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Induction Programme for Customer Order Management of Metso Automation, Day-to-Day Business Support

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Induction is a necessity in every company. A new employee should receive the tools to perform in his or her own position. This thesis approaches this issue from the point of view of a new employee entering Metso Automation Day-to-Day Business Support's Customer Order Management.

The theoretical part discusses three different concepts of induction: mentoring, orientation, and onboarding. The main goal of this study is to build a comprehensive and practical induction programme which takes into consideration both social and technical aspects of induction as well as the corporate strategy. Hence, the relationships of these aspects are discussed through the concepts, and their differences.

In order to have the theoretical approach linked to Metso Automation's purposes, a primary research of the current employees' experiences and expecations on induction was conducted, revealing that the socialization aspect must be emphasized for creating both inter- and intrapersonal networks. Also the methods used in induction earlier were reviewed based on the survey results. These results were used to build the final product of this thesis, the induction programme.

Based on the comprehensive approach as well as research results, two new roles were built for the induction programme. These are the techentor, a technical mentor, and the socientor, a social mentor. With these roles, goal was to focus mentors' duties, tasks and support to where they are needed most. This enhances the time efficiency and creates a secure feeling for the inductee.

The induction programme itself has been built in calendar-style, using segments that develop the inductee's abilities to perform in his or her position without being left alone. These segments with their flexibile entities can be altered into the inductee's and the two mentors' schedules.

Keywords Induction, mentoring, onboarding, orientation, model, programme

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1   Introduction

Human Resources Management is a challenging topic because it handles one of the key assets of a company – people. At the same time, this asset is sensitive to any possible threats and difficulties emerging from global business environment and naturally, the type, amount and input of the work people do on daily basis. To perform as well as possible, new employee needs the support of a good induction to his or her new position. This we can state to be a problem in both SME's and MNE's. It is also one of the reasons why it is my area of specialization in my studies.

Thesis was commissioned by Metso Automation Oy, Day-to-Day Business Support, Customer Order Management as a project work. As a result of this thesis, an induction programme for Day-To-Day Business Support's Customer Order Management was created.

1.1   Background

Earlier, there has not been a servicable induction model or programme for the Day-to-Day Business Support's Customer Order Management (later: CO Management). Thus the project objective is to create one to be used as a tool for all stakeholders: supervisors, mentors and new recruits. This task was initiated by a discussion on the matter with my supervisor at Metso Automation. It became clear that there was a need for such a model and a concrete tool, which none of current employees, key users or supervisors however had time to do. Whilst working at Metso Automation as a part-time employee, I was able to sign a commissioning agreement with the company to build this tool and use it as my thesis topic.

I am the project leader as well as the thesis author, responsible for planning and execution of the project. Representative of the commissioning party is Ms Mira Eschner, the manager of the CO Management. She also approved the project plan and acts as an advisor on the company's behalf.

1.2 Metso Automation

Metso Automation Oy is a part of Metso Corporation, which operates globally in various fields of business, such as valve manufacturing and paper machine manufacturing. Metso Corporation recently renewed its organization structure. Simplified version of the new organization structure explained below in Figure 1.
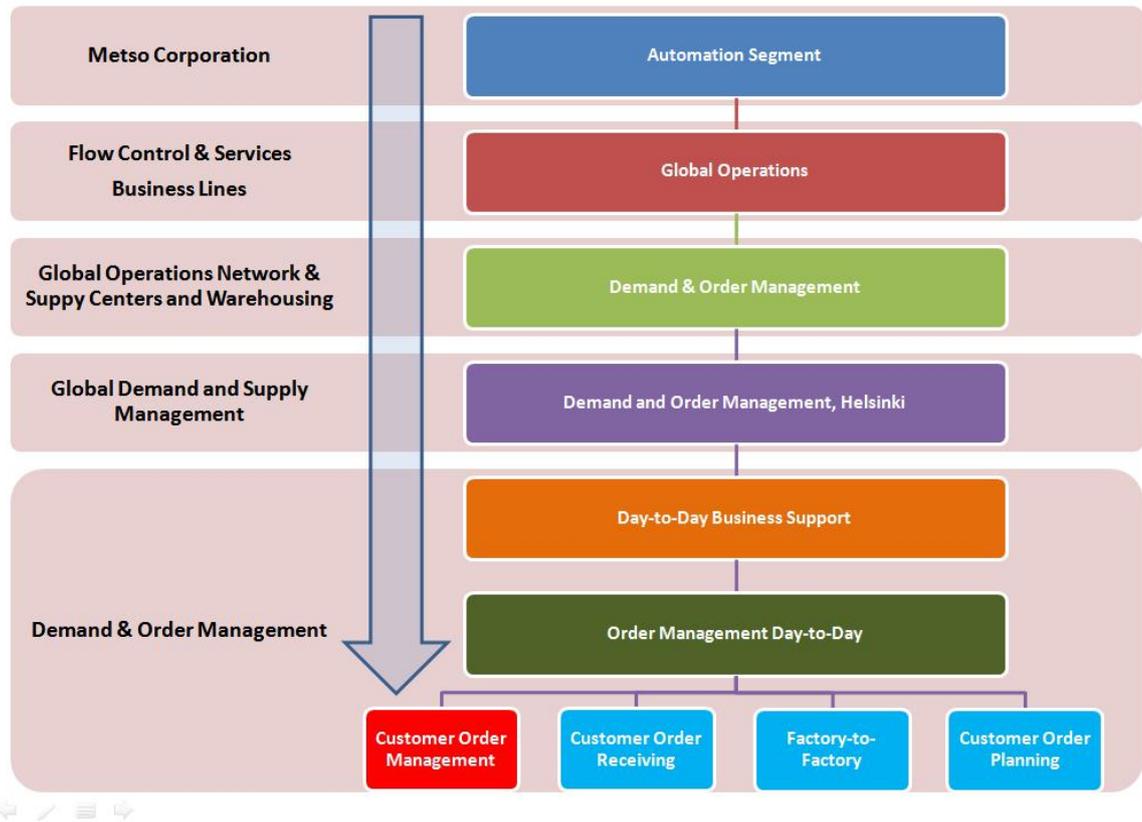
Figure 1. Simplified organization structure of Metso Corporation (Metso 2012a)

Automation Segment consists of several business lines, one of which is Global Operations. This is a support function providing services for Flow Control and Service business lines. Then, as a part of Global Operations, functions Demand & Order Management, which provides services for Global Operations Network, Supply Centers, and Warehousing units. Next is Global Demand and Supply Management function, which includes Demand and Order Management, Helsinki unit. In this unit, there is Day-to-Day Business Support department. A part of this department is Order Management, Day-to-Day, in which there are four teams: Customer Order Management, Customer Order Receiving, Factory-to-Factory, and Customer Order Planning. The induction

programme designed in this thesis is for the Customer Order Management, consisting of 12 members. (Metso 2012a.)

Metso Corporation is a publically listed company in NASDAQ OMX Helsinki as MEO1V. Company turnover in 2011 was 5,552 billion Euros. (Metso 2011c; OMX Helsinki 2011; Metso 2012b.)

1.3   Project objective and project tasks

The project objective set for this thesis topic is *to create an induction programme for Customer Order Management of Metso Automation, Day-To-Day Business Support.* To understand the meaning of an induction programme for Metso Automation, its potential to provide value in a new employee's work performance should be known. Based on this approach we can state that the overall project has elements of both research oriented and product oriented thesis, concentrating more on the latter. Survey is used to understand from employee point of view, how orientation has been conducted earlier, what could be improved, and if current employees are interested in mentoring new employees in the future. This creates additional value to the actual programme as secondary data from the company is limited. Research questions are explained in chapter 4.

Project tasks are separated in three different stages of which the most important is the actual induction programme. These stages are shown in Figure 2 and the list below. Stages are growing progressively as the project proceeds. Each stage has three main steps – which include several sub-tasks, defined in project schedule (Attachment 1) – and are milestones for reaching results in the end.

	1	2	3	4
Project stages	Induction – a strategic tool?	Induction experiences reflect satisfaction	People become employees with induction programme	Preparing content materials, launching, testing and altering
Purpose	To find correct approach for induction programme	To add value for induction programme from employee experiences	To build induction programme	To validate and synergize the induction programme
Stage content	- Theoryframing -Literature review - Company material review	- Field research - Methodology - Interpretation	- Designing - Benchmarking	- Launching -Testing - Modification - User feedback
Outcome	Theory framework for induction programme	Relate past experiences and expectations to induction programme	Induction programme	Enhanced induction programme
Chapters	2	3 4 5.2	5 6 7.1 7.2	Company reporting

Figure 2. Project outline with structural content and chaptering

The stages, including the steps of each stage, are:

1. Induction – a strategic tool?
- Reviewing orientation material and practice presently in use for new employees.
- Acquiring and reading literature for theoretical framework.
- Writing the theoretical framework.

2. Induction experiences reflect satisfaction
- Reading company secondary data related to framework.
- Online survey for primary data about induction and mentoring to employees of CO Management.
- Analyzing the primary data collected by online survey.
- Reporting survey results for induction programme design.

4

3. People become employees with induction programme

- Building the induction programme (calendar model).

- Benchmarking the model with global and/or local, relative processes.

A stage, which has been excluded from the thesis, is:

4. Preparing content materials, launching, testing and altering

- Launching the induction programme.

- Testing the induction programme.

- Modifying the induction programme.

- Collecting and analyzing user feedback of the induction programme.

This thesis has a conceptually very complex structure. This is due to lack of previous programme to support induction. Hence, it has elements of research-oriented thesis even that it is a project thesis with product – the induction programme – in the end. From Figure 2 we can see the structure of this thesis.

1.4   Demarcation

Thesis scope is determined based on the commissioning company's wishes. Hence, the target position the induction programme is designed for is narrowed to Sales Coordinator's position in Day-to-Day Business Support's CO Management. Furthermore, the scope in means of content excludes the programme launch, testing and possible alterations. This is mainly due to time limitations stated in the commissioning contract, but also the fact that no new Sales Coordinators are hired to the organization during the commissioning contract time frame. In addition, content materials, e.g. training materials, are excluded due to the confidentiality reasons.

The scope of the research starts from the first day of inductee entering the company when the induction programme starts. Respectively, scope extends to point when the feedback of the survey is analyzed, reported and used for development of the induction programme.

1.5 Key concepts

Key concepts are divided into two separate sections: theoretical concepts and practical concepts. This separation is important in order to understand the theory, reasons and structure of the induction programme as it is namely for only CO Management's purposes. Further usage of the theoretical frame also makes alterations to and development of the programme easier. Theory concepts are the basis for practical concepts, which include the roles of programme stakeholders.

Theoretical concepts

Mentoring, as part of induction, is a procedure, where more experienced employee – a mentor – offers his/her own experience and resources at mentees disposal (Kjelin & Kuusisto 2003, 228-229). It functions as the starting point for the whole induction programme, and thus transfers value especially to the roles used in the programme (see Figure 3).

Onboarding is a theory of social induction for organizations to fully benefit of their employees through committing them and supporting their growth process in the beginning of their careers. Onboarding can be said to benefit from persons' inner model and combining it with business strategies of organizations. (Stein & Christiansen 2010, 18-23.)

Orientation is teaching, coaching and guiding related to the actual job. Through orientation, the new recruit achieves knowledge of how to do the work correctly, and procedures related to the task. Orientation is also referred as the bureaucratic part of hiring new employee. (Viitala 2003, 259.)

Onboarding and orientation include structural value for the induction programme of this thesis. Onboarding delivers value in the form of systematic approach to induction's social process whereas orientation takes into consideration the actual training and bureaucracy of induction (see Figure 3).

Practical concepts

Induction programme is a scheduled programme, which all new employees of CO Management team shall go through with assigned mentors in order to be comprehensively inducted to the duties, tasks, people and organization. Induction in this context is built on the three theories briefed above: *mentoring, onboarding* and *orientation.* Below, in Figure 3, the relations and elements of practical and theory concepts of induction programme are shown.

Teaming at CO Management means that the employees form three teams. These teams consist of four to six persons. In these teams, team members substitute each other and divide the tasks within themselves in cases of absences or holidays.

Socientor, or Social mentor (in Finnish sosiaalinen mentori), is an employee belonging to the same team as the new employee.

Techentor, or Technical mentor (in Finnish tekninen mentori), is a key user of ERP- and Sales systems in the organization, usually part of the same department as the new employee.

Supervisor is the direct supervisor of the new employee. Supervisor facilitates functions, resources and tools for induction, and supports the new employee in achieving common goals. Supervisor also handles the Performance Review and the Development Review session based on the set personal goals, as well as facilitates induction review session with the new employee and mentors.
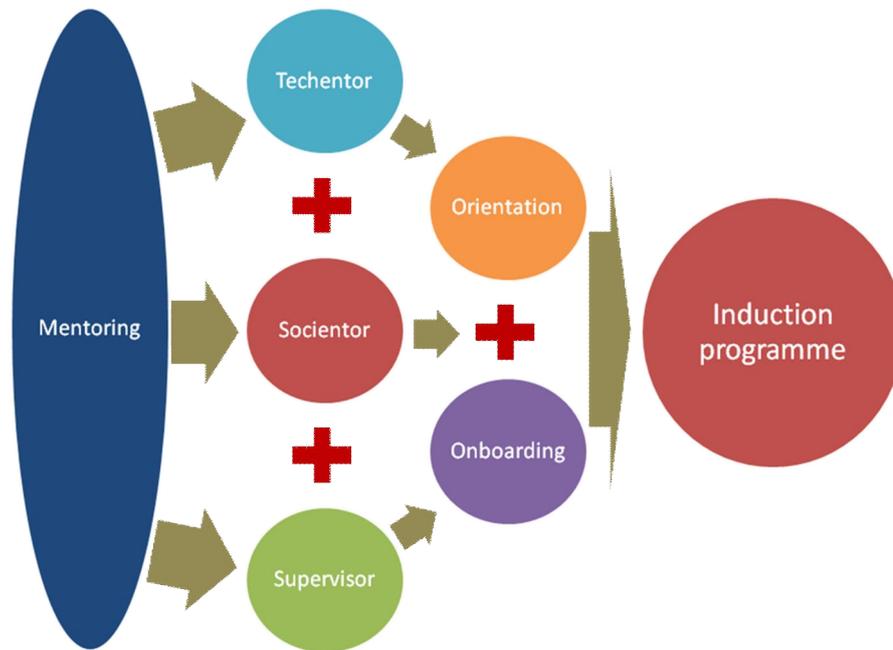
Figure 3. Induction programme elements and their relationships with theoretical framework and practice

Purpose of Figure 3 is to envisage the value proportions of concepts to the induction programme. Mentoring is chosen as the starting point because mentoring strats from the employees needs, which the following mentoring roles – techentor, socientor and supervisor – should take into account when accomplishing the induction programme. Futhermore it is equally important to combine the social aspects to the induction programme methodology, corporate policies, and induction goals. Through this, the induction programme has potential to be succesful.

2   Induction – a strategic tool?

Theory of this thesis consists of three concepts: mentoring, orientation and onboarding. These were chosen after careful consideration and reflection on to expectations, vision, mission, values and strategy of the commissioning company. This chapter includes a discussion on if induction actually is a strategic tool.

2.1   Corporate strategy for achieving organizational talent

The purpose of human resources strategy is to make sure that organization has talented, capable people to take the company towards its strategy and goals (Thompsen 2009, 38). Thompsen suggests this to be crucial part of strategy both for the whole company and for human resources. By understanding this, Thompsen states, company improves its value for all key stakeholders: customer, organization, and employees themselves (2009, 38). This is also a part of Metso's strategy. Corporate vision *Working as One to be Number One* clearly indicates this, signifying co-operation in all stakeholder levels both internally and externally (Metso 2011a, 16-17).

Thompsen (2009, 38) divides the relationship between corporate strategy and human resources strategy in five steps:

Determining human capital needs is one of the most important reasons why human resources should be involved as a strategic partner. For example, organization can decide their needs for human capital but are people capable of shifting the need into action. The action takers on this level should include an evaluation of existing human capital in the organization with primary focus on enhancing understanding of current situation. (Thompsen 2009, 38.)

Accurately assessing current organizational capabilities provides strategic advantage for decision making, and space for development given that it is planned carefully to measure key factors, which could be, for example, employee contribution on organizational and customer levels. This, according to Thompsen, also helps management to understand

the development needs and gaps between corporate and HR strategies whilst they are rebuilt. (Thompsen 2009, 39.)

Reconcile existing talent management, bench strength, and succession-planning processes allow management to work together with human resources on the actions the development needs require and how gaps can be bridged. (Thompsen 2009, 39.)

Determining the most appropriate communication strategy is the key action before putting the new human resources strategy in execution. Potential blindspots will be revealed by both expected and unexpected outcomes of a plan to test the new strategy, as goal of the plan is to enhance organizational and individual understanding of strategy outcome. This relates to communication, which, according to Thompsen, if not clearly structured, can turn out to be an obstacle in implementation. (Thompsen 2009, 39.)

Clearly communicating the situation, intentions and plan will lead to comprehensive understanding and good results. This means that communication should, according to Thompsen, include following attributes to achieve understanding in the organization: status quo, purpose and strategies to be executed. (Thompsen 2009, 40.)

Metso ambitiously tries to utilize these steps by developing working environment so that it is appealing to correct people working in correct positions, whilst making sure they can grow and perform with their best competences. (Metso 2011a, 17.)

Strategy theories should also be included when structuring an employee induction programme; this is also a goal of this thesis. There are several ways to link the strategy to induction, most of which include some kind of step approach. One of these approaches will be presented in chapter 2.2, and another one in chapter 2.5.

2.2   Induction in HRM processes

Induction at its best can increase productivity, motivation, and commitment of the employee. For a company, it can be considered as a competitive advantage as it may decrease mistakes in the processes the new employees have part in, and build reputa-

tion among potential employees. Even though introducing this kind of programme may increase costs and have an influence on resources, it also decreases immediate costs related to mistakes; quality of the work improves with process-knowledge, in-built strategic thinking, and commitment. Hence, induction can be considered to a be strategic value-adding human resources process. (Kjelin & Kuusisto 2009, 13, 20, 247.)

Similar approach to Kjelin and Kuusisto's (2009, 231) one on strategic thinking is presented by Thompsen (2009, 66) in her seven-step-model for conducting employee orientation:

Step 1: Linking each employee role to its corresponding strategic outcome means engaging employee expectations with company expectations already in the recruiting phase (Thompsen 2009, 66).

