

Preparing a managerial induction tool for a self storage company

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<p>This thesis was commissioned by Pelican Self Storage (Pelican Finland). Pelican Finland is a Danish limited self storage company that was established in 2009 in Denmark. During 2010 Pelican Self Storage expanded its operations to Finland. Pelican Finland indicated a need for a new managerial induction tool to be used on different sites in Finland, but also later in Denmark. The current induction model is a Danish made induction model that was put together rapidly by the original Danish senior site managers. It mainly focuses on sales activities and neglects all the other important aspects of the day-to-day responsibilities of the Assistant Site Managers in training.</p> <p>The project started in the spring of 2012. It was agreed that the induction tool would be ready in the end of the year 2012. In order to create a beneficial and effective induction tool, a wide theory frame was designed; the current induction model was quickly reviewed. In addition, a qualitative study was done in November 2012 by interviewing six Assistant Site Managers and a Site Manager in Helsinki. The idea was to uncover their thoughts of the current induction model and the overall experiences of the induction processes. The goal was also to determine; expectations and development suggestions for the new induction tool and collect ideas to measure and evaluate the induction process afterwards.</p> <p>By taking into account the expectations of the company and its employees, a managerial checklist was created for the Site Managers. The tool is an excel list, which has 18 different themes that are more specified underneath them. The readability has been eased by using bold text, borders and symbols. The tool includes Finnish and English. It is clear, logical and easy to modify. The tool is useful and supports the Site Managers during induction. There is a possibility to go through areas from different entireties that are connected to each other without going through the entire subject. This enhances the logical advancement of the induction.</p> <p>Pelican Finland has been very satisfied with the project and the managerial checklist is now in full use at the sites of Pelican Finland. The company is planning to translate it entirely in English for utilizing the tool in Denmark as well.</p>	
<p>Keywords Induction, mentoring, learning styles, tacit knowledge, training evaluation</p>	

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1 Introduction

Induction is an essential process when a new employee enters to a company. It is the first time when the company can offer a thorough impression to the new employee. There are lots of different methods to train the new employees but still many times enough attention to plan and execute the process well and consistently. There is a great competition of talents on the market as the companies are trying to allure new talented people to work for them. In this competition for new talents it is important to have a well-organized induction for the new comer. It will show that the company cares and wants the new employee to be part of the working environment. Induction process ensures that she/he will perform as well as possible, encourage the newcomer and increase the commitment level of the employee toward the company.

1.1 Background for the study

This thesis was commissioned by Pelican Self Storage Finland (Pelican Finland). The company indicated a need for a new managerial induction tool to be used on different sites in Finland and later in Denmark. As a result, a managerial induction tool will be created and implemented. The author of this thesis had a great opportunity to sign a commissioning agreement with Pelican Finland to prepare the tool and use it as her thesis topic.

The idea is to create an induction tool for the Site Managers of Pelican Finland. The case company has received an induction model from Denmark that they have been using in the beginning of the operation in Finland. It is important to get a new induction model for the Finnish organization, since the current Danish made induction model was put together rapidly by the original Danish Senior Site Managers Asbjorn Smith and Thomas Reimers. The current induction model mainly focuses on sales activities and neglects all the other important aspects of the day-to-day responsibilities of the Assistant Site Managers in training. That is the reason why the organization needs to prepare a new induction tool for the Finnish operations.

1.2 Project objective, project tasks and project steps

The project objective is to prepare a managerial induction tool for a self storage company. It is a project-based thesis and as a result the commissioning company will receive an induction tool. The project steps have been carefully chosen and planned together with the commissioning company. Attachment 1 shows the set schedule for the entire project. It has been agreed that the induction tool will be ready to use in the end of the year 2012. Attachment 2 is a table that illustrates the project tasks that will be concluded during this project.

The project started when the commissioning contract was signed. The first step of the project is to find the relevant theory; finding the approach to the induction tool that will be created in the end of the project. After the theory framing, the current induction practices will be briefly reviewed. This will support the creating and development process of the induction tool; the current induction practices will have some development areas, or some areas that are missing and areas that can be utilized in the future. The project will include a qualitative study that will be done through interviews; the expectations and experiences will be discovered by interviewing the employees and the Site Manager. This will add value when creating the induction tool for the company. After the interviews, the planning phase will take a place: explaining the need of the tool, utilizing the theory framework and interviews. In the implementation phase, there will be very detailed description of the product. Finally, the evaluation phase will include the critical analysis of the project, issues concerning the reliability and validity and some development ideas. In case the order of the project steps change, the reasons are presented in detailed.

1.3 Demarcation

All the decisions concerning the demarcation were made together with the representative of the commission company in order to reveal the actual need of them. The focus will be on the Finnish sites when creating the induction tool. It is important to remember that the tool needs to be easily modified for different training events and for different Site Managers. The commissioning company needs to be able to use the new

tool also in Denmark. The first version of the induction tool will be done in Finnish but in a way that it can be easily translated.

Since there has not been a proper induction tool before, the author of this thesis will interview the managers as well as the employees in order to get all possible views of the current process. There are only 10 employees working in the Helsinki metropolitan area, so there is no need to demarcate the age or geographic area. It was decided not to focus on cultural differences since Finland and Denmark are quite similar from the cultural point of view. The company will benefit more if the legislation framework will be created from both countries. After discussing with the company representative, the site managers have the responsibility to train the new employees. The training will take a place in one of the sites in Helsinki metropolitan area and will be face-to-face training. Therefore, there will be no need to include virtual training in this project.

1.4 Benefits for the company

Having a proper induction tool, the Senior Site Manager and the Site Managers are able to transfer efficiently the silent knowledge for the new employees (Assistant Site Managers) or to the current employees if necessary. Now, the managers have expressed their frustration of being unsure of the possible training topics, orders and depth of the training in the beginning of the training process. There are differences in knowhow and ways to train new employees between the Site Managers. It is crucial to have common guidelines for the managers; how to proceed in the beginning of the training, what should be trained in the first day, what needs to be trained for the new employee in order for him/her to be able to work individually as fast as possible. In the end, the employee will be more committed to work for the company. The performance level will respond the expected level and even more. This induction tool will be a great support in the training process; the employees will learn efficiently and be able to serve the customers better.

Furthermore, Pelican Finland is able to uncover possible blind spots in their training themes or ways when the company uses a uniform induction tool. As a result, the company can easily add more induction themes to its induction tool when the tool has

been designed carefully in cooperation with the Senior Site Manager. The main goal is that the managers can use the induction tool to go through the main day-to-day responsibilities in order to be capable to focus efficiently on selling, maintenance of the building and administration.

The managerial induction tool will be an online tool that can be easily modified by the Site Manager to different induction processes depending on one's position in the site. The tool will be created in Finnish, and later the company will translate it in English in order to be used in Denmark as well. The company is fully committed to the process and they are willing to test and evaluate the prepared induction tool when needed for developing it throughout the process.

1.5 Key concepts

There are four main key concepts in this thesis: mentoring, tacit knowledge, learning styles and measurement and evaluation of induction. These theory concepts will support the development process of the induction tool. The main theory concepts are now briefly presented.

Mentoring is an interaction relationship between two people. In this procedure, more experienced and competent person, called mentor guides and shares his own expertise and knowledge to the learner, actor. In the other words, mentor is a specialist in his own field of business or he has lots of work experience; he wants to share the knowhow for the newcomers and support the other person. Mentoring can be implemented differently according to the situation, organization and the need in that specific moment. (Frisk 2003, 58-59.)

Intuitive knowledge is non-verbal knowledge that is difficult to share to other people - it is called tacit knowledge. Tacit knowledge is gained through experiences and experiments. Generally could be said that competent workers who are specialists in an organization have tacit knowledge. Nowadays, the companies have started to make some actions to collect and share the tacit knowledge of the baby boom generation. Also, competent workers have tacit knowledge that should be utilized in order to develop

the daily operations. Sharing the tacit knowledge of the specialist for other workers' use as well is a major challenge. (Hiljainen tietö 2012.)

There are many different ways to learn new things –everyone has own learning style preferences. When planning an induction, different learning styles, as well as different types of inductees should be taken into consideration. It is important for the trainer to understand this; peoples' needs are different and everyone has own preferences for learning methods and working styles. (Kupias & Peltola 2009, 120.)

Organizational learning and renewal has become factors that are more competitive. The amount of data continues to increase continuously. Therefore, the significance of having competent personnel is necessary. Considering learning styles and different types of inductees is crucial when planning and implementing the induction. (Kupias & Peltola 2009, 120.)

