid turnover, which is why the emphasis on the orientation process is essential.

The survey research that was done for the current interns at the Institute, proved that there is a definite need for a handbook at the working place. The handbook provides valuable information for the new interns regarding work at the Institute, safety regulations and advice on how to adapt into living in London.

When a Finnish organization is located in a foreign city and country, in this case London in the United Kingdom, cultural differences can easily have an effect on the working life. Even though the staff is Finnish, the actual location plays a role in the company's everyday-guidelines. The cultural dimensions comparison made between Finland and the United Kingdom shows that two different countries can have very similar point of view in the cultural matters. The cultural dimensions have provided outlook on the differences that countries can have, and that aspect has also been helpful in considering, which points are relevant for the Institute's interns to know about the country they have come to work in. This can also be seen from the handbook, because the content does not differ that much from for example an organization based in Finland and their rules and regulations. This proves that if the cultural adaptation is similar between two countries, it might not affect the orientation process and the handbook in any confusing way. Since the staff at the Institute is 100% Finnish, the Finnish cultural aspects at the office are familiar to everyone and the only differences that the orientation process might bring are safety related regulations and other practical matters.

After doing research about the concepts of employee training, human resource management and different learning methods, it has been established that the orientation process is an essential factor in satisfaction and effectiveness at the work place. Whether a small organization or bigger is concerned, this is an aspect that needs to be focused on, on a regular basis.

The results of this thesis and the main outcome, the handbook, will help the organization to develop their future training and orientation process of new interns.

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**APPENDICES**

Appendix 1. Intern's Handbook

## Appendix 2. Survey

**Q1** Save As ▾

How long have you been doing your internship at the Finnish Institute in London?

Answered: 4 Skipped: 0

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**RESPONSES (4)** WORD CLOUD TAGS (0)

Apply to Selected ▾ Filter by tag ▾  🔍 ?

Showing 4 responses

- 5 months  
 11/10/2018 1:22 PM [View respondent's answers](#) [Add tags ▾](#)
- About 2 months  
 11/6/2018 2:54 PM [View respondent's answers](#) [Add tags ▾](#)
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 11/6/2018 1:17 PM [View respondent's answers](#) [Add tags ▾](#)
- 2,5 mm  
 10/27/2018 7:08 PM [View respondent's answers](#) [Add tags ▾](#)

**Q2** Customize Save As ▾

Do you think that the information meant for interns is easy to find and accessible at the Institute?

Answered: 4 Skipped: 0

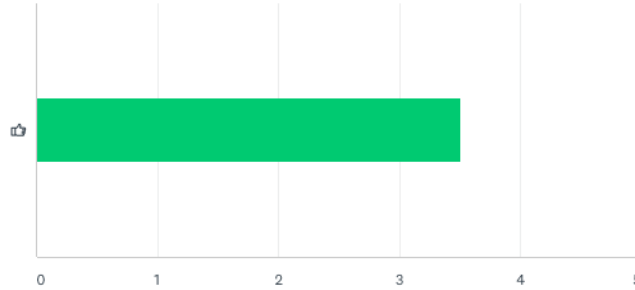
ANSWER CHOICES	RESPONSES
Yes	50.00% 2
No	0.00% 0
Some yes, some not	50.00% 2
What information?	0.00% 0
<b>TOTAL</b>	<b>4</b>

Q3

Customize Save As

How familiar is the Intern's Handbook to you? (1 thumb up=not familiar at all, 5 thumbs up=very familiar)

Answered: 4 Skipped: 0



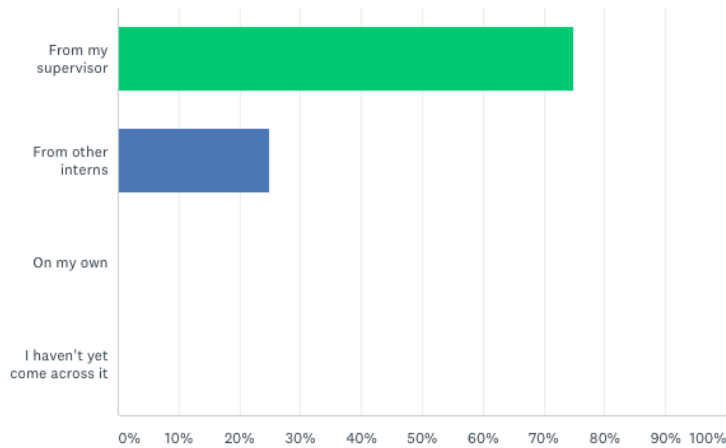
	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
👍	0.00% 0	0.00% 0	50.00% 2	50.00% 2	0.00% 0	4	3.50