Step 2: Establishing specific expectations for roles, responsibilities, and standards of performance means enlightening the roles, duties, and performance expectations of the new employee, which supports building trust on him/herself in new working environment. This requires a procedure of assessing the new employee performance, which also has to be made clear to the employee in order to get best possible results and to avoid conflict. This can be done by, e.g. reflecting to induction programme status and performance in the assigned role. (Thompsen 2009, 66.)

Step 3: Demonstrating the employee value proposition, being "the lifeblood of any successful on-boarding process" (Thompsen 2009, 67), might be one of key decision making aspect for new employee, why he/she decided to join the organization in the first place. If this can be delivered by the organization, the employee will most likely give long-term value for it.

Step 4: Equipping new employees with essential knowledge about the organization, its customers, and its partners means that tools have to be given to the new employee in order for them to be able to find success within the organization, customers, and partners to achieve their full potential. (Thompsen 2009, 67)

Step 5: Connecting new hires to people from whom they can learn is crucial for new employee regardless of the position they are hired to. Thompsen states that role of an assigned mentor with experience of same or similar position has a huge impact to new employee's performance, given that the mentor works supportively providing facts of daily duties, expectations, practical pointers, and how to encounter them. This usually provides tools for organizational problem solving learning becomes faster and easier, and the mentor has the possibility to communicate with both the mentee and the management about the professional development of the mentee. In addition, the mentee's potential to deliver something new talent- and knowledge wise for the company will be better communicated within the organization. (Thompsen 2009, 68.)

Step 6: Providing network maps of people for new employee is important both socially and professionally. Tools for this are, for example, face-to-face meetings and introductions within the organization or a provided source of information, such as company phonebook or intranet. This way the company provides a network map, as Thompsen (2009, 69) says, for employee to create his/her own map.

Step 7: Facilitating a learning environment in which employees can feel comfortable supports not only the new employee's learning but should be provided for the whole organization regardless of the position or experience. Learning becomes comfortable when it is facilitated comfortably and the learner feels comfortable; this maximizes the learning experience and learning comes automatically. Yet, as the employee can be overwhelmed by information and too casual orientation, some space for self-study should be left in the induction programme. (Thompsen 2009, 69)

These aspects by Thompsen (2009, 64-69) support employee well-being at work, but also increase commitment, as will be presented more closely by other induction related theories from chapter 2.4 onward.

2.3   Legal framework in employee induction

Induction is regulated by legislation. In Finnish legislation, Occupational Safety and Health act (738/2002) obliges employer to provide sufficient employee induction to tasks and duties, methods to perform them, and the tools to be used. Equally important is induction to safe work procedures and methods to ensure both safety and health of employees. These can be included in the induction plan by, for example, attaching a safety guide and an evacuation plan to the induction material. Supplementary trainings for the whole organization should be given whenever rules, regulations, policies, or practices change. (Penttinen & Mäntynen 2009, 2.)

Induction planning, execution, and supervision responsibility is with the organizations' management and the employees' closest supervisor. As in most companies, this can be outsourced and/or delegated to manager's subordinates/business partners, partially or entirely. Nevertheless, responsibility cannot be delegated or outsourced, but stays with the organization's management and employee's closest supervisor. (Penttinen & Mäntynen 2009, 2.)

Companies are also obligated to have an occupational health and safety board to monitor that organization obeys corresponding legislation and takes actively part in keeping the work environment healthy and safe. The board can include work safety representative, members from occupational health care services and human resources department. Including materials, trainings and information provided by this board to induction planning and execution is highly recommended. (Penttinen & Mäntynen 2009, 2.)

Furthermore, Employment Contracts Act (55/2001) states clear obligation for companies towards its employees in Chapter 2, Section 1 as follows:

> The employer shall in all respects work to improve employer/employee relations and relations among the employees. The employer shall ensure that employees are able to carry out their work even when the enterprise's operations, the work to be carried out or the work methods are changed or developed. The employer shall strive to further the employees' opportunities to develop themselves according to their abilities so that they can advance in their careers. (Employment Contracts Act 55/2001.)

However, Kupias and Peltola note that these are been neglected partially or even fully in many cases due to workload, employee absences and other organizational problems. To avoid these situations, induction should be a standard process in organizations, so that fulfillment of legislative regulations is ensured (2009, 21).

2.4 Benefits of induction

Lepistö (2004) presents benefits of induction for three main stakeholders: new recruit, supervisor and employer. New employee benefits from e.g. reduced insecurity and tentions caused by it, smoother start in the new position, capabilities and expertice becoming more visible and finally, development of professionalism and work-based learning becomes easier and faster. For supervisor, the benefits start with learning to know the new recruit better and faster, which helps in solving work-related problems easier and faster, and also builds a good basis for team spirit and co-operation. Employer benefits show e.g. in results and quality of work, attitude and pride towards employer and work becoming positive, reduced absences and employee turnover, and finally, giving better company image. (Lepistö 2004, 56-57.)

Induction is an important part of personnel development according to Penttinen and Mäntynen (2009, 2) – an investement to organization's future. Benefits are similar to the ones presented by Lepistö (2004, 56-57) and introduced in the previous paragraph. In addition to Lepistö's theory, Penttinen and Mäntynen present the customer to also benefit from professional customer service when employee experiences to be in control of his duties, and in a familiar working environment. This also diminishes the psychological work load significantly. (Penttinen & Mäntynen 2009, 2.)

2.5 The process of learning

Person's perception of learning new things is individual. Therefore, it is important for new employee to also have a perception of his/her own learning: how one absorbs new information, how it can be applied, how it can be developed and what can be contributed in return. (Kupias & Peltola 2009, 114.)

Tynjälä (1999, in Kupias & Peltola 2009, 114) defines six conceptions of learning, which develop in their segments or, in best cases, change according to the situation and the goals of the training. These two segments – repetitive activities and changes or development in learner's way of thinking or acting – usually also dictate the person's perception of learning in the following way:

1. Repetitive activities – applying gained information
   - Information increases
   - Remembering issues and being capable of repeating them when needed
   - Being able to apply issues

2. Changes or development in learners way of thinking or acting – insightful knowhow of understanding gained information
   - Understanding issues
   - Way of thinking changes, seeing an issue in a new way
   - Changing as a person

Furthermore, Kupias (2007, in Kupias & Peltola 2009, 114) roughly divides learning in three categories: repetitive learning, understanding learning and creative learning. With *repetitive learning* Kupias means situations where, after a learning session, it is assumed that individual will know random part or parts of the matter taught, but is unable to create a holistic picture of the matter. Hence, repetition of matter will be needed. With *understanding learning* she means a stage of learning, with a goal of individual understanding on the matter taught, and where the learner is able to apply gained information even if some particulars were left out of the learning session. With *creative learning*, the goal is to create a dialogical surrounding for learning, for all parties involved. It requires tendency for critical thinking and self-evaluation from the learner but using this method, new perspectives can be found for the matter in hand. (Kupias 2007, in Kupias & Peltola 2009, 114.)

Adult, experienced employee, differs from a young, unexperienced employee, in many aspects. Main aspect can be said to be the inner model, which regulates, together with our general learning perceptions, our learning, applying and adapting information (explained more closely in chapter 2.6). This also influences how learning should be conducted, wheather it considers new IT-applications or a totally new position in the organization. (Kupias & Peltola 2009, 116.)

When discussing how demographics should be taken into consideration when planning trainings, should planners use more comprehensive theories. One approach to gain understanding on this could be opening the meaning of cognitive learning, constructive learning and experimential model (Lepistö 2004, 11-14).

Following descriptions of styles of learning are based on Lepistö (2004, 11-14):

Cognitive learning is based on psychology and has been a basic tool for developing training and learning methods. It has three principles. Firstly, basic principle is to make deep learning possible in order to really grasp matters to be learned. Learning process starts with real-life problems, disputes or learning needs, learners prior knowledge and experiences, which will set the direction; this serves as the second principle. Third principle is to aim for perfect learning process to create a holistic picture of the matter taught. Fulfilling these principles requires careful and diverse planning and execution. Key theorists are e.g. Ulric Neisser, Noam Chomsky and also Jean Piaget. (Lepistö 2004, 12.)

Constructive learning bases on differentiating roles and responsibilities of learner, instructor, learning process and outcome. It strives strength for self-evaluation on learning and discussion between prior learning experiences and knowledge; focus transfers from instructor or teacher to the learner itself. Learning is very context related, which can make the discussion difficult but not impossible. Hence, it should also be facilitated when applying this methodology. Other focuspoints are, for example, importance of social interaction and one can learn, how to learn. Key theorists are e.g. Jean Piaget, Maria Montessori and Edgar Morin. (Lepistö 2004, 13.)

Experimental learning builds on personal experiences in four different spins: learning by feeling, learning by watching and listening, learning by thinking and learning by doing. Learning process usually starts with personal experience – feeling –, leading to reflecting information by sharing and analysing precieved information – watching and listening. Then the learner is forced into learning situations opening theoretical framework; aim is to find a link between theory and practice/experience – thinking. Lastly learner completes the learning experience by using the new information analyzed and learned throughout the process – doing. Key theorists are e.g. David A. Kolb, John Dewey and Rudolf Steiner. (Lepistö 2004, 14.)

2.6   Conceptual theories for an induction programme

This chapter concentrates on presenting the theory framework for in reflection to the induction programme prepared in this thesis. As such, it is important to understand, how the concepts vary from each other whilst supporting each other. Main concepts chosen were mentoring, onboarding, and orientation. By combining with these three concepts, we can build a programme under the concept of induction. Hence, it is important to see the differences and similarities to get the best of all concepts.

2.6.1   Framework for induction

There are several concepts in HRM, which could have been used for this purpose, such as orientation, onboarding, familiarization, and so forth. However, word *induction* (in Finnish perehdyttäminen) is used as a basis for the programme, and its content and structure.

Metso Corporation will release a new orientation process on global level, using the concept of *onboarding* (Koivisto 2011). As this concept is quite new in Finnish business sphere, it raises interest on how this could be implemented on departmental level. However, implementing the onboarding scheme has been postponed for the time being. Secondly, Metso is currently using different methods and variations of *orientation* in different parts of their organization as well as mentoring with mentoring programmes.

As the future trend in Metso Corporation is towards onboarding, an approach combining three different aspects will make transfer from this model to a more onboarding oriented one easier. Concept topics will be implemented as presented in chapter 1.5 and in Figure 2.

As stated earlier, Metso Corporation is shifting more towards onboarding, which makes it sensible to have the transfer included also in this induction model. The idea is to create two new concepts of mentoring – dividing social and technical mentoring – and through that, support new recruits' socialization and form a basis for commitment and career at Metso but also to mitigate both mentor's and supervisor's time management.

Metso's recruiting policy (2010) states that each new employee shall have an orientation programme, which should cover all aspects with importance to the job, e.g. tasks, occupational health and safety policies and general principles of the organization and company. In addition, annual performance review targets should be drawn for each new employee within six months of them starting in the position. Also, it is recommended to set a mentor to ease the orientation/adaptation to the new working environment. (Metso 2010.)

2.6.2   Mentoring

Mentoring is a process, through which an individual can develop in managing his or her own work and self-knowledge, as well as clarify one's professional identity. Even though the mentoring concept is more applied to specialists promoted to supervisory or management position, it can also be used for employee induction, as long as it serves a clear purpose or has the nature of duties. (Kjelin & Kuusisto 2003, 228.)

Kjelin and Kuusisto (2003) also present that a key principle of mentoring, in addition to those presented in the previous paragraph, is learning from a more experienced peer. A mentor has gained a highly valued status based on his or her capabilities and knowledge, even though he or she may have an equal status to the mentee in the organization. In general, mentoring is a long-lasting relationship from one up to three

years (2003, 228). However, Kupias and Peltola (2009) state that mentoring programs may differentiate depending on the organization. Some organizations, more concerned on heavy age structure and retirement, are developing programs to transfer the silent knowledge from potential retirees to maintain organization's strength in the future. In some organizations, mentoring is used also in the induction process, or as a support function to induction (Kupias & Peltola 2009, 150).

Key of mentoring is in the relationship of the mentor and the mentee, especially the interaction between them. Kupias and Peltola (2009, 141) present several steering methods in mentoring (Figure 4) with three roles of mentor: expert, peer, and non-sage. Expert can mentor with ease with gained knowhow. Peers mentor with equal and open discussion, giving the mentee room to develop and give solutions to problems; often referred as dialogical mentoring. This offers learning opportunities for the mentor as well. The role of non-sage mentor usually includes analyzing everything the mentee offers and turning it down pushing the mentor's own solutions. Hence, it is said to be the most difficult role as developing a truly open and discussing relationship is not possible.
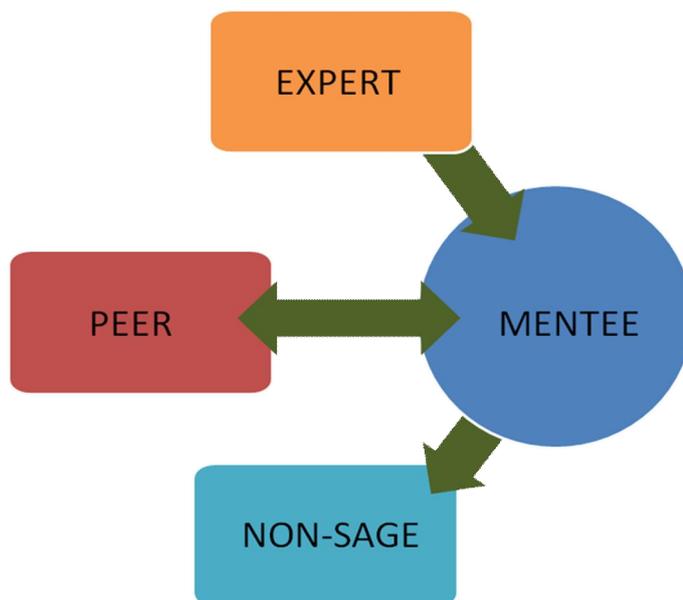

Figure 4. Positions and interaction relations of Expert, Peer and Non-sage (Modified from Kupias & Peltola 2009, 141.)

An important aspect is to recognize that mentoring is not tutoring. Tutoring is guiding the learning process whereas mentoring means creating links and synergy between the learning and mentee's own duties both individually and organizationally. (Kupias & Peltola 2009, 141.)

2.6.3 Onboarding

Orientation as a concept is retrospective of all other induction models and approaches presented until this day; meltingpot of employee entry related concepts. Only just recently onboarding has "span off" from less emphasized aspects of orientation – such as socialization. A key aspect in orientation is that one will be introduced and trained to do one's job as well as possible in a technical sense, meaning that one knows, how to utilize the tools given. However, we can state that working is much more than just technical execution day in, day out. It is also a social event with one's co-workers, and more importantly with ones customers. This is where onboarding as a concept more concentrates on, even thoughthis cultural initiation is something that business environment with its only purpose of performance, is rarely invested in (Stein & Christiansen 2010, 1-3).

Onboarding is a relatively new concept in global business and therefore there are not many studies nor theory books written on the subject. However, one of the most appreciated pair of authors and theoreticians of onboarding, Mark A. Stein and Lilith Christiansen, present in their book Successful Onboarding (2010), a comprehensive view on the topic. Onboarding, according to Onboarding Margin™ (2012), a website of Stein and Christiansen's book, is "a collective experience that new hires and their managers have in their entire course of their first year of employment." Furthermore they present that person's experience dictates their future behaviour, productivity, potential and decision making on their journey profiting the company. (Onboarding Margin™ 2012.)

One concept presented by Lepistö (2004) is that of inner model. In this concept, Lepistö states that "all people activity is guided by inner models" (2004, 57) which are built through how people interpret the surrounding world and status based on their

personal experience on physical and social world. Taking this into account, we can say that socializing is crucial for successful induction process of a new recruit. This also supports the onboarding concept.

A concept of Onboarding Margin™ is introduced by Stein and Christiansen (2010, 22, 67). The concept takes into account the current, hidden value of the company which revealed onboarding the new recruit, and thus achieving his/her full potential; in other words when onboarding the individual returns value to the organization and company. This model includes four content pillars, which are interrelated to the person's ability to make the organization his/her own. These pillars are cultural mastery, interpersonal network development, early career support and strategy immersion and direction. These areas develop in four different steps, which are preparing, orienting, integrating and exceling (Figure 5.).

	Prepare	Orient	Integrate	Excel
Cultural mastery	What kind of organization is this?	How can organization be penetrated?	How can I contribute to organization culture?	How can I deliver value for organization culture?
Interpersonal network development	What kind of network can be created?	How the network can be created?	How my network can be utilized?	How can my network be developed?
Early career support	What kind of career can be built?	How to develop skills to succeed?	How to deepen my knowledge?	How to excel my knowledge and capabilities?
Strategy immersion & direction	What is the purpose of this company?	How is company's strategy delivered to its goals?	How does my role affect to achieving company goals?	How does achieving goals serve my personal development?

(Early career support and Strategy immersion & direction are grouped under **Power levers**.)

Figure 5. Onboarding Margin: A systemic model (Modified from Stein & Chirstiansen 2010, 67.)

At each step of each pillar, we can ask questions related to the induction and how it can be conducted – in other words, which basic questions should be answered at each step. At first two steps – prepare and orient – the questions are about the common

interest and the company whereas the last two steps are towards the inductee's own interest and development.

Two of the pillars – strategy immersion and direction, and early carreer support – are also known as power levers (Stein & Chirstiansen 2010, 65) increasing especially the productivity and cultivating fervent and enduring commitment to the organization.

The questions at each step will operate as a reflection point for the research results from the survey. This approach is then used to build a comprehensive and solid induction programme. First the four pillars (Stein & Chirstiansen 2010, 64) are explained in the next paragraphs.

Cultural mastery means mastering both the organizational culture, which is most relevant to onboarding, but also the national, religious and personal cultures, for example. Cultural induction is rarley used in the business environment, which often is concerned only about performance, thus lacking understanding of the value of cultural performance. Moreover, many managers assume cultural commencement to happen naturally, without any facilitation. These problems can be counterd by having orientation programs to maximize essential knowledge on organizational culture structure. (Stein & Chirstiansen 2010, 64.)

Interpersonal network development concentrates on developing connections and networks among people throughout the organization. By this, Stein and Christiansen mean that employees will fit better to the organization as a whole, acquire perceptions, create own paths to knowledge and resources, even outside office hours. By including this type of social aspect to orientation, the company may add considerable value in the eyes of the employees. (Stein & Christiansen 2010, 65.)