Carefully planned and implemented induction process should have a step that monitors and evaluates the process afterwards. Pure guiding and sharing the knowledge and experiences for the new comer does not ensure that it has been learned, internalized. Therefore, monitoring and evaluating the process is crucial to guarantee the best learning outcome for the inductee and to have possibility to develop the induction process. (Kangas 2007, 17.)

1.6 Case company

The case company for this thesis is Pelican Self Storage (Pelican Finland) that is a self storage company. It is a Danish limited company that was established in 2009 in Denmark. During 2010 it expanded its operations to Finland where the company has Finnish organization. An American pension fund and Nordic Real Estate Partners Ltd. finance pelican Self Storage. (Salo 2012.)

At present, there are four different Pelican Self Storage sites around Helsinki metropolitan: Vallila, Herttoniemi, Kilo and Ala-Tikkurila. They offer a secure, closed storage units and storage services for commercial and private people. Pelican Finland rents

storage spaces and sells packaging materials and insurances for its customers. The objective of Pelican Self Storage is to create a self storage chain that operates in Denmark, Finland and Sweden. During the next five years, the goal is to open 10 more self storage sites in Helsinki metropolitan area. (Salo 2012.)

Self storage business is a rather new industry in Finland, compared to the United States where it emerged in the 60's. As late as 1993, Espoon Minivarasto Oy was the first Finnish company that started the self storage business in Finland. Self storage industry seems to be experiencing a rapid growth in the near future, mainly in the Helsinki metropolitan area and therefore well trained staff in the sites is needed. (Salo 2012.)

The author of this thesis will be preparing a managerial induction tool for a self storage company that does not have an updated induction tool for its Finnish operations. Later, the induction tool can be used also in Denmark by modifying it for different training situations.

2 Induction Process

Finding the theory frame for this project is the second step that needs to be done in order to find the right approach when creating the induction tool for Pelican Finland. Theory of this project consists of four main concepts: mentoring, tacit knowledge, learning styles and measurement and evaluation of induction. These were chosen after careful consideration while examining the needs of the commissioning company. These theory concepts will support the development process of the induction tool. Other theory concepts that will be introduced are the following: goals and benefits of induction, different types of inductees and the legal framework concerning induction.

2.1 Induction

Induction means all the actions that familiarize a person to be acquainted with:

- the company; its business idea, operational principles and the habits
- the work community; the co-workers, managers and the customers
- expectations related to one's own work, understands the own responsibilities in the entire workplace operations and learns the work tasks and the safety instructions that are related. (Kangas 2000, 4.)

One of the most important trainings that an employer executes - is induction. It has a great impact on quality of the work, work motivation and safety and the wellbeing of the entire work community. According to Lepistö, (2004, 56) induction is a multistep learning event where the goal is to understand the work objectives, the operations of the organization, own obligations and the responsibility areas. Compared to Valvisto (2005, 47), who highlights the importance of strengthening the understanding of the organization's identity. Consequently, the ultimate purpose of induction is to shorten the period of time when a new employee becomes productive labor input and is able to work independently without continuous guidance.

Induction is a process that starts already in the recruitment stage and continues through one's employment until the employee and his or her manager have evaluated the process together. The induction can be a very specific timetable that has a very detailed schedule for each day during the first month or it can be a checklist for the manager. This thesis will focus on the latter, due to the request of the commissioning company, Pelican Self Storage. (Valvisto 2005, 48-49.)

Induction process should be well planned and implemented when a new employee starts to work in a company or the work tasks, the job description or the work conditions change or when an existing employee returns back to work from a longer absence. Induction is a process of which importance is often underestimated; the time spent on planning the induction, the resources that are given to implement it and the careful execution and monitoring are commonly incomplete and the process is not homogeneous between the employees in a company. (Frisk 2003, 41.)

There is a lot of new information that should be absorbed in a short period of time, in the beginning of the new employment. Well-planned induction will guarantee a homogeneous and solid beginning for all of the employees. Also, it will support the learning process. Well-planned and executed induction will strengthen the relationship between the employee and employer; the employee will receive a feeling that the company is interested to train and develop a new employee and wants to get the new member to be part of the work community. (Valvisto 2005, 49.)

According to Penttinen & Mäntynen (2009, 3) the induction has been successful when:

- the employee has absorbed the new information and understands the connection between them
- the employee is able to apply the information that has been taught in changing situations
- the employee has learned the basic principles of the work and the operations of the work community
- the employee is active and is willing to be independent.

2.2 Benefits of the induction

When the induction is carefully planned and implemented, the company can benefit more than it expects. Well-implemented induction will create a strong base for working and co-operation with the other colleagues. The newcomer receives lots of new information that will be needed in order to work individually efficiently. If the induction is not carefully planned and implemented, it will take longer time before the newcomer is able to individual work without constant support from the colleagues and managers. For the purpose to strengthen the work community, the well-executed induction will decrease the amount of errors and the time will be saved that would be wasted when correcting those errors. This supports the entire work community and it will have a great impact on the level of motivation and wellbeing at work of the newcomer. (Leppistö 2004, 4-5.)

Changes in working life are forcing the employees to constantly develop themselves, take responsibility and being active. Learning, know-how and the possibility to show the own abilities at work are crucial for the wellbeing of the employee. A competent employee is independent, capable to change the working habits when needed and able to develop new working methods. Professional employee works goal-directed, and wants to develop oneself by asking, repeating and checking from the colleagues. (Penttinen & Mäntynen 2009, 2-3.)

Work safety issues are crucial part of the induction. Very often a person, who has just started, will be part of an accident at work place, since the work safety issues are not yet familiar. Therefore, by inducting a newcomer, the company can easily avoid the employees to be part of the accidents. A competent employee is able to recognize the dangers of the work and the work environment, and therefore is able to operate correctly to minimize the possible risks. As well, the amount of absences and turnover rate can be kept minimal, when giving all the support and tools for the newcomer is taken care of. There are many different reasons that effects on absences and turnover rate, but one of the most important factors is work motivation. The way the induction is

handled can strengthen or weaken the level of work motivation (Lepistö 2004, 5). As well as Valvisto (2005, 47) highlights, the newcomer is full of expectations and enthusiasm, where the company needs to respond by being present and interested of the new employee. The newcomer will quite soon make the decision whether to stay or not. A positive first impression can support, encourage and increase the level of work motivation.

Well done induction can save expenses remarkably. The company is able to avoid unnecessary misunderstandings and the time spent on investigating them afterwards. Taking into consideration the errors that could occur when the newcomer does not have the proper knowledge to execute the work tasks. In the worst case, the customer can be lost. Such as Penttinen & Mäntynen (2009, 2-3) highlights, when the personnel is competent; the customer, the company and the employees will benefit from it. The fluency and the quality of the work can be easily increased. Spoilage, absences and turnover rate can increase by the unconsciousness or ignorance of the newcomer. Good quality is never that expensive than a bad quality – when induction is well planned and implemented, the company is able to avoid these additional expenses. In the end, everything effects to the company image. Company image means the picture ones have about the company based on the own experiences. This will radically impact on the future when recruiting new employees or making new customer relationships. (Lepistö 2004, 5.)

2.3 Goals of induction

Valvisto (2005, 47) notes that the ultimate purpose of induction is to shorten the period of time when a new employee becomes productive labor input and is able to work independently without continuous guidance. This will take the company closer to its vision and goals. Also, Frisk (2003, 42) notes the importance of high quality and beneficial induction by planning the process beforehand.

According to Frisk, (2003, 42) induction is a process that includes guiding and other critical steps in order to achieve its other goals:

- ensuring homogeneous beginning of the employment for all employees
- supporting the employee to manage with new working tools and methods
- supporting the learning process of the employee
- facilitating the creation of new relationships
- giving information of the organization and its habits
- helping the employee to form an overall picture of its own work tasks and working unit
- receiving feedback from the employee to develop the induction process.

2.4 Different types of inductees

The closest manager knows best what skills and knowledge is needed to fulfill the work place. Firstly, the manager needs to find out the skills and knowledge the new employee already has in order to create a personal induction. According to Meighan (2000, 91) the training staff or managers who are involved with the induction should have the appropriate skills, knowledge and understanding to be able to deliver induction successfully. The person carrying out the induction should have good communication skills; including presentation, listening and questioning skills. (Meighan 2000, 91.)

Kangas (2007, 2-3) highlights the importance of planning and implementing the induction according to the needs, circumstances and the inductee. There are different types of inductees and the training situations can vary as well. The induction frame can be similar for every inductee but it should be adaptable according to the needs, circumstances and the inductee.