Q4

Customize Save As

How did you come across the Handbook?

Answered: 4 Skipped: 0



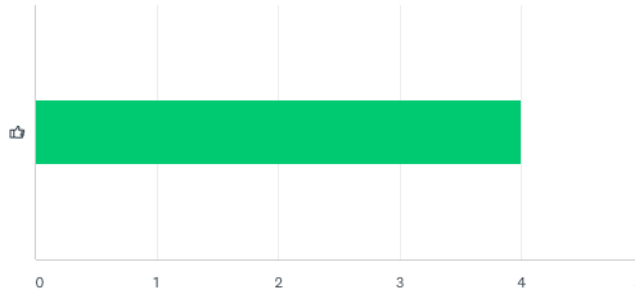
ANSWER CHOICES	RESPONSES
From my supervisor	75.00% 3
From other interns	25.00% 1
On my own	0.00% 0
I haven't yet come across it	0.00% 0
<b>TOTAL</b>	<b>4</b>

Q5

Customize Save As

Has the Handbook been helpful to you? (1 thumb up=not helpful at all, 5 thumbs up=very helpful)

Answered: 4 Skipped: 0



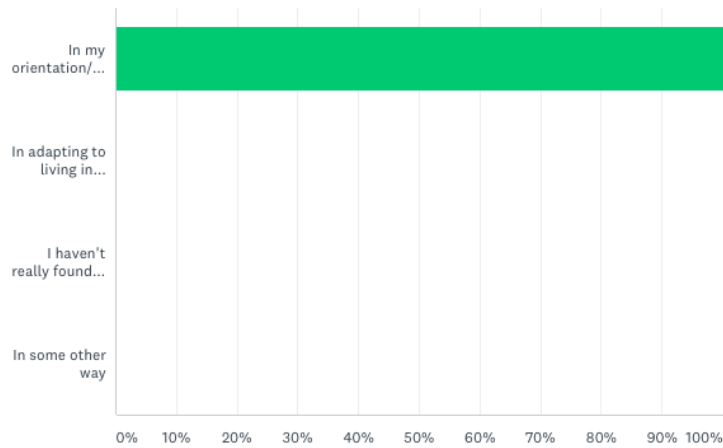
	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
👍	0.00% 0	25.00% 1	0.00% 0	25.00% 1	50.00% 2	4	4.00

Q6

Customize Save As

In what way has the Handbook helped you?

Answered: 4 Skipped: 0



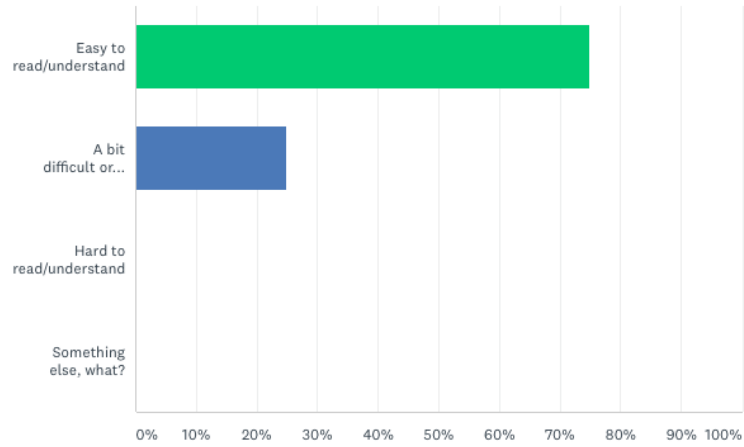
ANSWER CHOICES	RESPONSES	
In my orientation/training process	100.00%	4
In adapting to living in London	0.00%	0
I haven't really found it helpful	0.00%	0
In some other way	0.00%	0
<b>TOTAL</b>		<b>4</b>