Early career support is first of the so called power levers, increasing especially the productivity and cultivating fervent and enduring commitment to the organization. This is an important factor when building solid and constantly progressing career paths, which can be offered by the organization but only if the personal development

of the employee is supported. Equally important is promoting the career possibilities within the company; to make sure that possibilities are made available and known by the new employee, who makes comparison of these possibilites to their personal aspirations from the first day at the office. (Stein & Chirstiansen 2010, 65.)

Strategy immersion and direction is the second of the power levers, increasing the appreciation and acknowledgment of importance of the job in the eyes of the new employee; knowing ones place in the organization and influence on the entity is important. The employee should be introduced to the subjects of what, why and where to gain comprehensive view of the organization's purpose and goals. This helps the employee set his/her own targets and goals – how the employee creates success for the company with his/her work. (Stein & Chirstiansen 2010, 65-66.)

Onboarding is a tool for organizations to fully benefit of their employees through committing them and supporting their growth process in the beginning of their careers despite their position in the organization. Basically, onboarding can be said to benefit from the person's inner model and from combining that with the business strategies of the organization. (Stein & Christiansen 2010, 64-67.)

2.6.4 Orientation

Orientation is teaching, coaching and guiding related to the actual work. Through orientation, the new recruit achieves knowledge on how to do the work correctly and the procedures related to his/her tasks. (Viitala 2003, 259.)

The differences between orientation and onboarding are analyzed in several publications and leaflets. These publications (Hampel & Lamont 2011, 3-4; Lamont 2008; South Carolina Budget and Control Board 2012, 2) have relatively similar conclusions of the differences.

Orientation is described as a one-way introduction to the company strategy, organization structure, mission, vision, and procedures. In addition, orientation concentrates on the red tape and paper work handled by the human resources department; it has been

made to an episode to which the new employee has very little say as typically orientation is a lecture-like event for all new employees. Usually this approach leaves the new employee with an inexperienced feeling. However, it can be used as an efficient way to present the onboarding programme through which the new employee will learn more about the practicalities in the organization.

Orientation can also be used in a wider prospect, for example to describe a programme used to get the new employee inducted to the organization. This kind of programmes come in all shapes and sizes but below one example by Lawson (2002, 18) elements of orientation is introduced.

The purpose and objectives of an orientation program has to be set clearly and so that everyone in the organization are on the same page – especially the new employee and supervisor. Hence the importance of answering to correct questions from the company point of view, such as "Why do we need an orientation programme", becomes valid. (Lawson 2002, 18.)

The importance of orientation and its effects on performance and turnover should also be covered both from the company and employee perspective. Setting common goals to learning and results, and clearly orienting the employee to see his/her position supports performance and turnover in the long run. (Lawson 2002, 18.)

The supervisor's or manager's role is important in facilitating and organizing the orientation process. Also, planning the programme is equally, if not more, important along other tasks to be accomplished before the new employee's first day. During the orientation phase, all members doing orientation should have a clear picture of the responsibilities and how these are divided within the organization. (Lawson 2002, 18.)

The benefits of proper orientation for the employee, the supervisor and the company should be included to any orientation programme. Well-oriented employee is simply more productive and efficient. This reasons the benefits for all stakeholders despite that the programme may be time or resource consuming. (Lawson 2002, 18.)

Checklists and manuals to help guide managers and supervisors through orientation process should be prepared together with human resources. If the organization, where the new employee is coming, has special needs, those can be included in the manuals, in form of checklists etc. (Lawson 2002, 18.)

Follow-up procedures on a completed orientation are equally important to the actual programme. Through review sessions and discussions, programmes and employees can be further developed in their career. (Lawson 2002, 18.)

The results vary not depending on which approach one uses, but how the organization understands orientation. At its best, it is a comprehensive package making people understand common goals, personal achievements, learning, and strategies, increasing turnover with the results measured and analyzed in review sessions forming a continuum of success. At its worst, as also pointed out in chapter 2.3, it can retreat the new employee further away from the strategy, goals, mission – the company – and make him/her feel uncomfortable and unwelcome in the organization with nothing to offer. (Kupias & Peltola 2009, 21; Stein & Christiansen 2010, 2.)

2.7 Strategically planned induction programme delivers value

As stated earlier, strategy has to be kept in mind when developing an induction programme. Approaches such as the seven-step model by Thompsen (2009) presented in chapter 2.2, which highlight simple and practical options are easily adaptable for the induction programme designed in this thesis. The aim of this combination is to serve the corporate strategy with, for example, creating better employer image for those willing to work for the company.

As legislation also obliges the employer to provide this kind of service for the new employee, it should have weight on the depth to which the induction programme is designed. This can be done, for example, by training the new employee to corporate safety instructions, which will also be a part of this induction programme.

Adaptability of the induction programme is an issue of maximizing time and cost-efficiency. Hence, the induction programme should take into account the new employee's learning capabilities and speed, and be ductile according to how the learning proceeds, and the scenario of something happening time wise to the trainings. This flexibility of induction programme benefits both the new employee and the employer.

All in all, the induction programme should be adapted to each and every company and its functions, departments, and teams individually. Moreover, it should be adaptable to each new employee according to his or her prior work experience. These aspects should be kept in mind in programme building phase.

For this induction programme, the theories of mentoring, onboarding, and orientation are used to serve the purpose of Metso Automation best. As described in chapter 2.6.1, Metso Corporation is transferring to an onboarding-oriented model in induction. Even though the process is not active at Metso Automation yet, at least Day-to-Day Business Support's Customer Order Management is prepared for the change with this induction programme, and can therefore save time when, and if, the onboarding is transferred to on the operational level by human resources management of Metso Corporation.

3 Survey of prior induction experiences at Metso Automation

CO Management at Metso Automation has not had an induction programme as such. Hence, it is important to understand the employee experiences so far in order to find out most critical points required from the programme. To acquire knowledge on this, a survey was conducted electronically amongst the CO Management members. In addition, changes in the organization have usually been welcomed with varying degrees of gratitude. The aim of this survey is to visualize the changes, see the attitudes towards this type of change providing support for all employees in the CO Management, and to pinpoint the importance of the change by understanding the history and various experiences on employee induction. Moreover, as the survey's purpose is to primarily evaluate, if there really is need for and interest towards this kind of programme among the employees, and through that provide value for the induction programme itself, it is reasonable to conduct the research as quantitative research to specified target group.

Currently, the CO Management has 12 full-time employees and four part-time employees, as well as four Customer Order Receiving team members, supervised by one supervisor. Four of these employees are so called partner employees from subcontracting agencies. This survey concentrated on these 16 full-time employees, regardless of their actual employer, in order to maintain the survey demographic as clear and simple as possible. Survey form and cover letter were in Finnish.

3.1 Research problem

Research problem for this survey is *How can an induction programme be implemented efficiently to create commitment in a new employee at Customer Order Management of Metso Automation?* The question has been segmented into survey objectives and further down to themes, as we can see from Table 1 in chapter 3.4 and Figure 6 in chapter 3.5.

3.2 Survey design and objectives

The information needed concentrates on the history of induction in the organization where the programme is built. On a more specific level, the objectives of the survey are

to achieve knowledge and build understanding on what kind of previous experiences on induction the employees have had, what kind of needs they would have had from the induction they have received, how well they understand the organization and their position in the organization, and what in the level of interest in social mentoring. Naturally, some background information was also gathered.

The questions were designed in a concrete, effective, and a clear way in order to make sure that questions may be used to reflect responses between each other and through all the questions. Time spent for answering the survey was approximately 7-10 minutes. The survey and its cover letter in Finnish and translated version in English are found as an appendix (Attachment 3 and 4) of this thesis.

3.3 Data collection

The survey was designed, and survey data collected with Webropol survey tool. A personnel representative of Metso Automation tested the survey beforehand. Based on the feedback received from the tester, academic advisors, and the company advisor, the survey form was finalized. The survey was open was from March 12th to March 19th, 2012. Sample size was 16 persons and the response rate was 75 per cent. The gender of the respondents was not asked nor reported, as it would have endangered the anonymity of the respondents.

3.4 The survey and question analysis

Table 1 envisages survey structure by segmentation, theme and the related questions. The benchmarking analysis of the results is done by referring to Figure 6 in chapter 3.5.

The survey has five segments and six themes, including altogether 13 questions. There is also 14th question, which collects feedback for the survey, and is analyzed separately in chapter 4. With these six segments, the aim was to find the answer to the research problem and add value to the development of the induction programme.

Table 1. Survey structure with segmentation, theme division and question segmentation

Segmentation	Theme	Questions
Organization workforce age and structure	Employee background and demography	Q1, Q2, Q3
	Employee position in the organization	Q4, Q12
Attitude towards a new employee	New employee entering the organization	Q5, Q6
Attitude towards tasks in job description	Employees' organizational self-reflection	Q1, Q4, Q9, Q5
How mentoring is known in the organization?	Knowledge of mentoring, interest in mentoring	Q7, Q8
How orientation is currently understood and applied in the organization?	Employee experiences, meaningfulness of orientation	Q9, Q10, Q11, Q12, Q13

3.5 Methods of analysis

Analysis includes a direct, descriptive analysis of the results. With this kind of data, we can create a learning profile for induction; how has the induction been conducted in the organization earlier. In addition, analysis reflects dependencies between the questions with e.g. examples of open responses and graphs. Moreover, the analysis searches answers for questions presented in Figure 6 below – modified from similar figure presented in chapter 2.6.3.

The analysis focuses on which of the 16 questions presented in the picture can be utilized in practice, and how this creates value for the inductee, mentors, supervisor, other team members, department, and the whole organization in the end. Due to the sample

size and the amount of responses, data is mainly presented in a written form, as presenting the information in percentage would compromise anonymity.

Themes				
Research objectives	**Prepare**	**Orient**	**Integrate**	**Excel**
Cultural mastery	What kind of organization is this?	How can organization be penetrated?	How can I contribute to organization culture?	How can I deliver value for organization culture?
Interpersonal network development	What kind of network can be created?	How the network can be created?	How my network can be utilized?	How can my network be developed?
Early career support	What kind of career can be built?	How to develop skills to succeed?	How to deepen my knowledge?	How to excel my knowledge and capabilities?
Strategy immersion & direction	What is the purpose of this company?	How is company's strategy delivered to its goals?	How does my role affect to achieving company goals?	How does achieving goals serve my personal development?

Figure 6. Themes and survey objectives scheme for result analysis

4   Induction experiences reflect satisfaction

The main purpose of the survey conducted was to research what kind of experiences the employees of the CO Management have had prior to this induction programme. This chapter will discuss the results in reference to the survey thematics and research objectives, which reflect to onboarding margin stages, and the programme to be implemented.

4.1   Employee background and demography

Employee background and demographics were studied with three basic questions mainly related to the age, experience of the company and the experience of current position. Some 25 % of respondents are 40-49 years and 33 % of respondents 50-59 years old, so CO Management can be interpreted as an aging organization. Furthermore, 83,3 % of the employees over 40 years old have worked in the company for over 12 years, and half have had their current duties for over 12 months. This means that they have an extensive experience of the company and could provide value to social mentoring and support learning of the matters falling into the duties of technical mentor.

An interesting matter is that the employees of 20-39 years of age have been working maximum of three years at Metso Corporation and 75 % of them have had their current duties for less than 12 months. This directly relates to employee turnover in the surveyed organization. According to Eschner (2012) and Hyvärinen (2012), the turnover has been quite substantial in the past four years, as we can also see from Table 2 below, where comparison with current situation is made. This naturally influenced induction practicalities, which are now being developed by creating this induction programme. The experiences related to induction are discussed further in chapter 4.6.

Table 2. Employee turnover rate based on organization charts, including partner employees (Eschner 2012; Hyvärinen 2012)

Year	Total amount of employees	Employees stayed in organization	Turnover rate compared to following year	Turnover rate compared to 2012
2008	15	10	33,33 %	53,33 %
2009*	9	9	N/A*	33,33 %
2010	12	7	N/A	42 %

* Personnel negotiations in 2009, effects and position changes excluded

4.2   Employee position in the organization

Employees' position in and knowledge of the organization was studied in three segments: personal knowledge, collegial knowledge and organizational knowledge. Each of the segments had three to six attributes to evaluate on a five step Likert scale ranging from very well to very poorly.

Approximately 90 % of the respondents experienced that they are very well or well aware of their position, duties and meaning for the organization. This can be interpreted to be an extremely good result and reflects the knowledge of the duties gained originally through induction and later through personal work experiences. An interesting insight can be found in the third attribute; four out of twelve respondents felt somewhat lacking in the level of interpersonal networks, whereas three of the respondents experienced that they have the interpersonal networks required to perform well in their position and duties.

When reflecting these results to question 12 about job and/or duty description changes during their induction, 83 % respondents felt that the job description was clearly stipulated and assigned. However, the remaining 17 % had experienced changes even if the position was clear at first. This shows that it would have been useful to acquire research data on how the induction has supported the building of a comprehensive un-

derstanding of the position, duties and the meaning of the employee to the organization.

The purpose of studying collegial knowledge and organizational knowledge in this survey was to envisage the need for strategy immersion training. This gives additional value for employee's work. Through this, the employee can synergize commitment, build interpersonal networks, and thus support his or her career development.

When evaluating collegial knowledge, the focus is on people with whom the respondents interact on a daily basis. They are, for example, nearest colleagues and the direct supervisor. Almost all respondents evaluated to know these persons very well or well. Then again, when evaluating knowing the employees and supervisors throughout the whole department, the level of knowledge diminishes to that of well to moderate. Poor knowledge was not reported at all in these attributes. However, when moving to unit level evaluation, both employees and supervisors were regarded as moderately known, but 17 % of respondents gave answers scattering to poor knowledge level.

The organizational level research results can be considered controversial, especially when analyzing the organization structure, which was altered in the company just three months before conducting this research (Metso 2012a). It has been, by empirical information, criticized for not being communicated clearly to employees, as well as of its complex structure. Still, research shows that 83 % of respondents consider that they have good or moderate knowledge of the organization structure. One matter where Metso Automation can be considered successful is transferring the purpose of and functions in the company to employees. All respondents agreed to the purpose being clear on a good or moderate level. Naturally, this is respondents' interpretation of the matter were this to be evaluated at a more comprehensive level, results might vary or even diminish to poor level.

4.3   New employee entering the organization

Under this theme, the analysis focuses more on experiences of the new employee entering the organization. In this context, organization refers to the CO Management, at

which the induction programme is aimed. The survey questions focus on reflecting personal feelings towards the new employee, the level of motivation the existing employees commit, and if they are willing to participate in social mentoring.

Respondents indicated clearly that they have high or relatively high interest in supporting new employee's induction phase and making him or her feel welcome in the organization. Alongside, they also feel that they have high, relatively high or moderate interest in motivating new employee to integrate him- or herself to the team. As respondents were asked to openly describe the feelings that a new employee raises in them, feelings were mainly positive. In addition, respondents consider new employees to bring new points-of-view to the job, provide information and learning to the team. Also the pervious points of integration and interaction collected similar answers.

When asked of their personal feelings towards a new employee starting in the organization, 25 % of the respondents evaluate that their quality of work would be somewhat or relatively much negatively influenced. In the same context, some 66 % of respondents estimate that their workload would increase and they would need to serve as babysitters for newcomers. This, however, has to be considered as a temporary aspect since inducting new employees aim at independence at work thus deviating the workload in the end. The respondents made same notices about the new employee increasing the replacement capacity during vacation periods, and about workload being more equally divided.

Other valuable notices in this theme were the respondents' inexistent fear of losing their job due to new employee. Similar results were found from the influence of high employee turnover rate to workload and motivation.

4.4   Employees' organizational self-reflection

As discussed in chapter 4.2 about the personal, collegial and organizational knowledge, the respondents have a clear view on what is expected of them and why. Reflecting this further, and evaluating it against challenges that respondents experience in their duties, can a clear pattern be seen.

In question nine, respondents were asked to describe openly the challenges in daily duties. For analysis purposes, these challenges can be divided to two categories: critical and semi-critical. One of the most critical challenges is communication, as we can see from the diagram below (Figure 7).
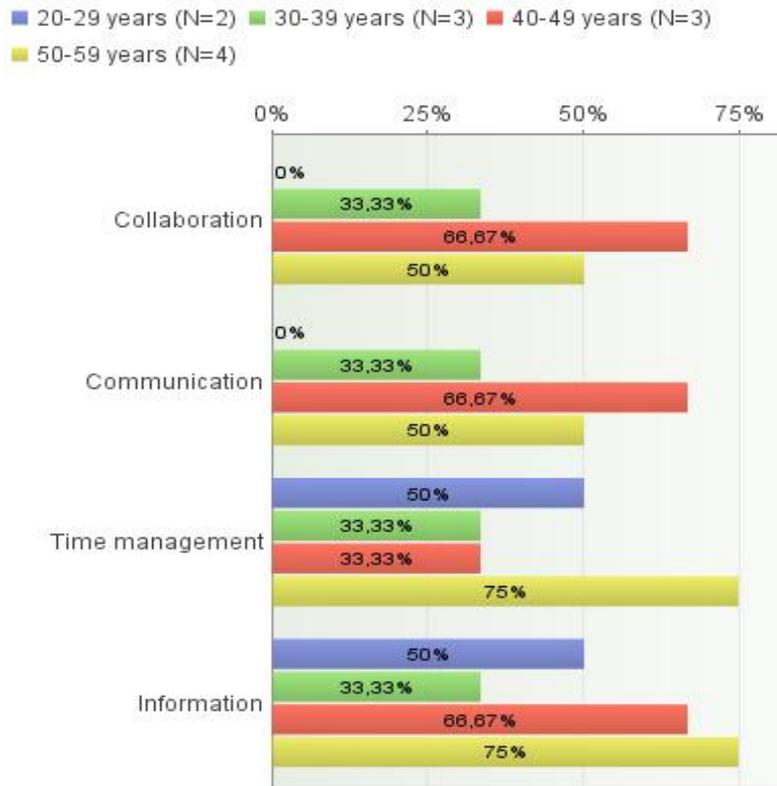
Figure 7. Challenges experienced at work compared with age structure (n=12)

The results may reflect something of the company culture, yet being a matter most dependent on the individual – the employee him- or herself. This usually envisages the inner model of a person, which develops with age. Equally interesting is the fact that respondents from 20-29 years old did not experience communication to be a problem, and only some 33 % of the 30-39 year old respondents considered it as a problem. Even though respondents consider themselves open, supportive and motivational as analyzed in chapter 4.3, yet it is openness that influences how communication happens. From organizational point-of-view, communication has been recognized as a problem. Related to that, also the amount and quality of information provided is criticized by the respondents. Hence, information is one of the critical challenges.