For a new employee everything is new and the working methods can be very different too compared to the previous work. In a recruiting stage, the manager has had a conversation with the inductee about the company, employment related issues and the work itself. The inductee has probably received some material about the company, the work tasks and checks the company's website to be able to be oriented before the

work has even started. There are still lots of new things that should be acquired in short period of time. The basics of the work can be learned rather quickly but learning the real work might take longer time – it can even take months from a professional worker. (Kangas 2000, 2-3.)

Meighan (2000, 22-39) introduces different categories of newcomers. Trainings staff or the managers should be aware and prepared when planning the induction, noticing the needs and circumstances and considering particular difficulties that might arise. In order to eliminate these possible difficulties, the training staff and the managers need to be aware of the groups needs in order to modify the induction process. Below can be seen the different categories of newcomers:

- women returnees
- long-term unemployed
- ethnic groups
- older workers
- redundant managers
- physically disabled
- school-leavers
- graduates.

The awareness of considering different needs and possible limits that are involved with different categories of newcomers will have a long term effects; the induction is even more efficient by customizing the induction to correspond the newcomer's level of knowledge and needs for the job (Meighan 2000, 22-39). Kangas (2000, 3) reminds that the available time for the induction is much shorter when inducting short-term substitutes and other temporary employees. It is important to focus on the most crucial issues that the job requires. Therefore, it is useful to have separated induction material for these occasions.

2.5 The process of learning

Learning organization is an organization where the members of the organization constantly doubt the processes, operations, observe errors or abnormalities and repair them by renewing the organization and its operations (Lepistö 2004, 6 in Argyris 1993.)

The process of planning the induction should start by analyzing the needs of the training and set the goals for it. Mapping the needs is easy when the competent of the learner is inadequate or there is a concrete change in the organization. Noticing a concealed training need is more difficult and challenging for the trainers and the managers. (Lepistö 2004, 11-15.)

Organizational learning and renewal has become more competitive factors. The amount of data continues to increase continuously. Therefore, the significance of having competent personnel is necessary. Competent personnel should be adhered by giving trainings and renewing the processes. Maintaining the know-how and expertise is not only in the responsible of the company, hence the personnel should be motivated and interested to learn and develop. The company can enforce this by creating a positive learning atmosphere where everyone has possibility to learn and develop. (Lepistö 2004, 6-7.)

There are many different ways to learn new things –everyone has own learning style preferences. The trainers have preferences of implementing the induction where imperceptibly one's own learning style will have a great influence. For the training staff and the managers it is crucial to recognize that the trainers' way to learn is not the only way when the inductees have different backgrounds, knowledge and needs compared to the trainer. Nevertheless, it is crucial to remember to be critical when analyzing the learning styles and methods. (Kupias & Peltola 2009, 120.)

According to Kupias & Peltola (2009, 114) learning is explained to happen when a person:

- has more new information
- is able to remember the though information and repeat it
- is capable to apply the information
- understands the fact
- thinking changes.

It is important for the trainer to understand that people needs are different and everyone has own preferences for learning methods and working styles. Various learning styles can be perceived through NLP-model where the learning styles have been classified depending on the channel or sense the person processes and records the information. There are visual (eyesight), auditory (sense of hearing) and kinesthetic. The visual learner needs pictures and charts to create the bigger picture, whereas the auditory learner can acquire the information by listening the trainer. Kinesthetic learner can only learn by actually doing the work. (Kupias & Peltola 2009, 121.)

Kupias & Peltola (2009, 114-116) divide learning into three categories; repetitive learning, understanding learning and creative learning. Understanding learning means that after the training the person understands the matter taught, and is able to apply the gained information in own work. Therefore, active work from both parties in the induction is crucial; to explain and actively processing the new information. Compared to the creative learning, the goal is utilize the new comer and create a dialogical surrounding to learn, for everyone who is involved in the training. This learning method would require the trainers to encourage the learners to critical thinking and self-evaluation in order to find new perspectives or create some new processes. Repetitive learning is meant in situations where the objective may be to repeat a single function after the training.

It is important to remember that in the centre of learning there is always an individual. The learning process will be most efficient when it occurs through own experiences and experiments –a person is able to succeed and learn from the mistakes as well. When there is more than one person involved in the learning process, the pair or the group of the people can teach each other and learn for each other at the same time.

The organization will offer the possibility to learn, and the individuals will analyze themselves, develop the operations and operate in new ways. (Frisk 2003, 10-11.)

2.6 Mentoring

In order to success, the individuals are required to adapt to the changing environment and ongoing development. This adaptation should begin from the individual's it selves. Mentoring is a method where different elements of learning are combined. The learning skills, boosting the learning and taking the responsibility of the one's own learning, learning together and sharing the knowhow are the key elements. (Juusela & Lillia 2000, 9.)

Mentoring is therefore part of the induction in a company. The development of the personnel started in Japan in the early 50's and it spread to the United States and England on the 70's. Mentoring came to Finland not until the early 90's. Mentoring reminds of the traditional apprentice model where the work was learned under the guidance of the master. The roots of mentoring are in Greek's mythology. According to Homeros, Odysseus asked his friend called Mentor to support and guide his son to be ready as a soldier. Later, the word mentor has become more popular to represent a confident adviser, entrusted teacher. (Juusela & Lillia 2000, 3-10.)

According to Frisk (2003, 58) mentoring, is a bilateral interaction relationship that should be open, confident and equal. Mentoring relationship begins between two parties; mentor and actor. There will be a person who will guide the newcomer, this is called mentor and he/she will support, teach and guide the younger, inexperienced worker, actor. Mentor is a specialist in his own field of business or he has lots of work experience; he wants to share the knowhow for the newcomers and support the other person. Therefore, a mentor should be very motivated and interested to cooperate in a mentoring relationship. Accordingly, the person under the guidance is called actor. He is motivated to learn and has an interest to develop him even more. (Frisk 2003, 58.)

According to Frisk (2003, 59) it is important to understand the importance of the mentoring relationship, since the target can be:

- one's professional development
- finding one's own strengths and potential
- strengthening one's self-confidence and self-belief
- increasing networking
- increasing the interaction between generations and genders
- developing leadership.

According to North American Traditional (NAT), there are different types of mentoring. Mentoring is highlighting the one's career development, instead of the overall development of the person. Mentor has a higher hierarchical position in the mentoring relationship. Mentor is still working as a guide and is responsible of the whole process but the learning is happening from up to down without any distractions. Compared to European Collegiate (EC) mentoring, where the mentor has more knowledge than the actor but hierarchically they are both in the same line. In this type of mentoring, the both parties have a possibility to learn during the mentoring process. As mentioned earlier, during the mentoring process the mentor can learn and develop himself, receive new ideas and new information from different perspective as well as increase the interest against own work. (Frisk 2003, 56.)

Mentoring can be executed differently according to the situation, organization and the need at the moment. Mentoring can be very unofficial and spontaneous and it might last only a short period of time. It can be as well a very systematically organized mentoring program where the company has different types of supporting actions. Mentoring can be implemented in face-to-face principle or through virtual. (Frisk 2003, 60-61.)

2.7 Tacit Knowledge

As mentioned before, mentoring reminds of the traditional apprentice model, where the work is learned under the guidance of the master, experienced employee. An expert worker knows more than he is able to explain for the new employee. Awareness of the

amount of knowledge can be easily compared with iceberg; knowhow can be seen in the operations, habits and routines. (Hiljainen tieto 2012.)

Tacit knowledge is intuitive, non-verbal knowledge that accumulates through active experiences. The base of the tacit knowledge becomes from the daily experiences. This means that tacit knowledge cannot easily be shared verbally to other people. Depending on the amount of knowledge a person has, it will have a great influence on the different situations that a person meets or interpretation of various operational environment. Overall, intuitive knowledge is not inborn feature, but it is composed through experiences. (Kurtti 2012, 37-39.)

Tacit knowledge is often attached with experiences and experiments. A competent person is able to handle different operations in a company automatically when he has enough experience and the level of expertise is increasing. Tacit knowledge is silent knowledge or talent that is consisted in a long-term experience. Different operations will become automatic, which means that a person is not able to consciously process or control the situation since the taken action is intuitive, based on the tacit knowledge. The cognitive processes that are related to the performed tasks by the expert worker are intuitive; they include very little conscious consideration. (Kurtti 2012, 40-41.)