Q7

Customize Save As

### Has the Handbook been

Answered: 4 Skipped: 0



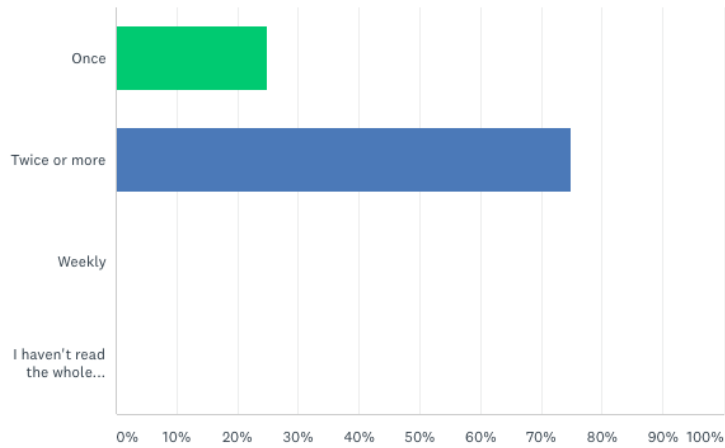
ANSWER CHOICES	RESPONSES
Easy to read/understand	75.00% 3
A bit difficult or confusing to read/understand	25.00% 1
Hard to read/understand	0.00% 0
Something else, what?	Responses 0.00% 0
<b>TOTAL</b>	<b>4</b>

Q8

Customize Save As

### How many times have you read the Handbook?

Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES
Once	25.00% 1
Twice or more	75.00% 3
Weekly	0.00% 0
I haven't read the whole Handbook	0.00% 0
<b>TOTAL</b>	<b>4</b>

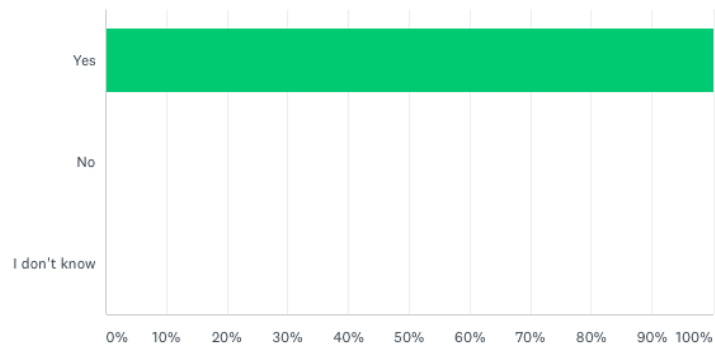
Q9

Customize

Save As ▼

Do you feel, that there is a need for a handbook at the Institute?

Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ Yes	100.00% 4
▼ No	0.00% 0
▼ I don't know	0.00% 0
<b>TOTAL</b>	<b>4</b>

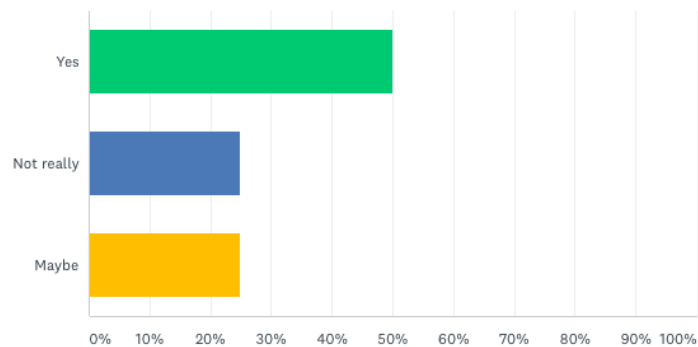
Q10

Customize

Save As ▼

Would you find advice about living in London helpful in the Handbook?

Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ Yes	50.00% 2
▼ Not really	25.00% 1
▼ Maybe	25.00% 1
<b>TOTAL</b>	<b>4</b>