As we can see from Figure 7, employees also experience that they have issues with time management. This critical challenge is mutual to all age groups mainly focusing on the more experienced and employees over 40 years old. This can also be influenced by the inner model of a person but even more by how employees are supported to perform in their duties. Understanding own duties in the organization in comparison to the encountered challenge does have some dependencies as well but has not got a significant meaning, as we can see from Figure 8 below. Furthermore, the respondent with moderate experience on time management, may also have issue of understanding his or her duties.
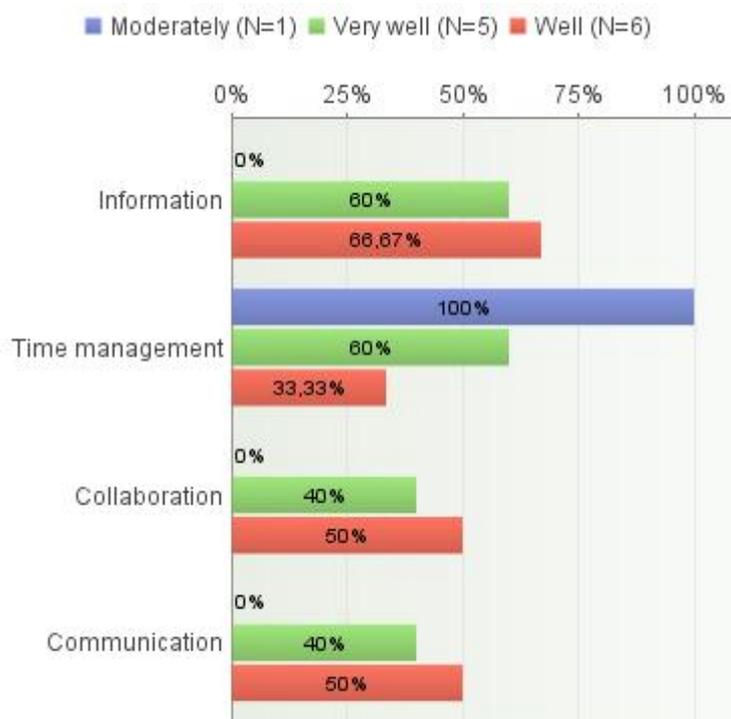
Figure 8. Understanding own duties in the organization compared to challenges experienced in work (n=11)

Collaboration as a challenge has a significance in how the respondents experience that they can perform in their duties. Figure 9 below envisages that some 50 % of respondents, who experience having moderate networks, feel that they also have problems with collaboration. Alongside, it is interesting to see that respondents experiencing

possessing good or very good networks, still have challenges in all of the four challenging sectors, especially in time management and information related issues.
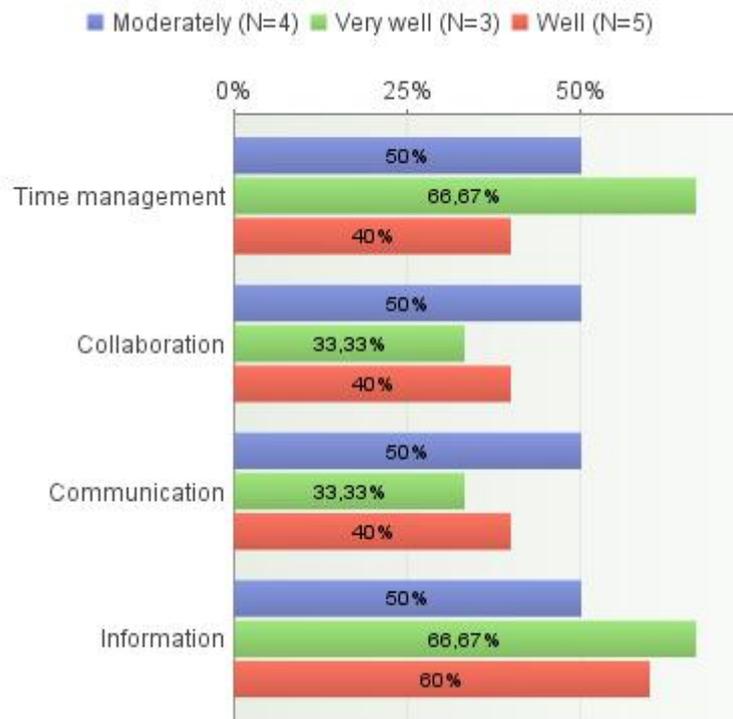
Figure 9. Interpersonal networks compared to challenges experienced in work (n=12)

Through interpretation of these results, we can assume that the organization has clearly explained what is expected from their employees but lacks the tools, capability and/or knowledge to manage or facilitate their success in what is expected. If employees were supported to communicate, share information more openly and through that collaborate, they could be able to manage their time better. This leads to better performance, enhanced job satisfaction and a more committed workforce.

4.5 Knowledge of and interest in mentoring

Mentoring as a concept is familiar to the respondents. Even so, three out of four respondents replied that they possess information of it only moderately or relatively little. The concept was explained to the respondents in the survey cover letter to ensure the quality of answers. In this context, respondents were expected to analyze their knowledge of mentoring using prior knowledge and the cover letter explanation.

As the survey was conducted with an approach of treating all respondents as potential social mentors, it is not surprising that social factors rise to be most interesting among the respondents in general. Additionally the respondents were interested in basic technical mentoring, which relates more to such daily duties as the email system for example.

Based on the survey results we can conclude that interest towards social mentoring is high among the respondents. In addition, social factors are considered most important in mentoring when reflecting to the explanation of mentoring in the survey cover letter. This relates closely to the induction programme building and backs up the proposition that dividing tasks to social and technical enhances the experience for the new employee as they can start creating the interpersonal networks. Furthermore, we can say that the results support the four research objectives stated in Figure 6 in chapter 3.5, especially the ones related to cultural mastery, early career support and, as mentioned already, the interpersonal network development.

4.6   Employee experiences and meaningfulness of induction

Moving to employee experiences and meaningfulness of induction among respondents, the main conclusions can be drawn from satisfaction with induction. This, compared to the evaluation on induction in the past provides some interesting relations, as shown in Figure 10 below.
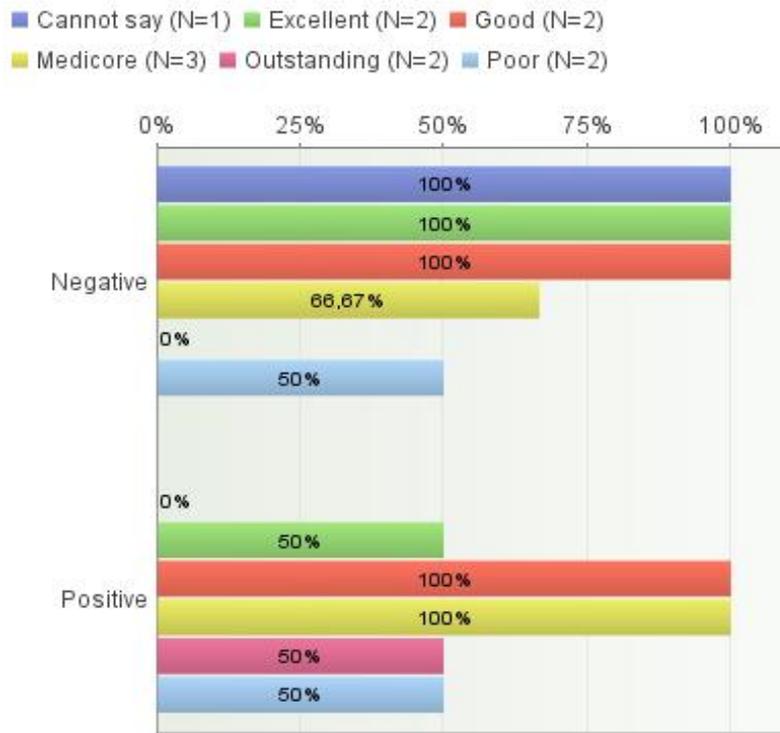
Figure 10. Experiences of learning and adaptation through induction compared to satisfaction with the induction received (n=12)

Respondents have had inductions, which are not comparable between each other; this becomes clear in the open response analysis, which is segmented to negative and positive issues. Even though the results envisage that deviation has been equal among different demographic groups, the real experiences become visible, when the variables are compared to age. Figure 11 below shows that the younger the employee, the better learning and adaptation experiences they have had through induction.
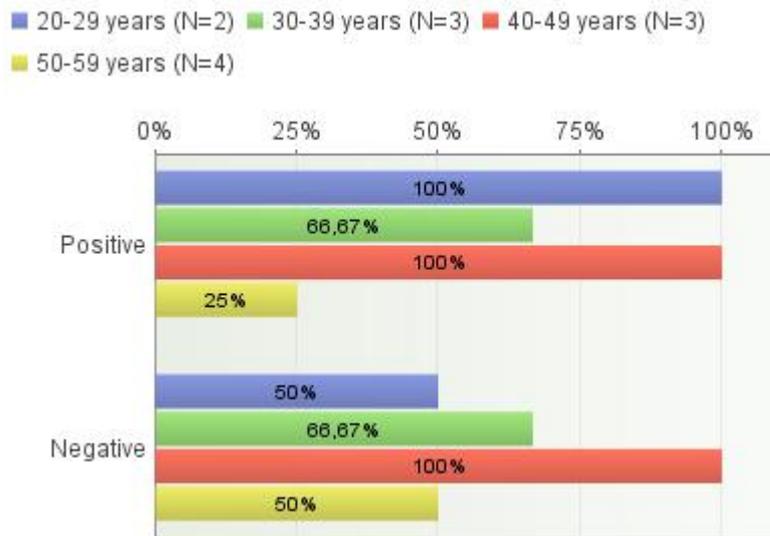
Figure 11. Experiences of learning and adaptation through induction compared to re-
spondents age (n=12)

This result can be verified also by comparing the issues to the work experience in the
respondents' current position. The longer the respondent has held their position; the
more negative were the comments about learning and adaptation. This can mean sev-
eral things, such as bad management practices, low job satisfaction, unsuitable amount
of workload etc. However, we can say that methods of learning, constantly changing
organization and tools for may have also caused this kind of results.

Based on the results and the comments received on the induction programme devel-
opment, there might be a need for current employees to go through the induction pro-
gramme again to enhance their own capabilities, and support their career and sustain-
able work management.

4.7   Summary of the results: Delivering value for the induction programme

Generally, the conducted survey provided valuable aspects for the induction pro-
gramme. For example, based on the survey results, the employees can claim their posi-
tion in the organization by creating their own interpersonal networks. This helps them
understand their job description, and supports them with their duties and tasks, as
learned in chapter 4.2.

The survey's purpose was also to evaluate the respondents' interest to operate as a social mentors. Based on the survey results, this role would be welcomed in their job description, which justifies its place in the programme. The respondents are willing to support the new employee's – inductee's – integration to the organization. This has significant value the new employee as and inductee in their journey to become a real employee. This influences vicariously to how induction programme can diminish the challenges in daily work, which based on the survey results were mainly related to time management, collaboration, and communication.

Furthermore, employees have varied experiences of induction in the past. Especially both negative and positive experiences at the same time – which can be said to be quite normal in any training process – shows that the content and structure of induction should be focused on more in the future. It may be that the balance can be changed by considering this matter in the planning of the induction programme.

However, it must be said that some things cannot be changed when it comes to attitude towards work. At its best, induction programme supports a positive attitude towards work, which also influences the general atmosphere in the organization. For the respondents, the negativity runs deep, but real development and opportunity to take part in the induction programme as a socientor or a techentor may increase the satisfaction and create unexpected value to work.

5   People become employees with induction programme

Inducting people to their tasks and duties is important for Metso Automation. By using induction programme in Customer Order Management, Metso Automation can increase the value of its most important asset – people. At its best, it can create commitment, development, passion and synergy to the organization, and decrease the employee turnover. The programme to reach these goals is described in this chapter.

5.1   Roles & Tasks

There are four key roles, which have their own duty description within the induction programme. These role descriptions have been added to the job descriptions accordingly which indicates support to utilization also from the department management. The job description of a Sales Coordinator will also be explained separately as it has an influence on the training leveling.

Socientor's role is to make sure that the inductee is not left alone at any stage, especially in the beginning when all the processes, functions, and people are unfamiliar. The socientor's tasks include team socialization, team arrangements, functions in the premises, introducing the inductee to key personnel in different departments related to the daily work, and holistic hands-on process trainings with e.g. order handling process and it's relation to manufacturing process. The socientor's role is a part of the Sales Coordinator's duties in the organization. Socientor also supports the training for the email system and other minor tasks related to ERP and sales systems. This helps with the daily problems in an early career stage, and supports the learning process of the mentee. The option of the Sales Coordinators becoming socientors, has been added to their job descriptions on a general level. For those who have indicated willingness to act as a socientor immediately, the role has been added to their personal job descriptions. This means that it will also be one evaluation factor in the performance and development reviews. He or she, together with the techentor and the supervisor, is also responsible of building a feedback survey of the induction for the inductee. Additionally, the socientor is responsible for conducting the survey and reporting the results.

Techentor's role is to make sure that the inductee is trained for all technical tools needed in their tasks. Together with the socientor, he or she is also responsible for making sure that the inductee shall not be left alone at any stage of the induction. The techentor's tasks include technical aspects, such as trainings in the ERP and sales system as well as product information. Together with the supervisor, the techentor ensures that the inductee is able to perform in his or her position as well as possible. Hence, the techentor has the most impact in the technical expertise of the inductee. The techentor's role is part of the department's (System) Key User's tasks, which also include preparing, maintaining and updating the induction materials. As such, the techentor is responsible for the induction programme content, structure and materials. He or she, together with the supervisor and the socientor, is also responsible for building a feedback survey of the induction for the inductee.

Supervisor has the overall responsibility of the induction programme. He or she is responsible for the new employees being inducted to the organization, the induction being prepared individually for each new employee, and monitoring the development of both the induction programme and the inductee. He or she has also the responsibility to take part in, and enable or facilitate the necessary trainings, and ensure that the assigned mentors have time to mentor the inductee. He or she, together with techentor and socientor, is also responsible for building a feedback survey of the induction for the inductee.

Inductee's tasks are defined in the induction programme and in the job description of the Sales Coordinator. Naturally, the inductee is expected to commit him/herself to the process and to be responsible for self monitoring the process. In addition, the inductee is responsible for updating his or her own training records (of the induction programme) by using the excel sheet (Attachment 5). This record will be checked weekly with the socientor, once with the supervisor during the induction programme, and lastly in the induction review session with the socientor, techentor and the supervisor. Once the sheet is completed, it will be uploaded to a database, where all training records of employees are saved. The inductee is also responsible for giving feedback,

both direct and through survey(s), of the induction programme and his or her development.

5.2   The programme in practice

The induction programme contains a schedule and an induction content structure explaining which entities of the training should be handled on which date, for how long and who is responsible for arranging each of the entities. These entities shall be reviewed next, in relation to the theory frame.

The programme is designed in such a manner that it allows adaptations on short notice. This means that if any of the mentors, supervisors, or specialists encounters a problem with their schedule even though a training session or a meeting is agreed, the modules in the programme can change place. This ensures that the inductee does not come to a situation, where he or she has nothing to do.

The training process has been divided, serving the job description and adaptation, into six segments: *duty descriptions and responsibilities, order handling process, electronic order handling, product information, production processes, and general information.* These segments will be explained in the following chapters. The content of these segments are described and outlined in the Attachment 5.

Table 3. Duration of induction programmes per induction programme week and training segmentation

Training Week	Direct (D)	Indirect (I)	Administrative (A)	Working (W)	Other	Total
1	10	11,5	5	7	4	37,5
2	4	5	4	20,5	4	37,5
3	6	5	4	18,5	4	37,5
4	8	1	7	17,5	4	37,5
5	4	0	2	27,5	4	37,5
Total	32	22,5	22	91	20	187,5

The length of the induction programme is five weeks, which adds up to 25 working days; 187,5 working hours (lunch break of 0,5 hour / day excluded). Of this time, direct (technical) trainings (D) take 32 hours, indirect (social) trainings (I) 22,5 hours, administrative trainings (A) 22 hours, and hands-on training and working (W) 91 hours. Additional 7,5 hours are scheduled for weekly meetings and 12,5 hours for lunch breaks – referred to as "other" in Table 3. – but these provide flexibility to the programme in general. The trainings are identified in the calendar with the letter in the brackets. Through the induction period, the employee should embrace the capability to:

1. Socially
- Engage to and create interpersonal networks required in the work;
- Adopt the internal and external communication culture used in the organization;
- Understand the organization's meaning, and its relation to his or her role in the organization; and

2. Technically
- Perform in the duties and assignments given;
- Understand the logic and relations of various technical systems used in the job;
- Provide accurate and necessary information for customer's purposes.

Time is at the essence of inducting a new employee to his or her duties. The faster and more efficiently the new employee can be inducted to his or her duties, the faster he or she can deliver value to the organization (Kjelin & Kuusisto 2009, 20-21). However, it has to be kept in mind that a hurried induction may lead to inefficient results. This, according to Penttinen and Mäntynen (2009, 2), will lead to the new employee asking very basic level questions, interrupting and consuming time of the other members of the organization. Hence, we can state that preparing, enabling, and committing to the induction programme will in the end save time and energy, and deliver value to performance.

Additionally to deliver value for the organization, the success of this process requires commitment to the programme from all parties. The most important role is that of the inductee as he or she should be able to orient him- or herself in the timeframe given. This can be considered one of the most critical aspects of induction.

5.2.1 The first week of induction

First week in the organization is the most crucial for both the inductee and the organization. During this time, the inductee will receive most of the information related to his or her duties, tasks, and the job description. At the same time, the organization will paint a picture of itself to the inductee – what the organization is willing to give in order to receive (Stein & Chirstiansen 2010, 64). In addition, the inductee will receive comprehensive training for the operational systems used to accomplish the tasks and duties. Figrure 12 illustrates the first weeks schedule.