It should be remembered that sometimes routines can prevent or complicate the development of practices. When a task is executed in the same way everytime it does not encourage the employees to look for more efficient ways of getting the task done and innovation is not promoted. Therefore, it is crucial to be able to utilize the tacit knowledge the workforce has inside the organization. Michael Polanyi, the inventor of the concept of tacit knowledge, has also a concept of tacit sharing. He thinks that there is tacit sharing in every interaction between human beings. Consequently, it is important that co-workers have meetings and face-to-face interaction in order to do tacit sharing. (Kurtti 2012, 37-39.)

2.8 Measurement and evaluation

Carefully planned and implemented induction process should have a step to monitor and evaluate the process afterwards. Pure guiding and sharing the knowledge and experiences for the new comer does not ensure that it has been learned, internalized. Therefore, monitoring and evaluating the process is crucial to guarantee the best learning outcome for the inductee and to have possibility to develop the induction process. (Kangas 2007, 17.)

At best, induction is interactive event where learning happens through conversations, listening, questioning and encouraging. Besides regular conversations when working, an inductee and the inductor should have separate conversation for evaluate and measure to induction. There should be a time and place reserved for the conversation and both parties should be prepared with the induction checklist, questions and comments that have been thought beforehand. This will bring more knowledge for the inductor; how has the inductee progressed and what will happen next. (Kangas 2007, 17.)

Receiving and giving feedback is very important for both parties to develop expertise, knowledge and learning. Evaluation of the learning means all those operations that will guide and check whether the learning goals have been reached and the progress of the learning. The evaluation step will give information for both parties of how the learning has progressed, where they are now, what should be rehearsed and what should be taught. Evaluation is a good opportunity to develop one's self evaluations. Well-implemented evaluation could be a motivator for the employee as well. Even the evaluation process focuses mainly on the inductee and his level of learning, a company is able to receive valuable information from the inductee that can develop the induction process or add value to it with his ideas. (Kangas 2007, 18.)

Key assessment in the induction is the professional skills that will consist of various divisions. According to Kangas (2007, 18) the main divisions of professional skills are:

- technical and financial skills (work skills)
- planning, development and evaluation skills

- social skills (co-operation, communication and interaction skills).

There are also other important targets for the evaluation, such as decision-making skills, problem solving skills and learning to learn skills. Levels of knowledge can ease the evaluation of the knowhow. Beginner is able to overcome single work tasks, but he still needs guidance, help and support. A competent worker is able to manage his work tasks in regular situations independently. He dares to ask for help and advices. Expert, specialist controls the work tasks well in surprising and exceptional situations. He is able to perceive the big picture and work individually. (Kangas 2007, 19.)

Sharing ideas and thoughts, experiences and experiments is important in an organization. Different ways of working are shared and developed together while using the tacit knowledge. By evaluating the induction and other work processes, the company is able to develop its operations, motivate the employees to be part of the working community.

2.9 Legal framework

Induction is regulated by the legislation in Finland. This should be remembered when planning the induction for employee. According to the Occupational Safety and Health Act (738/2002) employer is obligated to provide adequate induction for an employee concerning the work tasks and duties and the tool and methods to do them. As well, induction to safe work procedures and methods is important to guarantee safety and health of employees while working. Denmark has the same definitions concerning the occupational health and safety at work (Natlex 2012).

The Chapter 2, Section 1 of the Employment Contract Act (55/2001) contains clear responsibility for companies toward its employees in a following way:

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 employ-

ees' opportunities to develop themselves according to their abilities so that they can advance in their careers.

It is important to include safety and health issues in the induction process, for example safety guide. All employees should be given a supplementary training to ensure both safety and health when working, when rules, regulations, policies or practices changes. Organizations' management and the closest supervisor of the employee are in responsible of the induction. (Penttinen & Mäntynen 2009, 2.)

3 Planning the induction tool

Planning the induction tool is a very critical step of the project. Throughout this planning phase, more information is available that can be utilized when designing the induction tool for Pelican Finland. Consequently, this project step introduces how the project moved forward; reasons why this induction tool needed to be done and a short review to the current induction practices of the company. The used research method and the research findings are also presented.

3.1 Reasons to build a new induction tool

The idea of Pelican Finland to create a new induction tool for its Site Managers is to support the induction process more efficiently when a new employee enters to the company. Pelican Finland has a Danish made induction manual for the induction process that they have been using in the beginning of the operations in Finland. Now, the managers have expressed their uncertainty of the possible training topics, orders and depth of the training in the beginning of the training process. This might have caused frustration among the Site Managers. There are differences in knowhow and ways to train new employees between the Site Managers. It is crucial to be able to have common guidelines for the managers; how to proceed in the beginning of the training, what should be trained in the first day, what needs to be trained for the new employee in order for him/her to be able to work individually. It is important to get a new induction tool for the Finnish organization, since the current Danish made induction tool was put together rapidly by the original Danish Senior Site Managers Asbjorn Smith and Thomas Reimers. (Salo 2012.)

The current induction tool that Pelican Finland has focuses mainly on sales activities. Pelican Finland has been using a Danish made sales manual. It is a very thorough brochure of instructions concerning selling: sales processes on tour, on the phone and in the store. It has nice examples and some advices for the selling process in general. The sales manual neglects all the other work areas and the day-to-day responsibilities. The sales manual is in English. There were lots of spelling mistakes, which complicated the readability. This sales manual will not support the induction as it should if a person has

some experience of selling products and customer service routines. In order to create a successful induction, the induction process needs to be well planned and there need to be tools for the newcomer and for the manager as well. This is the main reason why Pelican Finland needs to have a new induction tool for its Finnish operations. Hopefully later, the induction can be used in Denmark as well.

3.2 Qualitative study

This chapter focuses mainly on the qualitative study. This chapter presents different grounds the interviewees were selected, how the interviews were planned, executed and how the results were analyzed afterwards.

The research method was chosen to be qualitative in order to receive in-depth understanding of overall background and development needs. There are different methods to conduct the qualitative study. In this project, it was clear from the beginning that the research will be done through interviewing the workers and the manager who trains new employees. By interviewing, the researcher is able to find out the experiences and the expectations of the interviewees more thoroughly (Flick 2002, 40-42). The size of Pelican Finland was also a limiting factor when choosing the research method. There are only 10 workers: Assistant Site Managers and Site Managers around Helsinki metropolitan area. The sample size would not been an adequate for a quantitative research.

3.2.1 The interviewing process

Pelican Finland has not had a proper induction program or a managerial induction tool before. Therefore, in order to create new tools or develop their current practices, it is important to understand the need of the company as well as the employee and managerial expectations and experiences so far. This will help to find out for example the critical points that are required or should be included to the induction tool.

The operations of Pelican Finland started in Finland in 2010. There are only 10 workers in the sites around the Helsinki metropolitan area now. The goal in the beginning

of the project was to interview at least half of the workers. The goal was met and exceeded when a total of seven interviews were conducted, wherefrom one of the interviewees was a Site Manager and the remainder six of the interviewees were regular site workers, Assistant Site Managers.

The interview schedule was carefully planned with the Site Manager of Vallila. The interviewees were from three different sites around Helsinki metropolitan area, so it was decided that the interviewer would organize the interviews in a way that two workers would be interviewed in the same day. The author of this project set the dates for the interviews together with the Site Manager of Vallila and informed the workers in the sites. Each site was interviewed in different weeks in order for the researcher to have time between the interviews to write the transcripts of them.

In order to deliver a new induction tool for Pelican Finland, an interview frame for employees and the Site Manager was created to acquire knowledge of their experiences and expectations. On the request of the commissioning company, the interview frame is not attached to the report. There were altogether 17 questions in the interview that was carefully formed in order to receive valuable and useful information that would support the reasons why certain induction tool would be created for the company. The interview frame had questions concerning:

- the current induction practices
- the overall experiences of the induction processes at Pelican Finland
- the expectations and development suggestions for the new induction tool and
- ideas to measure and evaluate the induction process afterwards.

The interview questions were planned in a way that one interview would last approximately 30-45minutes. All of the interviews were conducted in Finnish during November 2012. Each site had reserved the whole afternoon for the interviews. The audio recording-device was loaned from the library of Haaga-Helia. After each interview, the data was transported from the device to the computer. The transcripts were used when the data was analyzed afterwards.

All of the interviews were very successful. It took approximately 40 minutes to conduct the interview. The interviewer and the interviewee had a possibility to discuss in private in a back office of the site. It was important to create an environment where the interviewee was able to relax and think through the questions without any distractions. As mentioned earlier, there were two workers per site working at the same time. This allowed the author of the project to interview the other worker while the other one was able to continue working in the store/customer service. The interviewer handed out the interview questions form for the interviewee approximately five minutes before the interview started. This was done in order to give the interviewee a general view of the contents of the interview. This helped the interviewees to follow the interview more intensive and reread the questions if necessary. All of the interviewees seemed to be very comfortable and relaxed. The interview questions concerned four main themes that are mentioned earlier in this chapter.