	1. Ma 10.2012	2. Ti 10.2012	3. Ke 10.2012	4. To 10.2012	5. Pe 10.2012
8:00	(A) Welcoming	(W) Morning routines	(W) Morning routines	(W) Morning routines	(W) Morning routines
	(A) Introduction				
9:00	(I) Facilities in	(D) Order handling process, pt 1 Negotiation room, 6th floor	(D) EOH practicalities Negotiation room, 6th floor	(D) Order handling process, pt 4 Negotiation room, 6th floor	(A) We @ Metso –learning tool Own workstation, 6th floor
10:00	(W) Weekly team meeting Negotiation room, 6th floor				
11:00	Lunch Lunch restaurant	Lunch break Lunch room	Lunch break Lunch room	Lunch break Lunch room	Lunch break Lunch room
12:00	(A) Supervisor brief Negotiation room, 6th floor	(D) Order handling process, pt 2 Negotiation room, 6th floor	(D) Order handling process, pt 3	(I) Recap of Day 4 learned issues + Hands-on Own workstation, 6th floor	(W) Hands-on work Own workstation, 6th floor
13:00			(I) Recap of Day 3 learned issues + Hands-on Own workstation, 6th floor		
14:00	(I) Personal time with socientor 6th floor				
15:00		(I) Recap of Day 2 learned issues			(I) Recap of Week 1 issues
16:00					
17:00					

Figure 12. Outline of the first week of the induction programme

The first day starts with welcoming the inductee to the office, handling red tape required to move in the facilities and providing material for induction. This is a session where the techentor, socientor and the supervisor introduce themselves, the materials and, most importantly, the induction programme for the inductee. The inductee shall, in guidance of the socientor, be introduced to the floor he or she will work on, be briefed on the occupational health and safety (OHS) with ememgercy exits, and showed to his or her own workstation and get settled there. The inductee will alsotake part in the CO Management's week meeting to meet other members in the team. The day continues with lunch with own team members; to create relationship to the nearest colleagues.

The first training process segment, *duty descreptions and responsibilities,* is given on the first day. The training lasts for two hours, during which the supervisor shall familiarize the inductee with the processes used in the CO Management, the organization and the company. Also, the inductee will review the job description with the supervisor.

From day two onwards, *order handling process* segment trainings with the techentor will begin. Most of these segments contain subjects, which require using the ERP-system. Altogether this segment will take 12 hours during the first two induction weeks. This segment is divided into six parts, which progress logically in an order related to daily routines. During week one, four out of six parts shall be taught on different days to maintain possibility to compute and absorb all the given information. These four parts include chronologically receiving, reviewing, confirming and invoicing orders, order status follow-up process, minor changes in orders and major changes in orders. These parts have also been divided to different days, so that the mentors have time to also do their regular duties but more importantly, so that the inductee has time to digest the information required. Each part includes a theoretical training; showing how different things are done. Also, the inductee gets to try the things themselves; this is referred to as hands-on training in the schedule.

On each day, when training related to order handling process or electronic order handling is given, there will be recap sessions for one to four hours (including doing

the actual work) with the socientor. During these sessions, the socientor will support the inductee when he or she is doing the tasks learned in the training. By doing this, the inductee can feel that he or she is actually doing work right from the beginning of his or her learning process. This procedure follows through the entire induction programme.

On the fifth day, the inductee will be playing We @ Metso –orientation online game, prepared by the HR department's learning and development unit (Metso 2012e). The game has four modules: Company, People, Business and Facts. Completing all these modules takes some 50-70 minutes from the inductee (Metso 2012e), or longer if he or she uses the intranet information, annual reports, CSR-reports and/or company's websites to gain information. Two hours are reserved to complete the game. Based on the comments from current employees, which shall remain anonymous (Employee A 2011; Employee B 2012), the game serves its purpose, especially in the People – module, where for example values of the company are explained clearly. Employees A and B experienced that the modules on Company and Business were too comprehensive and complex to understand, especially if one's work is not directly linked to business decisions. Then again, Facts –module, suffering from complexity as well, was experienced partly interesting, especially the part describing the story and growth of Metso Corporation (Employee A 2011; Employee B 2012). All in all, the game was considered to be useful for new employees, and is therefore included to the induction programme.

Closing each week of induction, there is an hour's recap of the week. The inductee will discuss with the socientor and/or the techentor of issues taught during the week. On the discussion agenda is an evaluation of the amount of training and information, as well as the amount of support from the mentors. At the end of the discussion, the in-ductee receives the next week's agenda.

5.2.2   The second week of induction

Second week starts with a regular week meeting with the CO Management. This is a stand-in meeting for all team members. Agenda of the meeting usually consists of

some form of new protocol, changed processes affecting the daily work (if any), or providing knowledge of processes, substitute issues, customer visits and other events which may occur during the week. Figrure 13 illustrates the second week's schedule.

	8. Ma 10.2012	9. Ti 10.2012	10. Ke 10.2012	11. To 10.2012	12. Pe 10.2012
7:00					
8:00	(W) Morning routines	(W) Morning routines	(W) Morning routines	(W) Morning routines	(W) Morning routines
9:00	(W) Hands-on	(D) Order handling process, pt 5 Negotiation room, 6th floor	(A) Language training Own workstation, 6th floor	(D) Order handling process, pt 6 Negotiation room, 6th floor	(A) Customer service at Order Management Negotiation room, 6th floor
10:00	Weekly team meeting Negotiation room, 6th floor				
11:00	Lunch break Lunch room	Lunch break Lunch room	Lunch break Lunch room	Lunch break Lunch room	Lunch break Lunch room
12:00	(I) Factory tour VTC factory	(W) Hands-on work Own workstation, 6th floor	(W) Hands-on work Own workstation, 6th floor	(W) Hands-on work Own workstation, 6th floor	(W) Hands-on work Own workstation, 6th floor
13:00					
14:00	(W) Hands-on work Own workstation, 6th floor				
15:00		(I) Recap of Day 7 learned issues		(I) Recap of Day 9 learned issues	(I) Recap of Week 2 issues
16:00					
17:00					

Figure 13. Outline of the second week of the induction programme

As the inductee has gained some basic knowledge of the general processes, the focus of the technical training also changes more to the customer-oriented and –related issues. During this week, the inductee gets more training in the order handling process, completing the training of the entity. These final two parts are customer inspection protocols and preparing quality plans for customer order; where the inductee starts to understand how customer inspection and quality plans are done and what these tasks require from the inductee. A recap session on the matters with the socientor will take place on the same day.

Compared to the first week, the focus starts to shift slowly from technical mentoring to social mentoring as, for example, the inductee will visit the manufacturing facilities with the socientor. This belongs to *the production processes* segment of the training

process. The inductee will see, how the manufacturing process proceeds on the floor level, gain more understanding of the general production process, and meet production personnel and supervisors. This is an important stage of the interpersonal network building. Additionally, the inductee shall have breakfast with his or her own backup team (see teaming logic in chapter 1.2) to socialize and continue building the cohesiveness and communication within the team.

As mentioned earlier, the focus during the second week drifts to customer-orientation. The supervisor gives an important training regarding this. During this two-hour session, the supervisor will go through the customer service policies and communication matrix in relation to the processes. This also gives the inductee the possibility to ensure that he or she has understood the processes. However, it has to be stated that due to the complexity of the processes, gaining comprehensive understanding will take several months. Induction is built to support this learning process but executing the duties and tasks, will in the end, deliver most of it.

The inductee will also have two hours for self-learning in language. The industry the company is in has a very specific language and vocabulary, absorbing of which will take time. The company operates on all continents, which requires some cultural knowledge as well. To support the learning of these, Metso Automation has self-learning materials and tests on several languages as well as cultures. The inductee can train his or her language skills in e.g. English, which is the official corporate language, or in a language he or she has studied earlier and may use in his or her line of duty.

Throughout the second week, the inductee has some 20,5 hours to do the actual work with the support from the socientor and, if necessary, the techentor and other members of the CO Management.

5.2.3   The third week of induction

Third week in the position starts in a similar manner as the first and the second week, as will the fourth and fifth week: weekly meeting with the CO Management. Now it can be assumed that the inductee has gained some knowledge of the duties and tasks,

and can have his or her input to the meeting from work perspective. Naturally, these meetings are opportunities to learn for all the participants, but more so for the inductee.

	15. Ma 10.2012	16. Ti 10.2012	17. Ke 10.2012	18. To 10.2012	19. Pe 10.2012
7:00					
8:00	(W) Morning routines Own workstation, 6th floor	(W) Morning routines	(W) Morning routines	(W) Morning routines	(W) Morning routines
9:00	Weekly team meeting Negotiation room, 6th floor	(A) Metso Safety -training Own workstation, 6th floor	(A) Induction follow-up meeting Negotiation room, 6th floor	(I) Supply Center and Service process VTC Supply Center, VTC Factory	(I) Supportive IT-programmes Negotiation room, 6th floor
10:00					
11:00	Lunch break Lunch room	Lunch break Lunch room	Lunch break Lunch room	Lunch break Lunch room	Lunch break Lunch room
12:00	(W) Hands-on work Own workstation, 6th floor	(D) Product training by Sakari Rinne, pt 1 Training center	(W) Hands-on work Own workstation, 6th floor	(D) Product training by Sakari Rinne, pt 2 Training center	(W) Hands-on work Own workstation, 6th floor
13:00					
14:00					
15:00		(W) Hands-on work		(W) Hands-on work	(I) Recap of Week 3 issues
16:00					
17:00					

Figure 14. Outline of the third week of the induction programme

As the inductee has had an opportunity to get comprehensive training for the various IT-systems used to handle the orders and information regarding products ordered, he or she can now focus on understanding the products. During this third week, the focus point shifts to the *product information* segment of the training process. The purpose of this segment is to gain knowledge on the products. This training has been ousted from the department to in-house specialists, who are experts in their fields of different products and product series. The product training has been divided into four parts, and it may vary depending on the situation and the time when the new employee starts in the CO Management. First two parts take place in the third week, next two on the following fourth week of induction. These trainings are arranged on request. Dividence to parts is preferred due to time management of all parties participating, and the logic in product segments to make sure that the information given is not too substancial. In

this training, the inductee will learn the differences between the products, recognize what they look like, how they operate, what they are for, what kind of combinations of the products can there be etc. Altogether, the inductee will get 12 hours of actual product training, in addition to the information which is transferred in other trainings by the socientor and the techentor.

Safety is an important issue at Metso Automation. Hence, it is recommended by the OHS organization that every employee takes the Metso Safety –training (Metso 2012c). In April 2012, Metso released new corporate-wide programme for employees to test and learn about safety and health matters online. This training is also scheduled for the inductee of the CO Management.

During the third week the inductee will also receive further training –as part of the *production processes* segment – on the production facilities and the services that other operational units at Metso Automation provide. One of these is the process training from the Supply Center, which is responsible for assembling the final products, as well as the packing and forwarding processes. During this two-hour session, the inductee will, with the support of the socientor and the Supply Center specialist, go through e.g. material flows at the facilities, and the packing and forwarding processes in theory and in practice. The practical part of this training is done by walking the inductee through the production facilities. This develops the understanding of processes in the company further.

Additional two hours training in IT-programmes, which are not that an essential part of work, will be provided for two hours by the techentor. During this training, the inductee will be trained to use programmes for e.g. picture crops, order documentation maintainance, product item designing, and remote work tools.

The most valuable meeting for successful induction during the third week is the induction follow-up meeting. Taking part to this one- to two-hour meeting are the inductee, the socientor, the techentor and, if possible, the supervisor. The meeting's content includes checking the progression of the induction programme, discussing

experiences so far, making decisions on transfer of duties partially or entirely to the inductee, and making alterations to the induction programme in reflection. The last part is very important as here the inductee can influence what shall be further trained from now on and if more training is required in matters already taught.

The induction follow-up meeting has another aspect as well. It acts as a *critical point* in the induction programme, where the responsibility and role of the inductee change from purely being inducted to being a real employee. By the third week's end and fourth week's start, the employee is expected to take on his or her independent role in the office, and to fully commit to his or her role in the substitute team and the organization. Also the content of the induction programme changes more towards self guidance; reflecting the needs for further trainings, clearing the processes, methods and the actual daily routines. The inductee can state being a real employee of the organization.

Until the end of the third week, the inductee's time for doing the actual work has remained at some 18,5 hours. This will help the inductee to commit to his or her position and feel that he or she is actually doing, not only being trained. The support from the socientor and the techentor and other members of the CO Management would have been available all this time, if necessary. Naturally, it also includes the recap session at the week's end.

5.2.4   The fourth week of induction

The fourth week of induction has similar routine-like parts as the past weeks. These are, e.g. the week meeting of the CO Management. Product training will also continue for the last two parts.

When the fourth week starts, it can be assumed that the inductee has gained some knowledge of all the processes and practices in the company. However, it has to be acknowledged that the inductee may feel that he or she is partially confused by the information received. Additionally, it can be that the inductee feels that he or she needs more training in some matters taught. These matters have been issued in the follow-up

meeting. One of the trainings planned to address these issues is scheduled for the fourth week's Wednesday morning (Figure 15).

	22. Ma 10.2012	23. Ti 10.2012	24. Ke 10.2012	25. To 10.2012	26. Pe 10.2012
7:00					
8:00	(W) Morning routines Own workstation, 6th floor	(W) Morning routines	(W) Morning routines	(W) Morning routines	(W) Morning routines
9:00	Weekly team meeting Negotiation room, 6th floor	(A) Induction to IT -training IT training center, VTC, 1st floor	(D) Order handling process – follow-up training 1	(W) Hands-on work Own workstation, 6th floor	(A) Feedback survey on induction Own workstation, 6th floor
10:00					
11:00	Lunch break Lunch room	Lunch break Lunch room	Lunch break Lunch room	Lunch break Lunch room	Lunch break Lunch room
12:00	(D) Product training by Sakari Rinne, pt 3 Training center	(A) Induction to IT -training cont. IT training center, VTC, 1st floor	(W) Hands-on work Own workstation, 6th floor	(D) Product training by Sakari Rinne, pt 4 Training center	(W) Hands-on work Own workstation, 6th floor
13:00					
14:00					
15:00	(W) Hands-on work	(W) Hands-on work		(W) Hands-on work	(I) Recap of Week 4 issues
16:00					
17:00					

Figure 15. Outline of the fourth week of the induction programme

At the end of the fourth week, the inductee will receive an email with a link to the feedback survey of the induction. With this survey, the inductee will evaluate his or her first work week, how the goals of induction have been met until this point, how he or she has absorbed the vision, mission, values, and organization culture of the company, and finally, how he or she has got into the work itself. A suggestion for this feedback form is presented in Attachment 6. Execution of the survey and building the actual survey form is the techentor's, socientor's, and the supervisor's duty. The inductee's duty is to response to this survey. The results received from the survey will be analyzed and reported by the socientor. Both mentors and the supervisor are responsible to use the results to enhance the quality of the induction programme in the future.

During the fourth week and by the end of it, the inductee should be able to take re-sponsible of all the duties assigned to him or her. This transition will take part under the supervisor's supervision, together with the substituting team.

In the fourth week, the inductee has some 17,5 hours of actual work. This will help the inductee to further commit to his or her position and to take responsibility according to what is agreed with the supervisor. The support from the socientor and the techen-tor and other members of the CO Management will be available all this time, if neces-sary.

5.2.5   The fifth week of induction

The last week of the actual induction programme has drifted from scheduled scheme more to routines. It includes the basic meetings, such as the weekly meeting on Mon-day (Figure 16) but also time for further follow-up trainings in order handling processes or other issues, which need training.

Figure 16. Outline of the fifth week of the induction programme

Coming to the end of the induction programme, there is also a scheduled two-hour session for the induction review. In this review, both mentors, the supervisor and the inductee will go through the feedback given on the induction programme. The inductee has the opportunity to explain his or her answers, and to give further information on the development needs, of the induction programme. Also, the inductee will give feedback for the mentors and the supervisor.

Together, they will evaluate the success of the programme, and find development items to be used in, for example, building a six-month plan and/or setting targets for performance and/or trial period review. These development items should be categorized in three different levels of importance: high, medium, and low. Different item levels should have different schedule for handling and monitoring, and they may contain any issues requiring attention. Suggestion for an outline of the six-month plan is presented in Attachment 6.

In the fifth week, the employee has clearly more hours for doing the actual work, altogether some 27,5 hours.

5.3 Launching the programme

Programme is to be launched and tested when a new full-time employee is hired for the CO Management. The initial plan to launch the programme was to be early May 2012. However, due to company related reasons, new employees were not hired. Hence, the official launch has been postponed.

Even though the programme is not launched by the end of commissioning agreement, the department management is committed to implement, test, alter and use the programme. According to Mr Jari Kousa, Manager, Day-to-Day Business Support (2012), the programme will provide long waited support for Key Users and Supervisors, especially time management wise, whilst inducting a new employee to the organization. In addition, there are plans to expand and alter the programme for other teams in the department. This provides cohesiveness to the department level organization culture and work methodology.

The programme has already been introduced to all management teams in Demand and Order Management, Helsinki department. This includes some 10 different function departments, which employ some 120 persons. The vision is, as said earlier, to have the same induction programme model in use for all these functions. This creates cost-efficiency when trainings can be combined, synergy between functions and cohesiveness on a departmental level. The presentation held for management on the programmme can be found in Attachment 8. Reaction to the programme has been positive and enthusiastic. The management teams have indicated that they have high interest to take this programme to use in their own teams. Hence, we can assume that one of the original long-term goals of this project is achieved.

6 Comparison to international studies and practices

Induction, or orientation, is widely research subjects in international business. This has emerged mainly due to the globalization as good and bad practices are shared and studied to build more comprehensive knowledge as the ultimate goal is to develop business and people processes in a company. Moreover, we can assume that when companies are globalizing and expanding to new countries, they need to acquire wide range of knowledge in order to succeed in a new market entry.

As this thesis focuses on the impact the inductee will have through a comprehensive induction programme, the topic in relation to values and cultural differences – both organizational and environmental – should be studied.

6.1 Value orientation

When analyzing values in organizational context, it is almost mandatory that it will have features from social anthropology. A good example is presented by Michael D. Hills (2002) in his article of Kluckhohn and Strodtbeck's Values Orientation Theory. Hills (2002, 3) states that value is something that person holds, which has influence to behavior in professional surroundings. This can be elaborated with several other value theorists, such as Hofstede and Rokeach, hence giving Hills' (2002) study more significance.

For example, Hills (2002, 4-5) presents Kluckhohn's and Strodtbeck's sixth value dimension of Space, which has four questions. Each of these questions include three different dimensions – or orientations – impacted and indicated from the society the organization is placed in. These basic questions are *Time*, *Humanity and Natural Environment*, *Relating to Other People*, and *Motivate for Behaving* (Hills 2002, 5), and they have mutual relations to each other in the context of this thesis. Hence, these will be discussed next.

When discussing *Time* and *Humanity and Natural Environment* in this context, learning is something that emerges from two perspectives, these being people and their personal relation to work. Hills (2002, 5) presents that orientations in *Time* – past, present and future – should be discussed as which approach is used in context of *Humanity and Natural Environment* orientations: mastery, harmonious and submissive (Hills 2002, 5). Learning, as an example, differs depending on the person's abilities gained during childhood, studies, work life and life in general. For example, if a person has been involved indirectly with the company he or she is hired to as a new employee, this may have influence to which depth to use reviewing company's history, and what kind of experience and knowledge he or she has of the company. Moreover, working styles may not be at the level the company expects of their employees. This relates to how the company approaches the new employee. However, in order to have comprehensive understanding of the new employee's abilities, company must understand employee's relation to working environment; shall employee have "mastery", "harmonious" or "submissive" aim. Usually company can only learn this over time but in an optimal situation, this can be taken into account when drafting an induction programme or plan. (Hills 2002, 5.)

The other two basic questions are *Relating to other people* and *Motive for behaving* (Hills 2002, 5). These defines mainly how the employees see themselves in relation to other people; are they treated with hierarchy, as equals, or individuals. That may also determine the *Motive for behaving* as employee must define his or her personal relation to the tasks and work itself, which usually is influenced by the role he or she takes in the work community. However, as motivation can develop from being to being-in-becoming or to "doing", the relation to other employees develops. At its best, it enhances collaboration. (Hills 2002, 5.)

This kind of value portfolio of an employee may be determined in several ways. Optimal way would be that employee's personal values are cohesive with company's values, or there is very little variation, thus making the company's values absorbable by the employee. The opposite situation would be more challenging and would need great deal of support from strategy and value specialists of the company. They must provide

tools to understand how values should be implemented in the corporate culture by being an employee. If this cannot be achieved, it may lead to employee dissatisfaction, lack of moral and results.

Induction plays a key role in transferring and/or developing values. Induction must include value training for the employee at very early stage. This might not deliver results immediately but more efficient to put the values in practice is to make sure that the employee is inducted according the values. For example, Metso Automation CO Management's new induction programme created with this thesis transfers values of collaboration, caring and valuing people, as induction is an individual experience, built for just that one inductee – for him or her to succeed. This supports the way the company may perceive their people globally as the values usually are on corporate level, thus making it something common for each and every employee, and showing that this induction progamme can be altered to similar positions globally. The key is in the deliberation during induction time.

6.2   Westernized orientation

There are no norms in induction programme or process, except what is mandated by legislation. Otherwise, there are only expectations, recommendations, instructions and guidelines, what should and could be handled. The length of induction process is also an open question; many say that time should be spent generously whilst others disclaim that it must – and can – be done in very short time. Naturally, these differences are dependent of the field of business, country of operations, the company and even the department within the company. This logic can be drawn to the cultural aspects of induction. Michal Mestre, Alan Stainer and Lorice Stainer (1997) have approached the logic in their article discussing differences between British and Japanese employee orientation. Article discusses how much time is spent on the orientation, how it is conducted, what the (cultural) philosophy behind orientation is, and what the cultural differences in orientation goals are.

In general, the cultural differences start with the red tape of orientation, as "the West" – as Mestre et al. (1997) call the European and American approach – focuses almost

solely on that whereas Japanese approach includes it in the process but orientation "has the focused purpose to build permanent liaisons, identify values and ensure group interaction." (Mestre et al. 1997, 444) This focus also supports building effective communication culture within the company, which, according to Mestre et al. (1997, 446), is a pitfall of the companies in "the West".

There are several interpretations of the length of orientation. Schermerhorn (1993, in Mestre et al. 1997, 447) presents one of these as the states half-year period from employment the key for long span success. Orientation should be continuous process that evolves according to the new employee's work experience, which in Japan is non-existent. Most Japanese organizations recruit new talent directly from universities and then, with excessive orientation period lasting up to one to two years, orient them to be company's best asset (Mestre et al. 1997, 447). More shocking is that when time spent on orientation was measured both in Japan and United Kingdom, the difference was drastic: On average, Japanese new employee got orientation worth eight months whereas in U.K., the comparable length was only one hour (Mestre et al. 1997, 447).

This relays directly to the efforts and principles of the induction programme build for this thesis: the inductee must have enough time to success in his or her duties and be an efficient employee.

The time defines differences, when new employee becomes an actual employee. Japanese orientation schedule, based on Mestre et al. (1997, 449-452), the new employee requires time to grow from being oriented to be employed. This highlights the importance of understanding corporate culture, understanding company's vision, mission, values and culture; the path that one must take in order to succeed. Mestre et al. present structure or typical Japanese orientation programme (1997, 450), which lasts up to 12 months. These months include corporate orientation during the first four weeks, divisional orientation for the next four weeks, after which the departmental orientation with on-the-job training starts, changing from one location and/or department every few weeks. The actual position is assigned after the entire orientation is completed. As many Western companies usually hire people to certain positions only, the Japanese

bases on its schedule for position trained individuals to positions they have best tendency and interest, as company has had the opportunity to study these of the employee during the orientation period, diminishing faulty recruitments to minimum. This also makes the interaction with culture, relationships and values visible and operational, and relays all mentioned above to new employee's personal goals. (Mestre et al. 1997, 449-452.)

Time is disputably essential part of induction, so it is in the induction programme built for CO Management at Metso Automation. As presented in chapter 5, the programme undertakes time as a tool to build comprehensive plan for the inductee to succeed in his or her duties. This needs time to evolve, yet it must be done efficiently, so that the employee is not left alone and socialization supports the learning outcome. This, as a conclusion, means that the programme implements best of "the West" and the Japanese approach.

When considering international aspects of the induction, it can be said that companies may have tendency to take care of induction in the way it is easiest, fastest and cheapest. This applies internationally, but more so with westernized companies. As the article by Mestre et al. (1997) demonstrated, investing in employee training in the early career stage may deliver more value for the company in the end.

6.3   International developments of induction

As described in introduction of this chapter, international approach is present in almost all induction or orientation programmes or schemes available over the internet. Moreover, they are widely discussed and even evaluated as strength to lure new employees to organizations. In the following subchapters, shall two different induction cases be introduced and compared to the programme build for this thesis.

6.3.1   Case: Kone Oyj Global Spares Supply induction process

Salla Jeskanen studied the induction process of Kone Global Spares Supply in 2011 as her Bachelor's thesis for HAAGA-HELIA University of Applied Sciences Finnish

speaking business programme. In her thesis, Jeskanen aimed to evaluate development items the induction process (Jeskanen 2011, 2). Even that she concluded that the process is relatively good as it is, there were some development items, such as the induction follow-up, preparing an induction plan, and usage of buddy/trainer concept (Jeskanen 2011, 60-62). These shall be the key benchmarks between this and her theses.

Kone has a general practice of using Buddy (a mentor) in their induction process – something that differs from Metso Automation's original approach significantly. Usually Buddy is a valuable member of the organization, committed to Kone values and goals, as well as expert of the particular part of organization/position, where the inductee is positioned. The studied organization at Metso, however, has not previously used the roles to support induction. The basic elements – similar to Metso Corporation's –, i.e. induction process structure and check list, are provided by the corporate HR organization, yet the execution is on the inductee's supervisor's and Buddy's shoulders; for example, supervisors should draft an induction plan for the inductee (Jeskanen 2011, 31-34). Jeskanen also noted from open questions that sometimes Buddy was merely an question & answer person, and the inductee was left alone too early with his or her problems (2011, 55).

For her thesis, Jeskanen (2011) conducted a quantitative research of the employees globally working in Global Spares Supply unit, e.g. in Finland and China (2011, 39). The most interesting results of Jeskanen's research are from the execution of induction plan. In most cases, the plan was reviewed, scheduled, and it was experienced to be realistic; yet she criticizes that the answers did have almost 50-50 deviation (2011, 43-46), hence influencing the trustworthiness if the plan really delivered or not. This may also relate to previous experiences of induction in general, location and/or (inter)nationality, which makes the matter even more challenging to research; similar was found whilst studying Metso Automation's Customer Order Management's employees in Finland.

The induction follow up was also something, that Jeskanen (2011, 49) noted to need development. Based on her research results, the Buddy was more committed to the induction than the responsible supervisor was. However, the supervisors were interested of progress of the induction. Yet, the feedback received of the induction could have been better, along with the possibility to give feedback to the Buddy and the supervisor (Jeskanen 2011, 46-49). This matter was reflected in the theories of induction used for this thesis, as collecting feedback and actively using it for development of the process, should be a must. This highlights the recommendations made for both Kone (Jeskanen 2011) and Metso Automation (Attachment 6).

All in all, Kone and Metso have had similar approaches in their induction processes, which makes these studies comparable. However, the result of Jeskanen's thesis (2011) only provides recommendations for the company instead of actual tools. This thesis provides actual tool to deliver the induction in a clear and well structured way. Both of the studies have one thing in common: implementation, application, and development of the process lays on company's responsibility. Therefore the benefit of these theses' to new employees in the organizations may be compromised.

6.3.2 Case: Improving an Induction at Metso Minerals Inc. / DC Europe

The induction process of Metso Minerals / DC Europe (latter: Minerals) was studied by Tiina Kauppinen in 2012 as her Bachelor's Thesis for Tampere University of Applied Sciences Degree Programme in International Business. The aim of Kauppinen (2012, 5-6) was to improve the induction process in Logistics team and Dispatching Department., operating in Finland and Belgium. Kauppinen (2012) ended up with very similar results as Jeskanen (2011) with her study. Yet there are differences in practice, which will be key benchmarking point-of-view.

As Kauppinen (2012) noticed that improvements were needed, she also constructed a position specific induction memory list based on the answers she retrieved with her field research (2012, 37-38). This memory list (Kauppinen 2012, 49-51) is based solely to the Logistic's team hands-on work, as her interviews revealed that more theoretical than practical materials were available to support the induction. The list has continuum

with Metso's general orientation checklist (Metso 2010, 5). As such it merely supports the induction progress from task perspective solely, thus lacking possibility of creating social networks, which could support the learning, as planned in Metso Automation's induction programme.

Moreover, Kauppinen (2012, 37; 52) also created "a feasible timeline" to support the induction, but the timeline does not clearly reflect the memory list (2012, 49-51). This might create challenge to persons responsible of the induction of a new employee. Nevertheless, Kauppinen discusses the development possibilities of Mineral's induction from adult learners' perspective, which is highly interesting, and could have delivered more value for Metso Automation's induction programme and this thesis.

6.4   Individuality is the key

Companies operate globally but have local, operative functions to meet the local needs. The global aspect takes into account the global functions and equal information required in position where the inductee will be placed. However, the implementation is always local. In an international company, one can only learn local functions but one still works globally. For example, Metso Automation's CO Management Sales Coordinators studied in this thesis physically work in Helsinki office. Their customers are not from Finland, nor is their main customer service language Finnish. Hence, we can draw the conclusion that position is international, and the Sales Coordinators are required to possess and/or develop international mindset and understand, what it means to work in an international company.

Keeping this in mind, the induction programme for Metso Automation's new Sales Coordinator should be customized per inductee, which takes into consideration the international aspects, such as cultural knowledge of the country he or she shall be providing customer service to.

Even that all the programmes reflected in this chapter have had input for reflecting the results of this thesis, the main issue still lies in the fact that all of them base on checklist approach; the ones used for comparison are not programmes per se. This means

that the inductees and mentors/supervisors are given merely a list to follow, but not concrete structure or instructions – practicalities – how to actually induct a new employee. Metso Corporation has also provided the checklist for several years but its usage has been very little at best. Hence, it can be said that the final product of this thesis has delivered more structural and practical approach to induction. The approach is also benefitting from the strong aspects of the Japanese approach, as it secures clear structure, schedule, and clear roles and stages of development in induction yet taking into consideration the cost-efficiency, and work and education history of the inductee. Metso Automation has recognized these to be the fortes of this programme as well. Moreover, the results collected appreciation of developing processes on firstly employees terms and secondly to support all members taking part to induction process.

7   Conclusion

The aim of this thesis was to build an induction programme for Metso Automation Day-to-Day Business Support's Customer Order Management, which can be used as a practical tool, and which takes into consideration the inductee's and organization's needs and expectations as well as integrates the company's strategy and values to be part of employee's work life. Additionally, the induction programme can be used as a recruitment asset – a calling card of the organization – to lure future professionals to work for the company. Overall, these goals were achieved and the programme has been integrated to the department's procedures.

It would be insufficient to build an induction programme without researching the target position employees and their experiences. The induction progamme has influence how new employees can grasp and conceive their new career path and role in the organization. This fact is supported by both theories and the results of the survey made for this thesis. The results gathered with the survey for this thesis have influenced to the structure and usability of the programme, and are used to support all induction stakeholders' work. Socialization is crucial in job markets but even more so in the process of accommodating the organization culture to new employee.

7.1   Recommendations

Metso Automation has a strong interest to develop the capital assets of the company, one of them being the employees. This is conducted by e.g. arranging bi-annual Tell-Us employee satisfaction study, where following components are measured (Figure 17).

	Leadership	Management	Coherence	Empowerment	Engagement	Well-being
Leadership and management						
Targets	■					
Organization of work		■				
Flow of information		■				
Fairness		■				
Rewarding		■				
Values and commitment	■					
Competence and coherence						
Job description			■			
Competence and development			■	■		
Chance to influence			■	■		
Work community						
Cooperation				■	■	
Problem solving				■		
Development of activities				■		
Atmosphere					■	
Personnel well-being						
Physical working conditions			■			■
Encumbrance						■
Satisfaction	■					■

Source: Evalua International

Figure 17. Metso Tell-Us employee satisfaction survey themes (Metso 2012d)

Tell-Us research results can also be used to measure the success of induction in the organization. The managers and the supervisors should have access to their own department's results, and these results should be compared with the results of induction experiences to see, if e.g. level of commitment or well-being at work is developing; how the organization is nurtured for growth in the first place.

Additional recommendation to support the induction is that supervisor should prepare a six-month plan, with which the induction is completed. Furthermore, it should be determined, how defined development items of the inductee should be trained and when performance and development reviews should be held. An outline suggestion of this plan can be found from Attachment 7. One key issue in the six-month plan is also the development items emerging from the induction programme period. These development items should be categorized in three levels of importance: high, medium and low. All these leveled items should be handled according to the importance to the in-

ductee's job description. The leveling is done in cooperation of the inductee, mentors and the supervisor.

Following amendments are highly recommended to the job descriptions of persons directly involved with induction at the Order Management:

Director, Day-to-Day Business Process (Supervisor's supervisor)
- Is, together with direct supervisor of mentoring employees, responsible of allocating required resources for induction
- Supports in induction execution, if needed

Manager, Customer Order Management (Supervisor)
- Is responsible of securing required resources for induction of subordinates
- Is responsible of utilizing the feedback collected from induction to develop the induction programme
- Is responsible of reporting the effects of induction to employee well-being and learning to his or her supervisor and company's Human Resources unit

Sales Coordinator (if acting as social mentor)
- Is responsible of preparing a feedback survey of the induction, and reporting the results to his or her supervisor and other mentors
- Is responsible of utilizing the feedback collected from induction to develop the induction programme

(System) Key User (if acting as technical mentor)
- Is responsible of utilizing the feedback collected from induction to develop the induction programme

Further recommendation is for persons responsible of the induction at the CO Management, as all materials used in the induction programme should be reviewed. This means that all instructions of various systems are available and updated, the instructions are clear and usable for the inductee, and the quality of the instructions and the

programme content are reviewed on regular basis. As the scope of this thesis does not extend to these materials, only the material currently available on behalf of human resources department, are reported and included to the induction programme.

The feedback to be collected from the inductee requires a survey form, which can be applied when needed. An outline suggestion of this feedback survey is Attachment 6, modified from a model by Kjelin and Kuusisto (2003, 265). The outline does not take into consideration the company related issues but only discusses the matters on general level. However, the form requires benchmarking for company purposes and, if applicable, in such manner that the results could be benchmarked against Tell-Us employee satisfaction survey. The responsibility of conducting the survey is on the socientor, yet the first form version for company purposes should be formed together with the supervisor's supervisor, supervisor, and the technical mentor(s).

The same part of Metso Automation's organization that this thesis is done for is under a master's thesis study of management cultures. These two researches may provide, if used together and benchmarked with Tell-Us survey, valuable information for the organization. As the master's thesis will be finalized and results presented, could these two researches be synergized for organization culture development.

7.2   Future possibilities in induction

Induction is a value-adding tool for any company. At Metso Automation, the induction process has gained more focus as human resources has been developing onboarding procedure (Koivisto 2011). However, this being postponed for the time being, one alternative is to utilize this induction programme to other departments and teams in the organization. For example, in Demand and Order Management, Helsinki department, there are several functions, which use same ERP and sales system, operate in the same facilities and floor as the CO Management, to which this programme is now designed for. With some alterations to team-specific attributes, utilizing the same programme could enhance the cost-efficiency, commitment, and the department's reputation employer branding wise in the long run. Also, as almost all of these teams have

their own Key Users, they could support and substitute each other in trainings, thus making time management easier.

Day-to-Day Business Support will be transferring this programme to each of its teams. This modification of the induction programme for each team was initiated in May 2012 by the thesis author. As mentioned earlier, it will provide synergy for the entire department when some activities of induction can be combined over team borders. This also enhances that the inductees will get to know each other despite their role in the organization; interpersonal network building can be extended to better level from the beginning.

7.3 Project evaluation

The thesis project itself has been an interesting journey to human resources, corporate strategies, human behaviour, and the world of induction. Delivering the outcome has been challenging, especially when combining all the information from theories, survey and processes under one, cohesive umbrella to serve the induction programme purpose as well as possible.

Researching various sources to find most comprehensive structure for the thesis, and delivering value for the entity has been challenging yet very rewarding. Approach to the project was led by corporate strategy and corporate human resources strategy. These aspects, including commitment to talent, onboarding, and sales and service people commitment, influenced to the theory framing of this thesis. Analyzing the theories led to an idea, that building most comprehensive induction programme will need research of prior experiences among the employees currently working in the organization. This was done by the survey in context with the theory themes. It also provided ensurance that correct theories for this organization have been chosen. Additionally, personal experience of the company and organization has had its own value to the approach in general.

Handling thesis writing process as project and managing the project has been mainly fluent. There has not been problems, which would not been overcome. Despite the

thight schedule, some challenges in the survey and survey analysis, the writing process has been a pleasure. There has been some writer's blocks, which could be considered to be very normal during such an extensive project. Time management has been easy as commissioning company has provided sufficient amount of time to complete the project as an only work task. In addition, the support from commissioning company has been extremely good in all aspects regading the project.