3.2.2 Key findings from the interviews

Most of the employees described their work duties as diverse: meaning that the work as an Assistant Site Manager includes customer service, property management and maintenance, sales and marketing and debt collection. Many small details need to be remembered. The Site Manager is not always in the site with the Assistant Site Manager and therefore, the Assistant Site Manager needs to know wide range of different issues.

This work is so diverse. Anything that can be taught in the beginning is great and useful later on (employee 1.)

The current induction has been inadequate. There was no specific person in responsible of the induction when a new employee started to work for the company. The induction was organized in a way that a new employee was supposed to follow everything the other employees and the Site Manager was doing during the day. This caused inconsistency in the induction process for the new employee. Many Assistant Site Managers mentioned that the logic between the work tasks was lost. This complicated to memorize the work duties. In addition, it was mentioned that defining the length of

the whole induction process was difficult. Many various tasks needed to be done during a workday. The induction was confusing and illogical since there was no set schedule or list of issues that needed to be learned. In addition, the Space Manager software program the company uses was new for all employees. This complicated the learning process and some Assistant Site Managers admitted to having felt frustrated in the beginning of the employment. The sales manual that was done by the senior site managers in Denmark was created based on the Danish practices. There were many examples that were unable to be used in Finland since the selling culture is different. The Site Manager highlighted that the sales model was poorly translated into English.

The structure of the induction was totally missing and the sales manual covered only the selling aspect, based on the Danish practices. The sales manual was reviewed depending on how much time was available. (manager 1.)

This describes the importance of well-planned and implemented induction as mentioned in chapter 2.2.

It is very important to have a comprehensive induction in the beginning of the employment. I hate the feeling that I do not know how to handle different situations and then I have to call to my manager. I rather work individually; I like to know what I am doing in different situations. (employee 3.)

The importance of knowing all the work areas came up many times. The interviewees emphasized the importance of being part of the daily work duties when learning something new. If a person has some experience of customer service, the familiarization to the other new work tasks were much easier.

The interviews also revealed that the learning through mentoring, watching and following others while learning at the same time was very beneficial. The interviewees mentioned that having an opportunity to follow how a certain task was completed with experienced worker or a Site Manager facilitated the learning process. Still, it was highlighted that pure mentoring is not enough in the induction process. There needs to be some material available or other teaching ways. One example was to have a list of different customer cases that a new employee could read through with his/her mentor or

colleague. A new employee could try to solve the example cases and afterwards it would be reviewed together with the mentor.

The interviewees had opinions and thoughts about induction materials. All of the interviewees mentioned that they had received a sales manual when the employment started. Some of the Assistant Site Managers admitted that they had not even read it, while the others said it was useful manual that should be updated. All of the interviewees emphasized that the best way to learn is to listen and follow how the task is done, and later repeat the particular task again. If necessary, a new employee could write down some notes for herself/himself, as a voluntary option. The Assistant Site Managers reminded that the work can be quite hectic and a new employee needs to be familiarized quickly with the new work tasks.

I received a manual in the beginning. The manual included selling tips and examples of different situations with a customer. Most of the cases were not useful in Finland. In addition, we did not even look at it together with my manager. (employee 2.)

The interviewees highlighted that using induction material is crucial. Most of the Assistant Site Managers admitted that it is difficult to prepare a manual that would cover all the possible work tasks including example cases with customers and how to use the Space Manager program on the side. The Site Manager mentioned the importance of having a proper induction material for a new employee. This is a way to support the independent learning. Now, the induction has been mainly oral teaching, neglecting the previous sales manual.

There were ideas of organizing a meeting concerning induction with every site in Finland where all workers could share their experiences, ideas and thoughts. This would create common rules to the induction process. Additionally there were ideas of creating clearer induction process that mentoring could support.

Most of the interviewees expressed their suggestion ideas for the future induction tool. The opinions were very much similar with each other. None of the Assistant Site Man-

agers supported an idea of having a schedule for the induction. Since there are normally two workers per site: an Assistant Site Manager and a Site Manager, implying a set schedule would be impossible to follow and stay in time. If a customer comes to the store when the induction is in the progress, the induction needs to be interrupted and continued afterwards. It is not possible to execute the induction somewhere else in private.

A checklist would support the mentor when training a new employee but the new comer could not benefit from it that much (employee 5.)

The Site Manager highlighted the usefulness of a managerial checklist. It would support the manager who is training a new employee. All small details would be remembered in the beginning and there would be a logical order in the induction. There would be a possibility to go through areas from different entireties that are connected to each other without going through the entire subject. This would enhance the logical advancement of the induction. Therefore, a new employee would learn the work tasks piece by piece and could be able to perform some work tasks individually in the beginning, for example selling accessories in the store, even though the other areas of business would be rather unknown.

4 Implementing the induction tool

The process of implementing the induction tool has been a long process. The whole process has started when the commissioning agreement was signed in the spring 2012. There were some crucial project steps before the planning of the actual tool was even possible. The next paragraphs explain the process of building the induction tool: the reasons to build a checklist and a detailed description of the product. The induction tool, managerial checklist can be found in the end of this report as an attachment 2.

4.1 The process of building the induction tool

The commission agreement was signed in the spring 2012. It was agreed that the author of this thesis would prepare a managerial induction tool for Pelican Finland. There were project steps which were set in the beginning of the process and those have been carefully followed. In order to create an induction tool for the company, these steps have been taken:

- defining the theory frame to support the entire project,
- a short review to the previous induction materials and
- to conduct a qualitative study in order to receive expectations, ideas and experiences from the employees and the site manager concerning the current induction processes and the future induction tool.

The planning of the induction tool was supposed to start in the end of November 2012, after all of the interviews were conducted. Pelican Finland was hoping to receive a first version of the induction tool in the end of the summer 2012. This request was proposed because the company recruited a new worker to its site in Espoo Kilo and they wanted to test the usability of the managerial checklist. The tool was created on time. It was delivered to the use of the company by the end of August 2012 for the first time. The description of the draft version and the final version are presented in the chapter 4.2. Pelican Finland had a possibility to test it and collect its first ideas

about it for the meeting with the author of this thesis. After their own testing, the company expressed their desire to continue developing the managerial checklist. The qualitative study was conducted during November 2012. There were six employees and the Site Manager that were interviewed. Consequently, the study gave valuable and usable information concerning the managerial checklist. These findings can be found from the chapter 3.2.2. The gathered theory concerning induction supported some decisions that were made when creating and developing the tool for the company.

It was necessary to remember that there were no restrictions concerning the legality in Finland or Denmark that would have changed the plan of creating the managerial checklist. The employees and the Site Manager expressed their opinions concerning the type of the induction material. Instead of modifying the current sales manual, it was essential to build a new tool to strengthen and clarify the induction process. The induction needs to be effective since the commissioning company will have new employees starting their employment in the near future. Pelican Finland highlighted clearly their need for a managerial checklist. The commissioning company did not want to have a manual where everything would be explained in detail. The managerial checklist will support the site managers during induction. Pelican Finland emphasized of having own plans to develop the Danish made induction model in the near future.

By creating a managerial checklist, the company can easily modify it into different types of induction events. In case of hiring an employee for the summer time, the Site Manager who will train him/her can adapt the checklist based on the occasion, training event and the need. There is no set schedule for the induction. Throughout the qualitative study, the ready set schedule for the induction did not receive any support. Managerial checklist will give flexibility and possibility to adapt the agenda of the day in a way that the tool allows the induction to be a natural part of the weekly/monthly work tasks.

Pelican Finland has been using mentoring as a part of their induction from the beginning of its operations. It is important to continue to execute the induction in a same

way since it seems to enable a fluent induction in the middle of daily/weekly routines at the site. The new employee has a chance to be involved of the daily work tasks from the beginning when an experienced worker is guiding and supporting the learning process with his/her own knowledge.

During the process of building the induction tool, there were some difficult decisions to make. Pelican Finland had many items that were supposed to be included in the managerial checklist. Consequently, the structure of the checklist needed to be planned well and carefully. It was crucial to create a clear tool that could be later modified without spending too much time on it. The commissioning company did not wanted to have a set schedule in their induction tool. This caused consideration when planning the design of the structure. It was necessary to deliberate whether the items on the checklist could be expressed in a same way that they would be trained during the induction. By doing this, there would be a risk to not fulfill the expectation to deliver a ductile and clear tool. The site manager could not decide the order of how to induct.

4.2 The description of the product: the managerial checklist

Due to the request of Pelican Finland, a quick draft of the managerial checklist was created in the beginning of the implementing process in the August 2012. The final managerial checklist was created after gathering the comments from the company, conducting the interviews in November 2012 and based on the draft version. In this chapter, the induction tool that was planned and created based on the needs and expectations for Pelican Finland is carefully described. Description of the testing phase and the comments of the Site Manager are also included.

The first draft of the induction tool that was created was a basic list of different items. These items were selected to the managerial checklist together with the Site Manager of Vallila. The checklist was a simple list of issues that should be remembered when inducting a new employee. There was neither specific order nor carefully selected themes in the induction tool. Conversely, the items on the list were selected based on the intuition and those were written in Finnish. Therefore, the managerial checklist was quite inadequate at that moment. It was a request of the commissioning company that the

managerial checklist would be created as an excel file since the modification afterwards would be possible much easier.

The final managerial checklist started to form based on the draft checklist, interviews and the theory frame. The author of this thesis had a planning event with the Site Manager where the idea of creating a checklist as a final product was decided. The commissioning company had set goals for its induction tool. It was important to make sure that the created checklist would fulfill these goals based on its content, themes or structure. According to the interview results and the ideas of the commissioning company, induction targets were set for the new employees and their trainers. Meaning that the managerial checklist should be as comprehensive list that the following targets could be fulfilled:

- starting the induction intensively: transmitting the basic information for the new employee before the first workday
- understanding the own position in the organization
- getting to know with the new work environment
- understanding the importance of the customer service, utilizing the different support processes and considering the needs of the customers all the time
- at the side of active selling, familiarization to the real estate: possibility to maintain the entire real estate and contacting right people if necessary and
- to have a possibility to perform various work tasks individually in different work shifts while serving the customers and knowing the real estate and its equipments.

The managerial checklist can be seen as an attachment 3 in the end of the report. The checklist is an excel document and it supports the managers during induction. It is important to remember that the managerial checklist does not support the employee alone but it enhances the work of the Site Manager during induction. The employee will receive a logical and clear induction.

The managerial checklist is divided into 18 different main-themes. These main-themes are bolded and the background color is green. Each main-theme has one or more sub-themes that are also bolded. Underneath these sub-themes the issue in question is defined by using various symbols and the text is not bolded. The background color is white under the sub-themes and rest of the list. There are five different symbols, which are used under the sub-theme. The list of issues is presented in the left side of the excel sheet. On the right side, there is some space that is for the manager when marking comments and notes during the induction or afterwards. In the middle of these, there is a place to mark a checkup. The readability has been eased by adding borders in a following way: the managerial list has all borders, the checkup box has thick box borders to separate and highlight it and the commenting area does not have any boarders. In the draft version, the excel was mainly green. After testing the managerial checklist, the Site Manager of Vallila noticed that writing on top of the colored paper was difficult. The ink did not stay well in the paper. Therefore, it was decided that the style of the managerial checklist would stay mainly black and white. The excel is easy to read, clear and anyone can make adjustments or update it.

In the beginning of the managerial checklist, there are lines for noting down when the induction has been started, who is the trainer and the inductee. Also in the end of the checklist, there is a line for noting down when the induction has been completed, and a line for the both parties to sign the document. It is useful to retain the managerial checklist for further training and for the annual development discussions.

The managerial checklist is done by using Finnish and English. The reason to use two languages is the Space Manager software program the company uses. Most of its terms are in English and translating them into Finnish would not be necessary. Issues on the list, which are not connected to the Space Manager program, are written in Finnish. The company requested to include both languages in the managerial checklist since the new employees might learn to use the program faster when the terms in the checklist are exactly same as they are in the program. In addition, the tool is created in a way that it can be easily translated entirely in English. The managerial checklist does not

have any set schedule. The trainer will define the daily and weekly schedules depending on the time available.

4.3 Testing the induction tool

Pelican Finland was able to use the first draft version of the managerial checklist in the end of August 2012. The second version was ready to be used in the beginning of December 2012. The Site Manager of Vallila has been able to test both versions with four new recruits. His comments of the induction tool have been very positive.

There is a clear structure and the induction is now a logical learning process. The new induction tool allows the induction to be a natural part of the weekly/ monthly work tasks. All small details of the work tasks will be remembered, when going through them. (Salo 2012.)

The induction tool includes all the points that we ask. It is wide enough, it can be easily modified and it prioritizes the issues in a way that the individual working order of the employee can be achieved as soon as possible. The induction tool has been used actively in our organization and it has been used when inducting four new employees. (Salo 2013.)

In addition, the employees have been very satisfied. The feedback has been related to the efficiency of the induction. The new tool has allowed a very intensive induction where the induction starts from the basic work tasks and shortly after it enables the more explicit understanding of the own position in the organization and the work tasks. The first version of the induction tool was a pure experiment. Detailed description of the induction tool can be found from the chapter 4.2.1.

5 Overall evaluation of the project

The project has been very successful for both parties: Pelican Finland and the author of this thesis. The project has lasted a year and the commissioning company has been committed to work hard on behalf of the new induction tool. The next paragraphs discuss the project outcome, testing phase and evaluation and the possible development suggestions for the future. In the end a chapter concerning the assessment of the author's own learning can be found.

5.1 Project outcome

After testing the new induction tool with the two new recruits, an evaluation form of the induction for Pelican Finland was created. The evaluation form was created together with the Site Manager of Vallila. The idea to create a feedback form was based on the importance of measurement and evaluation. Receiving and giving feedback is very important for both parties to develop expertise, knowledge and learning. Evaluation of the learning means all those operations that will guide and check whether the learning goals have been reached and the progress of the learning. The evaluation step will give information for both parties of how the learning has progressed, where they are now, what should be rehearsed and what should be taught (Kangas 2007, 18).

The idea to create a form came up when interviewing the Assistant Site Managers. Most of the interviewees expressed their wish to give feedback of the induction non-verbally. The evaluation form is a word document that consists of five different questions in Finnish. The questions have been translated in English for this report. The evaluation form will be given to the employee within a month of starting to work for Pelican. The questions of the evaluation form are:

- How do you think your induction has succeeded?
- Please describe which factors have enhanced the success at work and the learning process?
- Do you need addition training or rehearsal in some work area/s?

- How would you like to develop the induction process?
- Please share your ideas and thoughts about the materials that were used in the induction.

Pelican Finland can later easily modify the evaluation form if necessary. Throughout this evaluation mapping, Pelican Finland is able to continue to develop its induction process. The evaluation form can be found in the end of the report as an attachment 3.

5.2 Validity and reliability

According to Flick (2002, 220-223) validity and reliability are important components of a qualitative study. It is important to be able to answer whether the research results can be believed or not. There are different types of errors that might occur during the research process. Flick (2002, 221-225) also mentions the importance of making sure anything is not missing from the research and convincing the reader by explaining all the choices that have been done during the research.

The author of this thesis has been able to conduct seven interviews in total. The company has only ten workers in Finland whereupon interviewing seven employees will give dependable overview of the situation in the company now. In addition, reasons why qualitative study was conducted and specific data collection methods are discussed in more detailed in the chapters 3.2 and 3.2.1.

5.3 Development suggestions

For Pelican Finland, it is necessary to continue to develop its induction processes and induction materials continuously in the future: Pelican Finland is expanding their operations in Finland quite rapidly, and the amount of employees, and Site Managers are increasing. There are many new employees starting to work for the company as a fulltime, part-time or as a season worker during the summer time for example. The induction processes and the related materials of Pelican Finland:

- need to be easy to use and access both employee and the Site Manager
- the ability to modify the materials easily when the induction situation varies; depending on the knowledge and the abilities of a new worker or the rapid need of the worker in different seasons during the year and
- the possibility to have the same induction processes and material used in Finland and Denmark will integrate the operations.

As mentioned in the beginning of this report, a company will benefit when the induction is carefully planned and implemented. Well-implemented induction will create a strong base for working and co-operation with the other colleagues. The amount of errors will decrease and the time will be saved that would be wasted when correcting those errors. This will support the entire work community and it will have a great impact on the level of motivation and wellbeing at work of the newcomer and other employees. (Lepistö 2004, 4-5). It is crucial to develop the processes all the time; by evaluating the induction and other work processes, a company is able to develop its operations and motivate the employees to be actively part of the working community (Lepistö 2004, 4-5).