Outcome of the project has been highly appreciated by the commisioning company. This appreciation emphasizes the satisfaction received of the outcome. Feeling that whilst the project has been developing, it has found such perspective suitable to combine personal ideas and the company's expectations and needs. Fulfilling these expectations and needs has personally been one of the most important goals in this project. I feel I have delivered.

In the end, it feels grateful having had the possibility to do this project to serve a need. This makes the work put into the project worth its while. As this thesis was completed for commissioning company some four months before the thesis was officially presented for evaluation, the programme has been extended according to the recommendations as explained in chapter 7.2. Moreover, the programme will play significant role in piloting new organization structure and in development of job descriptions. Some seven different functions and/or positions are utilizing the induction programme tailor made for their purposes based on the thesis' induction programme.

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Attachments

Attachment 1. Project schedule

Name	Begin date	End date
Background research to define need	12/12/11	27/1/12
Review of orientation material or the company	12/12/11	27/1/12
Induction – a strategic tool?	12/12/11	9/3/12
Aquiring literature for theory framework	12/12/11	12/1/12
Reading literature for theory framework	12/12/11	24/2/12
Writing the theory part	16/1/12	9/3/12
Survey of prior induction experiences at Metso Automation	6/2/12	12/4/12
Reading company secondary data related to framework	6/2/12	2/3/12
Creating survey questions and form	1/3/12	12/4/12
Online survey for primary data about induction and mentoring to employees of Order Management	12/3/12	19/3/12
Analyzing the primary data collected by online survey	19/3/12	9/4/12
Reporting survey results for induction programme design	19/3/12	30/4/12
People become employees with induction programme	12/3/12	30/4/12
Creating timeline for induction programme calendar	12/3/12	13/4/12
Building the induction calender (programme entered to calendar)	2/4/12	20/4/12
Analyzing and discussing the induction programme calendar content	2/4/12	30/4/12
Thesis Advising	30/1/12	18/4/12
Substance advising 1	30/1/12	30/1/12
Methods advising 1	1/3/12	1/3/12
Substance advising 2 (via email)	7/3/12	13/3/12
Methods advising 2	12/4/12	12/4/12
Substance advising 3	18/4/12	18/4/12
Company representative meetings	2/1/12	17/2/12
Defining thesis targets with company	2/1/12	2/1/12
Follow-up meeting 1	16/1/12	16/1/12
Follow-up meeting 2	1/2/12	1/2/12
Follow-up meeting 3 (via email)	14/2/12	17/2/12
Thesis presentations for company	23/2/12	30/4/12
Thesis structure and idea presentation for employees	23/2/12	23/2/12
Induction programme presentation for company mentor and key user	10/4/12	10/4/12
Induction programme presentation for department management	10/4/12	10/4/12
Induction programme presentation for department supervisors	10/4/12	10/4/12
Induction programme presentation for cross-department management	13/4/12	13/4/12
Induction programme presentation for employees	30/4/12	30/4/12
Official closing of the project with company	30/4/12	30/4/12
Debriefing and feedback discussion of the thesis with company representative	16/5/12	16/5/12
Writing the project description (abstract)	2/5/12	1/6/12
Benchmarking with global and local process's	23/4/12	1/6/12
Opponing and submission for evaluation	20/8/12	26/10/12

Attachment 2. Overlay matrix

Project Objective (PO)	Project Tasks	Purpose	Output
Induction model for Day-to-Day Business Support's Customer Order Management	Theory framework	Theory framing	Theoretical framework for induction programme
		Finding approach to induction programme	
	Survey	Finding employee experiences	Survey results and interpretation of experiences and expectations
		Adding value to induction programme structure and content	
	Results	To compile information from other tasks	Induction programme
		To build the induction programme	

Attachment 3. Survey and cover letter in Finnish

Perehdytys Metso Automation Oy:ssa
Kokemukset & Odotukset

Perehdyttämistä ja mentorointia tarvitaan jatkuvasti työyhteisöissä, työssä ja koko yhteiskunnassa tapahtuvien muutosten takia. Työntekijän vaihtaessa työtehtäviään, työpaikkaansa tai ammattiaan on perehdytyksellä uusiin tehtäviin tärkeä rooli niin yrityksen toiminnan kuin uusien tehtävien sisäistämisessä ja hallitsemisessa.

Perehdytyksellä tarkoitetaan toimenpiteitä, joiden avulla perehdytettävä - oppii tuntemaan työpaikkansa, sen toiminta-ajatuksen ja liikeidean sekä työpaikan toimintaperiaatteet ja toimintatavat - oppii tuntemaan työpaikkansa ihmiset: asiakkaat, työtoverit ja esimiehet sekä luomaan työssä tarvittavia verkostoja - tietää omaan työhönsä kohdistuvat odotukset ja ymmärtää oman vastuunsa koko työyhteisön toiminnassa, oppii työtehtävänsä ja niihin liittyvät turvallisuusohjeet

Perehdytyksen tukena käytetään työyhteisössä olevaa osaamista ja ammattitaitoa, ja sen jakamista - tätä kutsutaan **mentoroinniksi**. Mentoroinnin tavoitteena on mm. välittää kokemuksia ja hiljaista tietoa, edistää työn tavoitteellisuutta ja luovuutta, auttaa ura- ja koulutusvalinnoissa sekä selittää omaa elämää, lisätä erilaisuuden sietokykyä ja kykyä yhteistyöhön, kehittää oppimiskykyä, tunnistaa ja huomioida omia ja muiden ihmisten tunteita, auttaa ongelmatilanteissa ja tukea asiantuntijatyötä.

Tämä kysely on osa HAAGA-HELIA Ammattikorkeakoulussa tehtävää opinnäytetyöprojektia, jonka tarkoituksena on luoda Metso Automation Oy:n Sales Support, Order Management -tiimille perehdytysohjelma. Projektin päätoteutuksesta ja tutkimuksesta vastaa Tuomas Nirvi.

Kyselyyn vastaaminen vie noin 10 minuuttia.

Kyselyssä kerättyä tietoa käsitellään anonyymisti kokonaisuutena ja vastaajien yksityisyyttä kunnioittaen.

Lisätietoja tutkimuksesta: Tuomas Nirvi, tuomas.nirvi@metso.com

1. Ikäsi *
○ Alle 20 vuotta
○ 20-29 vuotta
○ 30-39 vuotta
◉ 40-49 vuotta
○ 50-59 vuotta
○ Yli 60 vuotta

2. Kuinka pitkään olet työskennellyt Metso Automationissa? *
○ Alle 1 vuotta
○ 1-3 vuotta
◉ 4-6 vuotta
○ 7-12 vuotta
○ Yli 12 vuotta

3. Kuinka kauan olet työskennellyt nykyisissä työtehtävissäsi? *
Tämänhetkisellä työtehtävällä tarkoitetaan vastuualueita, kuten maavastuita, tehtävävastuita (Order management vs. Order receiving) sekä tiimivastuita.
○ Alle 1 kuukautta
◉ 1-3 kuukautta
○ 4-6 kuukautta
○ 7-12 kuukautta
○ Yli 12 kuukautta

Organisaatio

Kyselyn tässä osiossa pyydämme sinua arvioimaan organisaatiotuntemustasi.

4. Arvioi, kuinka hyvin tunnet organisaation, jossa työskentelet sekä oman asemasi organisaatiossa. *

Organisaatiolla tarkoitetaan Metso Automationia ja sen Global Operations -yksikköön kuuluvaa Helsingin Demand and Order Management -osastoa, johon oma osastosi - Sales Support, Order Management kuuluu.

	Erittäin hyvin	Hyvin	Jotenkuten	Huonosti	Erittäin huonosti
Sinä					
Työtehtäväsi organisaatiossa	○	⦿	○	○	○
Työsi merkitys organisaatiolle	○	⦿	○	○	○
Työssäsi tarvittavat verkostot	○	⦿	○	○	○
Henkilökunta					
Lähimmät kollegat	○	⦿	○	○	○
Lähin esimies	○	⦿	○	○	○
Osaston työntekijät	○	⦿	○	○	○
Osaston esimiehet	○	⦿	○	○	○
Yksikön työntekijät	○	⦿	○	○	○
Yksikön esimiehet	○	⦿	○	○	○
Organisaatio					
Organisaatiorakenne	○	⦿	○	○	○
Organisaation tarkoitus	○	⦿	○	○	○
Organisaation toiminnot	○	⦿	○	○	○

Uusi työntekijä

Kyselytutkimuksen tässä osiossa kysymme aiheita, jotka liittyvät uuden työntekijän aloittamiseen omassa tiimissäsi. Omalla tiimillä tarkoitamme sitä 4-6 henkilön ryhmää, jonka kanssa sovitte esim. loma-ajoista, tuurauksista jne.

5. Vastaa seuraaviin väittämiin alla olevalla asteikolla. *

Kun uusi työntekijä tulee tiimiini...

	Ei ollenkaan	Vähän	Melko vähän	Jonkin verran	Melko paljon	Paljon
...haluan tukea hänen perehdytystään	○	⦿	○	○	○	○
...haluan motivoida häntä tulemaan osaksi tiimiä	○	⦿	○	○	○	○
...tunnen olevani lapsenvahti	○	⦿	○	○	○	○
...työni laatu kärsii	○	⦿	○	○	○	○
...haluan ottaa hänet heti osaksi tiimiäni	○	⦿	○	○	○	○
...työni kuormittuu	○	⦿	○	○	○	○
...tehdä hänen olonsa tervetulleeksi	○	⦿	○	○	○	○
...pelkään oman työpaikkani puolesta	○	⦿	○	○	○	○
...odotan että hän voisi opettaa minulle jotain uutta	○	⦿	○	○	○	○

6. Kuvaile omin sanoin, millaisia tuntemuksia uuden työntekijän aloittaminen tiimissäsi herättää. *

Sosiaalinen mentorointi

Kyselytutkimuksen tässä osiossa kysymme kiinnostustasi sosiaaliseen mentorointiin. Sosiaalisella mentoroinnilla tarkoitamme uuden työntekijän opastusta työyhteisöön, henkilökuntaan, yrityksen prosesseihin ja päivittäiseen tukeen 30 ensimmäisen päivän aikana.

7. Miten paljon tiedät mentoroinnista? *

○ Vähän
○ Melko vähän
○ Jonkin verran
○ Melko paljon
⦿ Paljon

8. Mitkä mentoroinnin tehtäväalueet koet mielenkiintoisimmiksi? *

	Vähän	Melko vähän	Jonkin verran	Melko paljon	Paljon
Yritykseen perehdyttäminen	○	⦿	○	○	○
Työkavereihin tutustuttaminen	○	⦿	○	○	○
Perusprosesseihin perehdyttäminen	○	⦿	○	○	○
Työtehtäviin perehdyttäminen	○	⦿	○	○	○
Tärkeisiin kontakteihin tutustuttaminen	○	⦿	○	○	○
Perustuotetiedon perehdyttäminen	○	⦿	○	○	○
Myyntijärjestelmään perehdyttäminen	○	⦿	○	○	○
Tuotannonohjausjärjestelmään perehdyttäminen	○	⦿	○	○	○
Sähköpostijärjestelmän käytön opettaminen	○	⦿	○	○	○
Intranetiin perehdyttäminen	○	⦿	○	○	○

Kokemuksia perehdyttämisestä

Kyselyn viimeisessä osiossa kartoitamme kokemuksia perehdyttämisestä ja sen vaikutuksesta työnkuvaasi, tehtäviesi oppimiseen ja omaksumiseen sekä päivittäiseen tukeen työssäsi.

9. Kerro vapaamuotoisesti, mitkä asiat koet haasteelliseksi työssäsi. *

Voit kirjoittaa lauseita, sanoja, tunteita yms. oman työsi sisällöstä, tiimisi toimivuudesta, kommunikoinnista, koulutuksesta, yrityksestä...
Vastauksen pituus voi olla enintään 5000 merkkiä.

10. Perehdytettiinkö sinua, kun aloitit nykyisessä työtehtävässäsi? *

- ⦿ Kyllä
- ○ Ei
- ○ En ole varma

11. Kerro, miten saamasi perehdytys on tukenut työtehtäviesi oppimista ja omaksumista. *

Voit kertoa vapaamuotoisesti kokemuksiasi ja tunteitasi.

12. Muuttuiko työnkuvasi perehdyttämisen aikana? *

Voit myös perustella vastauksesi.

- ⦿ Kyllä
- ○ Ei
- ○ En osaa sanoa

13. Minkä arvosanan antaisit saamallesi perehdytykselle? *

○ Erinomainen ○ Kiitettävä ○ Hyvä ○ Tyydyttävä ⦿ Huono ○ En osaa sanoa

14. Halutessasi voit antaa palautetta tutkimuksesta ja tutkimuksen tarkoituksesta.

Tämä kysymys on vapaaehtoinen.

Attachment 4. Survey and cover letter in English

Induction at Metso Automation
Experiences & Expectations

Induction and mentoring are constantly needed due to changes in work communities, in work itself and in the entire society. When employee is changing his or her duties, place of work or occupation, has induction to new duties high role for both the operativity of the company and in assimilating and mastering the new duties.

By **induction** is ment the actions, through which the inductee will learn to know the workplace, its operation concept and business idea, and the operating principles and procedures - learns to know people in his or her workplace: customers, co-workers and supervisors, and learns to creat networks needed in the work; knows the expectations related to his or her duties and understand his or her responsibility in the working environment context, learns his or her tasks and safety instructions related to them.

The sharing know-how and professionalism in the work community - **mentoring** - is often used to support induction. Goal of mentoring is to e.g. convey experiences and silent knowledge, advance the creativity and goal-orientation, support in career and training choises, and clarify personal life, increase tolerance to diffrencies and ability to cooperation, develop the ability to learn, recognize and consider personal and other peoples feelings, help in problematic situations, and support specialist work.

This survey is a part of thesis project done at HAAGA-HELIA University of Applied Sciences. The projects purpose is to create a induction programme for Metso Automation, Sales Support Order Management team. Author for this project and the survey is Tuomas Nirvi.

Answering to this survey will take approximately 10 minutes.

All information gathered in this survey shall be handled anonymously as an entity and with respect of respondents privacy.

For further information of the survey: Tuomas Nirvi, tuomas.nirvi@metso.com

Background
In this part of the survey we are asking your background infromation.

1. Your age *
○ Under 20 years
○ 20-29 years
○ 30-39 years
○ 40-49 years
○ 50-59 years
○ Over 60 years

2. How long have you worked for Metso Automation? *
○ Under 1 year
○ 1-3 years
○ 4-6 years
○ 7-12 years
○ Over 12 years

3. How long have you worked in your current duties? *
With current duties we mean the area of responsibility, such as countries you are responsible of, tasks you are responsible of (Order management vs. Order receiving) and team responsibilities.
○ Under 1 month
○ 1-3 months
○ 4-6 months
○ 7-12 months
○ Over 12 months

Organization

In this part of the survey, we ask you to evaluate your knowledge of the organization.

4. Estimate, how well do you know the organization you work in, and your own position in the organization *

By organization is ment Metso Automation and its Global Operations unit, where Helsinki Demand and Order Managament -department, Sales Support, Order Management belongs to.

You

	Very well	Well	Moderately	Poorly	Very poorly
Your duties in the organization	○	○	○	○	○
Your works meaning to the organization	○	○	○	○	○
Networks you need in your work	○	○	○	○	○

Employees

	Very well	Well	Moderately	Poorly	Very poorly
Nearest colleagues	○	○	○	○	○
Nearest supervisor	○	○	○	○	○
Employees of the department	○	○	○	○	○
Supervisors of the department	○	○	○	○	○
Employees of the unit	○	○	○	○	○
Supervisors of the unit	○	○	○	○	○

Organization

	Very well	Well	Moderately	Poorly	Very poorly
Organization structure	○	○	○	○	○
Purpose of the organization	○	○	○	○	○
Functions of the organization	○	○	○	○	○

New employee

In this part of the survey, we ask issues relating new employee starting in your own team. With your own team we mean the group of four to six people, which with you agree upon e.g. vacation periods, substituting etc.

5. Answer to following statemens on the scale below. *

When a new employee comes to my team...

	Not at all	Very little	Little	Somewhat	Much	Very much
...I want to support his/her induction	○	○	○	○	○	○
I want to motivate him/her to become a part of the team	○	○	○	○	○	○
...I feel being a babysitter	○	○	○	○	○	○
...the quality of my work suffers.	○	○	○	○	○	○
...I want to take him/her a part of our team immediately	○	○	○	○	○	○
...my workload increases.	○	○	○	○	○	○
...make him/her feel welcome.	○	○	○	○	○	○
...I fear for my job.	○	○	○	○	○	○
...I expect, that he/she could to teach me something new.	○	○	○	○	○	○

6. Describe in you own words, what kind of feelings rises from new employee starting in your team. *

[text box]

Social mentoring

In this part of the survey, we ask your interested towards social mentoring. With social mentoring is ment guiding new employee to work community, employees, companys processes and daily support during the first 30 days on his/her job.

7. How much do you know of mentoring? *

○ Very little
○ Little
○ Somewhat
○ Much
○ Very much

8. Which aspects of mentoring you find to be most interesting? *

	Very little	Little	Somewhat	Much	Very much
Inducting to the company	○	○	○	○	○
Familiarizing with colleagues	○	○	○	○	○
Induction to basic processes	○	○	○	○	○
Incudtion to duties	○	○	○	○	○
Familiarizing to important contacts	○	○	○	○	○
Induction to basic product information	○	○	○	○	○
Induction to sales system	○	○	○	○	○
Induction to ERP system	○	○	○	○	○
Teaching the usage of email system	○	○	○	○	○
Induction to intranet	○	○	○	○	○

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Experiences of induction

In the last part of the survey, we are mapping experiences of induction and its influence to your job description, learning and absorbing your tasks, and daily support required in your work.

9. Tell informally, which matters in your work are challenging. *

You may write sentences, words, feelings etc. about your own job description and content, your team's functionality, communication, training, the company... The maximum lenght of this answer can be 5000 characters.

10. Were you inducted, when you started in your current duties? *

○ Yes
○ No
○ I am not sure

11. Tell, how the induction you got has supported learning and absorbing your duties. *

Here you may describe your experiences and feelings.

12. Did your job description change during the induction? *

You can also give state reasons for your answer.

○ Yes
○ No
○ Cannot say

13. Which grade you would give for the induction you received? *

○ Outstanding ○ Excellent ○ Good ○ Medicore ○ Poor ○ Cannot say

14. You can leave feedback of the survey and the purpose of the research, if you wish.

This question is optional.