Pelican Finland has a managerial checklist, as a managerial tool for the induction that can be used in the sites in Finland. The company will soon translate the tool in English for the use of the Danish sites as well. The sales manual is still being used in Denmark, but not in the sites in Finland. Pelican Finland should invest time to improve and modify the sales manual it has. By modifying, the sales manual Pelican Finland could reinforce its induction materials and the new employees would be able to have a full manual at hand when the Site Manager or other Assistant Site Manager is not on the site or in the customer service. Pelican Finland should utilize the expectations and development suggestions of its employees that came up in the interviews. In addition to the description of the sales processes in the phone, in the store or on the tour of the site, the sales manual could contain the following:

- example questions that comes up often in the selling situations from the customer point of view; question-answer type of battery
- more specific information about the sites; the practices are different between the sites in the Helsinki metropolitan area
- more detailed information about the actively used program Space Manager; how to operate in different situations, including example cases, problem-solution type of battery.

The employees told that the company has a simple guideline concerning their program Space Manager. This guideline could be much wider, consisting clear explanations how to use the program in different situations. There could be example cases and exercises that could be individually practiced and later reviewed together with the Site Manager. Alternatively as mentioned earlier, this Space Manager guideline could be attach to the sales manual which already exists.

Pelican Finland has already four sites in the Helsinki metropolitan area and the company is expanding its operations all the time. Therefore, the induction processes should be coherent to ensure a homogeneous induction for all employees to integrate the operations and to develop the expertise of the sites in Finland. This would ensure high-level customer service and thorough expertise no matter where the customer is. This would also support the employees who will work on different sites where new workers are part of the daily operations. It would be easier to participate to their induction process when the processes, materials and guidelines are similar in all sites. Pelican Finland could make sure of this by arranging meetings including all the employees and managers of the sites concerning the induction and other important issues: to gather ideas, experiences, development suggestions and expertise.

Each site could create an induction file that would include different types of materials related to the induction, Space Manager software program which the new employees would have easy access. There could be a person responsible of the materials in every site to make sure the materials are updated all the time and everyone is conscious about it.

5.4 Assessing the project

The project started in the spring 2012 by participating in the thesis planning workshop course. The whole project really started after making my own thesis plan. During the planning course, I received lots of crucial information concerning the whole project; what should be done, when, how, how to find information and most importantly support from my thesis advisor and other students.

The project has been running smoothly, on schedule, as I planned in the beginning of this project. Every project steps have been accomplished by the end of the set deadlines, and the commissioning company has been satisfied. Of course, there are things that could have been done in different order or project steps that could have been included if there would be more time to spent. The commissioning company has given me great support and they have been an active part of the project all time.

The time spent on each project step, could have been divided differently. As this is a product based thesis, it is important to explain the process of the project all the time. If I were doing this thesis again, I would definitely include the theory part to the planning and implementation chapters. This is only, because it would even better support the decisions made concerning the already built induction tool and make it easier for the reader as well. This is only a structural change.

If I think about the project steps that were taken during the last ten months, every step has been successful and productive, meaning that everything I have done has supported my end result. If I had had more time to spent, I would have done shadowing to the induction process at the commissioning company. I would have been participating in the induction process with the site manager and the new employee. This could have given me some valuable and wider information about the induction process at the case company. On the other hand, I could have interviewed the site managers and employees in Denmark in order to receive some valuable information. The interview could have executed via email rather than interviewing on the phone. The induction practices in Denmark could have fulfilled the induction process or the induction tool used in

Finland. This way, the whole organization could have benefit from the study. This could be another research topic. Also, it might have been valuable to interview someone outside the company who had been familiarized with induction process and methods. This could have given another point of view to this project.

5.5 Assessing my own learning

I have learned a lot throughout this project. I have been the author of this thesis and the project manager at the same time. It has been an interesting learning journey. The project started in March 2012 when I participated in the thesis-planning workshop by Elizabeth SanMiguel and Tanja Vesala-Varttala. This planning phase was only about two months. I wrote a plan concerning my thesis process and subject in hand. The course supported my development: to have the needed knowledge to be able to start writing the actual thesis. After the course, the real work started and I was in responsible of the whole project.

There have been ups and downs during the project. In the beginning, everything was a bit confusing, and I was trying to find my own commissioning company and the actual thesis topic. When the thesis plan was done, my own goals were clear and I had a clear plan how to execute it. The plan has been the same for the whole time and it has been carefully followed. Probably my own work situation has had an influence on this. By the end of the summer I received a permanent position from the HR department of a large Finnish company and shortly afterwards, the co-operation negotiations started. Nevertheless, all the deadlines were met and I have been able to create the induction tool for Pelican Finland in time. The commissioning company has been supportive and the co-operation with them has been an educational learning journey for me.

I am proud to say that the induction tool, the managerial checklist is now in full use at the sites of Pelican Finland. The commissioning company has been satisfied. According to the Site Manager of Vallila, the managerial checklist is exactly what the company wanted and it is greatly supporting their induction practices. I am grateful that I had a possibility to do this project for Pelican Finland and serve a need.

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Attachments

Attachment 1. Project schedule

Thesis process 2012-2013 (Keeping mind the sessions with the substance and method advisors!)	Timeline (estimated timeline for the process!)
Thesis Workshop	March – May 2012
Thesis Plan Presentation	25 th May 2012
Thesis Plan	28 th May 2012
Gathering theory	May – July 2012
Writing theory	June – August 2012
Preparing a first test version of the induction tool for the company	August 2012 weeks 32-33
Preparing the interview frame	July – September 2012
Starting to book the interviews with the company (employees + managers)	End of September 2012 week 39
(Sending out the interview frame for the interviewees, not necessary)	(Beginning of the October 2012 week 42)
Interview process: -Interviews, Vallila (employee+manager) -Interviews, Kilo (2 employees) -Interviews, herttoniemi (2 employees) <u>During the interview process, writing the transcripts of the interviews on the same day when the interview is!!!</u>	October 2012 (week44) November 2012 (week 45) November 2012 (week 46) November 2012 (week 46)
Analyzing the interviews	November-beginning of December 2012
Writing the conclusion	December 2012
Preparing the managerial induction tool for the company	December 2012
Testing the induction tool, fine-tuning	January 2013

Finalizing the thesis : Checking the references, language, chapters, flow between the chapters, readability etc.	January –February 2013
Maturity test	February 2013
Thesis Presentation	February 2013
Graduation	Hopefully March 2013

Attachment 2. The project tasks

Project Objective (PO)	Project Tasks		Purpose	Output
To build an induction tool for the site managers	Theory framework		Finding the right approach to the induction tool	Managerial induction tool is ready to be used in the company.
	Review of the current practices		Finding the possible gaps and development areas of the current induction tool	
	Interviews	Employees (6)	Finding employee experiences and expectations Adding value to induction tool structure and content	
		Manager (1)		
	Planning the tool	Explaining the need of the tool; utilizing the theory framework and interviews		
	Implementing the induction tool	Detailed description of the product (including the draft and the final version)		
	Evaluation		Critical analysis	
Validity and reliability				
Development suggestions				
Self evaluation				

Attachment 3. The managerial checklist for Pelican Finland

Pelican Self Storage: Perehdyttämisen muistilista esimiehelle	
Perehdytettävä:	
Perehdyttäjä:	
Perehdytyksen aloituspäivä:	
	PV. Perehdyttäjän kommentit
Ennen työsuhteen alkua	
Tervetuloa kirje	
Muistutus työhöntulotarkastuksesta	
▪ Terveystalon yhteystiedot	
Tilitoimiston yhteystiedot	
▪ Verokortti	
▪ Tilinumero	
Perehdytysaikataulu	
Ensimmäisenä työpäivänä	
Yritysinfo, Pelican Self Storage presentaatio (SSM)	
Työaika, työvuorolistat, tauot	
Sairastuminen	
Työvaatteet, välineet	
Käyttäjätunnukset	
Yhteystiedot	
Käytännön asiat kohteessa	
Omat tavarat	
Keittiön varusteet/ kodinkoneiden käyttö	
Varashälyttimen käyttö	
▪ Koodi	
▪ Pääkäyttäjän koodi	
▪ Hälytyksen purun tunnussana	
Yhteystiedot	
▪ Vartiointiliike	
▪ Hissihuolto	
▪ Kiinteistö (L&T)	
Yhteistyökumppanit	
▪ Paku ja Kuski	
▪ Bring	
Tutustuminen toimipisteeseen/Site kierros	
Asiakaspalvelu tarvikkeet/kansiot	
▪ Sopimukset	
▪ Kuitit	
▪ End of Day	
▪ Vapautetut sopimukset	
▪ Offline kansio	
▪ Lähetteet, rahtikirjat	
Tiedustelu/Puhelin	
Form Submission (nettisivujen kautta tuleva tiedustelu)	
▪ Käsittely	
▪ Yhteydenotto heti	
<input checked="" type="checkbox"/> Jatko sales manualin mukaisesti	
▪ Submission arkistointi	
Email	
▪ Käyttö	
▪ Arkistointi	