Attachment 5. The induction programme outline and check list

Induction Programme Outline & Check List	Part	Planned date	Actual date	Trainer
Duty descriptions and responsibilities				
IQI duty description				Supervisor
CO Receive duty description				Supervisor
CO Management duty description				Supervisor
CO Planning duty description				Supervisor
· COP services				Supervisor
· COP customer service model				Supervisor
Forwarding dept duty description				Supervisor
· Resp country policies and booking				Supervisor
· Collaboration and communication				Supervisor
Order handling process and M3				
Receiving order and review process	1			Techentor
· Reporting quality mistakes	1			Techentor
· Order types	1			Techentor
· Adding packing comments	1			Techentor
· Adding comments for production	1			Techentor
· Fixing logistic information	1			Techentor
Confirmation process	1			Techentor
Invoicing	1			Techentor
Status follow-up	2			Techentor
· Order line statuses	2			Techentor
· Status follow-up in Supply Chain	2			Techentor
· Follow-up of non-Supply Chain products	2			Techentor
· Item structures	2			Techentor
· Inventory management: transactions, location, bala	2			Techentor
Delivery toolbox	3			Techentor
· Basic functions	3			Techentor
· Changing addresses	3			Techentor
Revisions	4			Techentor
· Changing addresses	4			Techentor
· Minor changes in M3	4			Techentor
· Rescheduling	4			Techentor
· Adding change costs	4			Techentor
· IQI review	4			Techentor
· ETO statuses and confirmation	4			Techentor
FAT process	5			Techentor
· Booking FAT	5			Techentor
· Prepairing for FAT	5			Techentor
· FAT release	5			Techentor
· To take with you for FAT	5			Techentor
Credit invoices	6			Techentor
Claim -process	6			Techentor
· Ordering replacement goods	6			Techentor
· Return and credit process	6			Techentor
Qplan process	6			Techentor
· Std and Customized Qplans	6			Techentor
· Procedures	6			Techentor
EOH				
· Sending Internal Queries				Techentor
· Forward function				Techentor
· Clean-up on substitute view				Techentor
· Statuses				Techentor
· Using different program views				Techentor
· Packing lists, certifications, assembly drawings				Techentor
Product information				
· Product training by Sakari Rinne (4 pts)				Spcialist
· S389				Spcialist
· Jamesbury				Spcialist

Production processes				
Factory tour				Socientor
Valve assembly				Socientor
Actuator assembly				Socientor
Supply Center process				Socientor
General information				
Instructions				Techentor / Socientor
Bernie Help				Techentor / Socientor
M-drive				Techentor / Socientor
SS Instructions database				Techentor / Socientor
OHS plan + e-learning material				Socientor
Key users, contacts				Socientor / Supervisor
IT Help desk				Socientor
Tervetuloa taloon -guide (via Avenue)				Self-study / Socientor
Metso Orientation guide (via Avenue)				Self-study / Socientor
Avenue				Socientor
Metso Way to Communicate -test				Self-study / Socientor
We @ Metso -test				Self-study / Socientor
Language -test				Self-study / Socientor

Attachment 6. Suggested induction programme feedback form in Finnish.

Palautekysely perehdytyksestä

Muokattu käyttäen s. 265-268, Kjelin, E. & Kuusisto, P-C. 2003. Tulokkaasta tuloksentekijäksi. Gummerus kirjapaino Oy. Jyväskylä.

1. A. Ensimmäinen työviikkoni Metsolla *

Valitse alla olevalla asteikolla.
1 = Täysin samaa mieltä
6 = Täysin eri mieltä

	1	2	3	4	5	6
1. Minut otettiin hyvin vastaan ensimmäisenä työpäivänäni.	○	○	○	○	○	○
2. Sain helposti itselleni työpisteen ja tarvittavat työvälineet	○	○	○	○	○	○
3. Sain seuraa ensimmäisinä päivinä lounaille ja tauoille.	○	○	○	○	○	○
4. Esimieheni oli selvästi valmistautunut tulooni.	○	○	○	○	○	○
5. Lähin työyhteisöni oli selväsi valmistautunut tulooni.	○	○	○	○	○	○
6. Perehdyttäjäni oli selvästi valmistautunut tulooni.	○	○	○	○	○	○
7. Perehdyttämisohjelmani käytiin kanssani selkeästi läpi ensimmäisenä työpäivänä.	○	○	○	○	○	○

2. B. Perehdytysaikani *

Valitse alla olevalla asteikolla.
1 = Täysin samaa mieltä
6 = Täysin eri mieltä

	1	2	3	4	5	6
8. Minulla oli mahdollisuus osallistua oman perehdytykseni suunnitteluun.	○	○	○	○	○	○
9. Perehdytykseni oli aikataulutettu järkevällä tavalla.	○	○	○	○	○	○
10. Perehdytykseni koostui mielekkäistä kokonaisuuksista	○	○	○	○	○	○
11. Perehdytykseni ansiosta tutustuin riittävästi työyhteisöömme.	○	○	○	○	○	○
12. Perehdytykseni johdatti minut hyvin työtehtäviini.	○	○	○	○	○	○
13. Sain riittävästi tukea henkilökohtaisilta perehdyttäjiltäni.	○	○	○	○	○	○
14. Esimieheni oli aidosti kiinnostunut perehdytykseni onnistumisesta.	○	○	○	○	○	○
15. Lähin työyhteisöni osallistui perehdyttämiseeni aktiivisesti.	○	○	○	○	○	○
16. Taustastani ja kokemuksestani oltiin hyvin kiinnostuista.	○	○	○	○	○	○
17. Olin itse hyvin aktiivinen perehdyttämisaikanani.	○	○	○	○	○	○

3. C. Metson arvot, visio ja strategia. *

Vastaa alla olevalla asteikolla.
1 = Täysin samaa mieltä
6 = Täysin eri mieltä

	1	2	3	4	5	6
18. Tunnen hyvin Metson arvot.	○	○	○	○	○	○
19. Tiedän, mitä arvot tarkoittavat omassa työssäni.	○	○	○	○	○	○
20. Metson tulevaisuudenkuva on tiedossani.	○	○	○	○	○	○
21. Metson strategia on minulle selkeä.	○	○	○	○	○	○
22. Tiedän, kuinka oman työni kautta pystyn edistämään Metson strategiaa.	○	○	○	○	○	○
23. Pystyn kertomaan Metson liiketoiminnasta.	○	○	○	○	○	○
24. Minulle on muodostunut selkeä kuva Metson tuotteista ja palveluista.	○	○	○	○	○	○
25. Minulle on muodostunut selkeä kuva Metson asiakkaista ja heidän odotuksistaan.	○	○	○	○	○	○
26. Koen saaneeni riittävästi tietoa organisaatiostamme ja sen toimintatavoista.	○	○	○	○	○	○

4. D. Työni *

Vastaa alla olevalla asteikolla.
1 = Täysin samaa mieltä
6 = Täysin eri mieltä

	1	2	3	4	5	6
27. Työroolini ja tehtäväni kuvattiin selkeästi.	○	○	○	○	○	○
28. Työni tavoitteista sovittiin selkeästi.	○	○	○	○	○	○
29. Tiedän, kuinka työssä onnistumistani mitataan.	○	○	○	○	○	○
30. Tunnen hyvin vastuualueeni.	○	○	○	○	○	○
31. Tunnen hyvin työssä onnistumiseni kannalta kriittiset osa-alueet.	○	○	○	○	○	○
32. Tiedän, mistä asioista saan päättää itsenäisesti.	○	○	○	○	○	○
33. Minulla on selkeä käsitys siitä, kuinka työni kytkeytyy organisaatiomme toimintaan.	○	○	○	○	○	○
34. Tiedän, mitkä ovat keskeisiä vahvuuksiani työssäni.	○	○	○	○	○	○
35. Tiedän, missä asioissa minun pitää työssäni kehittyä.	○	○	○	○	○	○
36. Tiedän, missä asioissa voin tukea/neuvoa muita tiimini jäseniä.	○	○	○	○	○	○
37. Tiedän, kenen puoleen voin itse kääntyä ongelmatilanteissa.	○	○	○	○	○	○
38. Perehdyttämiseaikana vastuuta työstäni kasvatettiin vähitellen.	○	○	○	○	○	○
39. Tunnen hyvin sisäiset henkilöstöpalvelumme.	○	○	○	○	○	○
40. Tunnen yrityksemme palkkaus- ja palkitsemisperiaatteet.	○	○	○	○	○	○

5. E. Verkostot ja viestintä *

Vastaa alla olevalla asteikolla.
1 = Täysin samaa mieltä
6 = Täysin eri mieltä

	1	2	3	4	5	6
41. Olen tavannut keskeiset sisäiset asiakkaani.	○	○	○	○	○	○
42. Olen tavannut keskeiset ulkoiset asiakkaani.	○	○	○	○	○	○
43. Osaan käyttää työssäni tarvittavia tietojärjestelmiä ja ohjelmia.	○	○	○	○	○	○
44. Tunnen hyvin Metson viestintä- ja kokoustavat.	○	○	○	○	○	○

6. F. Perehdytykseni kokonaisuutena *

Vastaa alla olevalla asteikolla.
1 = Täysin samaa mieltä
6 = Täysin eri mieltä

	1	2	3	4	5	6
45. Perehdyttämiseni ei kahlinnut toimintaani liikaa.	○	○	○	○	○	○
46. Olen tyytyväinen tulokkaille järjestettyyn yhteiseen perehdyttämiseen (jos ei järjestetty, valitse 6)	○	○	○	○	○	○
47. Olen tyytyväinen henkilökohtaiseen perehdytysohjelmaani kokonaisuutena.	○	○	○	○	○	○
48. Olen tyytyväinen sosiaalisen perehdyttäjäni toimintaan.	○	○	○	○	○	○
49. Olen tyytyväinen teknisen perehdyttäjäni toimintaan.	○	○	○	○	○	○
50. Olen tyytyväinen esimieheni toimintaan.	○	○	○	○	○	○

7. G. Perehdytykseni seuranta *

Arvioi alla olevalla asteikolla.
1 = Täysin samaa mieltä
6 = Täysin eri mieltä

	1	2	3	4	5	6
51. Olemme arvioineet esimieheni kanssa riittävästi perehdyttämiseni onnistumista.	○	○	○	○	○	○
52. Olemme sopineet perehdyttäjieni ja esimieheni kanssa perehdytysohjelmaa seuraavan kuuden kuukauden suunnitelmasta	○	○	○	○	○	○
53. Olemme sopineet, miten perehdytystä jatketaan tarvittaessa.	○	○	○	○	○	○

8. Mitä haluaisit muuttaa perehdytysohjelmassa? *

[ ]

9. Mitä muuta palautetta haluaisit antaa perehdytyksestäsi? *

[ ]

Attachment 7. Six month induction plan suggestion.

6-Month Plan

Months 2-3
- Categorizing development items to high, medium and low
- Concentration on high development items
  - => Are the items social or technical or other
  - => Plan, how to proceed step by step
  - => Schedule monthly review session
- Review of in-house trainings, e.g. product trainings
- Induction day for new employees

Months 3-4
- Concentration on medium development items
  - => Are the items social or technical or other
  - => Plan, how to proceed step by step
  - => Schedule monthly review session
- Participation to in-house trainings
- Performance review (probation period ends)

Months 4-5
- Concentration on low development items
  - => Are the items social or technical or other
  - => Plan, how to proceed step by step
  - => Schedule monthly review session
- Participation to in-house trainings
- Setting new personal targets for development

Months 5-6
- Concentration on other development items, if any
  - => Are the items social or technical or other
  - => Plan, how to proceed step by step
  - => Schedule monthly review session
- Participation to in-house trainings

Attachment 8. Induction programme presentation for management.

Year	Total amount of employees	Employees stayed in organization	Turnover rate compared to following year	Turnover rate compared to 2012
2008	15	10	33,33 %	53,33 %
2009*	9	9	N/A*	33,33 %
2010	12	7	N/A	42 %

Miksi perehdyttää?

- Yrityksen tärkeimpiä voimavaroja ovat ihmiset - työntekijät
- Arvolataus kaikille sidosryhmille
- Parantaa tuottavuutta, motivaatiota ja sitoutumista
- Kilpailukyvyn parantuminen niin toiminta- kuin työömarkkinoilla
- Vähentää virheitä; laatu paranee

Supervisor...

- on kokonaisvastuussa perehdytyksestä
- avustaa perehdytyksen järjestelyissä
- seuraa aktiivisesti perehdytyksen toteutumista
- järjestää perehdytykselle tarvittavat resurssit
- tukee Socientoria ja Techentoria tehtävissään

Techentor... (tekninen perehdyttäjä)

- järjestää teknisten työkalujen koulutukset
- kouluttaa työssä tarvittavat tekniset työkalut, esim. M3, EOH
- kouluttaa työssä tarvittaviin ohjeisiin
- tukee päivittäisessä työssä
- tukee Socientoria hänen tehtävissään

Socientor... (sosiaalinen perehdyttäjä)

- pitää huolta ettei perehdytettävä jää yksin
- aktiivisesti kannustaa ja mahdollistaa sosiaalistumisen
- järjestää verkostoitumisen ja prosessien kannalta tärkeitä koulutuksia, esim. tehdaskierrokset
- tukee päivittäisessä työssä
- kerää ja raportoi palautteen perehdytyksestä
- tukee Techentoria hänen tehtävissään

Techentor

Mitä?

Opetusta
Valmennusta
Ohjaamista

Menetelmät
Toimintatavat   Oikeellisuus
Ammattitaito

Miksi?

Socientor

Mitä?

Yhteisöllisyyttä
Vertaistukea
Ohjaamista

Tiimityö   Menetelmät
Verkostoituminen   Oppiminen
Monipuolisuus   Vertaistuki

Miksi?

Perehdyttäjien roolit

Techentor

Mitä?
Opetusta
Valmennusta
Ohjaamista
Menetelmät
Toimintatavat   Oikeellisuus
Ammattitaito
Miksi?

Socientor

Mitä?
Yhteisöllisyyttä
Vertaistukea
Ohjaamista
Tiimityö   Menetelmät
Verkostoituminen   Oppiminen
Monipuolisuus   Vertaistuki
Miksi?

Supervisor

Mitä?
Tukea   Neuvontaa
Vastuunjakoa
järjestelmällisyys   Vastuullisuus
Tehokkuus   Oikeellisuus
Miksi?

nista

elmät

piminen

ki

Mitä?

Tukea

Neuvonantoa

Vastuuohjausta

Supervisor

Järjestelmällisyys   Vastuullisuus

Tehokkuus   Oikeellisuus

Miksi?

Krittinen Kuukausi

Day 01

Day 25

Perehdytysohjelma

Day 01

Krittinen Kuukausi

Day 25

Kuuden kuukauden suunnitelma

Days 1-5

	1. Ma 1.10.2012	2. Ti 2.10.2012	3. Ke 3.10.2012	4. To 4.10.2012	5. Pe 5.10.2012
7:00					
8:00	Welcoming new Introduction to	Morning routines Own work station, 5th floor	Morning routines Own work station, 5th floor	Morning routines Own work station, 5th floor	Morning routines Own work station, 5th floor
9:00	Facilities in 6th	Order handling process, pt 1 Negotiation room, 6th floor	EOH practicalities Negotiation room, 6th floor	Order handling process, pt 4 Negotiation room, 6th floor	Ve @ Metso -learning tool 6th floor
10:00	Weekly team meeting Negotiation room, 6th floor				
11:00	Lunch Lunch restaurant	Lunch break Lunch room	Lunch break Lunch room	Lunch break Lunch room	Lunch break Lunch room
12:00		Order handling process, pt 2 Negotiation room, 6th floor	Order handling process, pt 3 Negotiation room, 6th floor	Recap of Day 3 learned issues + Hands-on	Hands-on work Own work station, 6th floor
13:00	Supervisor brief Negotiation room, 6th floor		Recap of Day 3 learned issues + Hands-on Own work station, 6th floor	Own work station, 6th floor	
14:00	Personal time with socientor 6th floor	Order handling process, pt 2 Negotiation room, 6th floor			
15:00		Recap of Day 2 learned issues	Hands-on Own work station,		
16:00					Recap of Week 1 issues
17:00					

Kriittinen piste!

- itsenäisen työn rooli
- tiimin rooli
- oma rooli
- organisaation rooli

Days 6 to 10

Days 11 to 15

Days 16 to 20

Months 2-3
- Kehityskohteiden luokittelu: Tärkeä, normaali, matala
- Kehityskohteissa keskitytään tärkeisiin kohteisiin
=> Ovatko kohteet sosiaalisia or teknisiä vai muita
=> Vaiheittainen etenemissuunnitelma
=> Kuukausittaisen arviointiaikataulusta sopiminen
- Perehtyminen sisäisen koulutuksen tarjontaan
- Uusien työntekijöiden Tervetuloa taloon -info

Days 21 to 25

Months 3-4
- Kehityskohteissa keskitytään normaaleihin kohteisiin
=> Ovatko kohteet sosiaalisia or teknisiä vai muita
=> Vaiheittainen etenemissuunnitelma
=> Kuukausittaisen arviointiaikataulusta sopiminen
- Sisäisiin koulutuksiin osallistuminen
- Performance review (koeajan päättyminen)

Kuuden kuukauden suunnitelma

Month 2 Month 3 Month 4 Month 5 Month 6

Months 4-5

- Kehityskohteissa keskitytään mataliin kohteisiin
- => Ovatko kohteet sosiaalisia or teknisiä vai muita
- => Vaiheittainen etenemissuunnitelma
- => Kuukausittaisen arviointiaikataulusta sopiminen
- Sisäisiin koulutuksiin osallistuminen
- Henkilökohtaisten kehitystavoitteiden asettaminen

Months 5-6

- Kehityskohteissa keskitytään muihin kohteisiin
- => Ovatko kohteet sosiaalisia or teknisiä vai muita
- => Vaiheittainen etenemissuunnitelma
- => Kuukausittaisen arviointiaikataulusta sopiminen
- Sisäisiin koulutuksiin osallistuminen

Tulevaisuuden mahdollisuudet?

- Metson strateginen tavoite: onboarding
  - => suunnitelma holdissa toistaiseksi
- mahdollisus ottaa koko Sales Supportin käyttöön
  - ensisijaisesti CO Receiving, COP, F2F, IQI
  - toissijaisesti mm. PU, Documentation
- ohjelma on runko, sisältö saatavilla vain osittain