▪ Email mallipohjien läpikäynti	
▪ Email tiedustelut	
▪ Email tarjoukset	
Puhelin	
▪ Vastaaminen	
▪ Asiakasvierailun sopiminen --> sales manual	
Zapit	
▪ Käyttö	
▪ Zapit pohjat	
Space Manager I (yleiskatsaus ohjelmaan)	
Prospect form/Uuden prospectin luominen	
▪ Customers	
<input checked="" type="checkbox"/> Reports	
<input checked="" type="checkbox"/> Contacts	
▪ Desktop	
<input checked="" type="checkbox"/> Diary	
<input checked="" type="checkbox"/> Contacts	
<input checked="" type="checkbox"/> Kirjautuminen Live/Demo	
Myynti/Asiakaspalvelu	
Tarpeen kartoitus (tetris)/Tilantarpeen hahmottaminen	
Myynti	
Sopimuksen teon teoreettinen läpikäynti(tekemiseen liittyvät asiat)	
▪ Sopimuspohja	
▪ Yleiset ehdot	
▪ Vakuutus-sopimus	
▪ Vakuutuksen waiver	
Space Manager II	
Tarvikkeiden myynti	
▪ Sale/Public sale	
<input checked="" type="checkbox"/> Sale	
• Asiakkaan nouto/haku	
<input checked="" type="checkbox"/> Public sale	
• Tuote ja kpl määrä	
• Lisätuotteet kuitille	
• Other läpikäynti	
• Rental läpikäynti	
• Hire läpikäynti	
• Insurance läpikäynti	
• Packs läpikäynti	
Sale	
Public sale	
Customers	
▪ Select customer valintaikkuna	
▪ Customers	
<input checked="" type="checkbox"/> Addresses	
<input checked="" type="checkbox"/> Details	
<input checked="" type="checkbox"/> Questionnaire	
<input checked="" type="checkbox"/> New contract	
• Payment method	
• Batch print invoices	
• Customer questionnaire	
○ laskutusmuoto/tapa	
• Print note	
• Yksikön etsiminen	
• Sopimuksen yksityiskohdat- kenttä	
○ Move in start date	

Kattavampi läpikäynti, jotta perehdytettävä voi mahdollisimman nopeasti aloittaa oheismateriaalin myymisen.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Goods value	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Discount scheme	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial charge until	
<input type="checkbox"/>	<input type="checkbox"/>		(laskutuskauden pituus)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Insurance item	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Vakuutusluokat	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Vakuutuksen valinta	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sales item	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other item	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Packs	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rental items	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Notes	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Summary	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Contracts	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Transaction	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Access	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Reservations	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Quotes	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Sopimuksen viimeistely/hyväksyntä	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Maksun veloitus (total kenttä)	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Pyöristys (Quote)	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sopimuksen ja laskun tulostus	
Units				
Reports				
Nordea Corporate NetBank				
Sis.kirjautuminen				
Tilin saldo				
Viitesirrot				
Konekielinen tiliote				
Luottokunta				
Korttitilitykset raportti				
Kortti- ja viitesirtomaksujen käsittely space manager				
Bespoke				
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Payment import	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Toiminta, jos viite viallinen, summa väärin jne	
Processing				
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Manage bank accounts	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Reconciliations	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Adjustments	
End of Day				
Space Manager				
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Reports	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Accounting reports	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	General	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Manage bank accounts	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Cash	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Bank	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Cash book report	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Bank tally report	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Setting valikosta Reset Bank Tally Flag	
Muut toimenpiteet				
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Maksupäät	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Tapahtumien lähetys	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Kassalippaan lukitus	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Asiakaspalvelun siistiminen	
<input type="checkbox"/>	<input checked="" type="checkbox"/>		Koneiden sammutus	

Tässä vaiheessa nopea läpikäynti todettu tehokkaaksi

▪ Valaistus		
▪ Hälytysjärjestelmän kytkentä		
▪ Ovien lukitus		
▪ Portin kytkeminen		
Myynti/Asiakaspalvelu II		
Kohdan I kertaus		
Pakkauspäiväkirjan läpikäynti ja myynti esimerkein		
Yhteistyökumppaneiden palvelut		
Aamun toimenpiteet		
Space Manager		
▪ Start up routines		
✓ Confirm processing date		
✓ Start up report		
✓ Available unit report		
✓ Payment import unallocates report		
✓ Denied access report		
✓ Current vacation notices		
✓ Space Manager ehdottomat toimenpiteet		
• Late charge		
• Kuukausilaskutuksen luonti		
Kiinteistöön tutustuminen/ylläpito		
Daily checklist		
Viikkosiivouslista		
Trailerit		
▪ Peräkärrien vuokraukset		
▪ Gmail varaukset		
▪ Käsijarrun kytkentä		
▪ Sisätilat		
▪ Kunnan tarkastaminen		
▪ Avainten palautus toimiston ollessa kiinni		
Ulkoalueet		
▪ Pääportti		
▪ Kolaus/harjaus		
▪ Postilaatikko		
▪ Roska-alue		
▪ Hätäpoistumisovet		
▪ Drive up yksiköiden edustat		
▪ Jyrsijäloukut		
▪ Lastausalue		
Huoltotilat		
▪ Vesipisteet		
Kerrosten siivous		
▪ Siivouspistorasiat		
▪ Imurin käyttö		
Kerrokset		
Aamukierros		
▪ Nosto-ovien edustat		
▪ Kaikki käytäväalueet (vapautuneet tilat huomioiden)		
▪ Hätäpoistumistiet		
▪ Hyönteisindikaattorit		
▪ Huoltotilat		
▪ Sähkökaappi		
▪ Väestönsuojan varusteet		
▪ Tarkastelu aisteja käyttäen		
Yleiskierros		
▪ Tarkastelu aisteja käyttäen (vuodot/hajut)		

Yleiskierros	
▪ Tarkastelu aisteja käyttäen (vuodot/hajut)	
▪ Jyrsijäloukut sisätilat	
▪ Palopostit	
▪ Savunpoistoluukulliset tilat	
▪ IV-laitteet	
▪ Huoltotila ja vesipiste	
Käyttökoulutus	
Nosto-ovet	
▪ Nosto-ovien ohjaimet	
Koodilaitteet/sentinel näppäimistö	
▪ Liukuovet	
▪ Liukuovien ohjaus	
Toimipisteen ovien lukitseminen	
Ilmalämpöpumppu	
▪ Suodattimien puhdistus	
Avainkaappi	
Tavarakärryt	
Nokkakärryt	
Pumppukärryt	
Sähköpääkeskus	
▪ Rakkikaappi	
▪ Switch	
▪ Modeemi	
▪ Tallentimet	
▪ Sentinel	
▪ Sähkötaulu	
▪ Managers unit	
Printterit	
▪ Musteiden vaihto	
<input checked="" type="checkbox"/> Musteiden tilaus	
▪ Paperijumi	
▪ Paperinlisäys	
Markkinointi	
Postituskampanjat	
▪ Markkinointikirjeet	
Follow up puhelut	
Yritys käynnit	
Standit	
Perehdytys suoritettu (pvä):	
Perehdyttävän allekirjoitus:	
Perehdyttäjän allekirjoitus:	

Attachment 4. The Evaluation form

Pelican Self Storage: Perehdyttämisprosessin arviointi

Kehittääksemme perehdyttämisprosessiamme on todella tärkeää, että prosessiamme arvioidaan. Sinun palautteesi on arvokas kehittymisen kannalta. Vastaathan alla oleviin kysymyksiin ja toimitat lomakkeen esimiehellesi.

1. Miten perehtymisesi työhön on mielestäsi onnistunut?

2. Kerro mikä tai mitkä tekijät ovat edistäneet työssä onnistumista ja oppimista?

3. Koetko tarvitsevasi vielä lisäperehdyttämistä/kertaamista jollakin työnosaamisen alueella/alueilla?

4. Miten haluaisit kehittää työhön perehdyttämisen prosessia? Risuja/Ruusuja

5. Kerro mitä mieltä olet perehdyttämisen aikana käytettävästä materiaalista.