

# Development of orientation

Halton Marine Oy

Taisto Rusanen

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Liiketalouden koulutusohjelma  
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Tiivistelmä <p>Tämä opinnäytetyö käsittelee perehdyttämisen kehittämistä kansainvälisessä yrityksessä. Toimeksiantajana opinnäytetyölle on Halton Marine Oy ja tarkoituksena on tutkia perehdytysprosessin nykytilaa ja pohtia kehittämiskohteita ja –mahdollisuuksia.</p> <p>Perehdyttäminen on tärkeässä roolissa, kun rakennetaan ja varmistetaan työntekijän osaamista sekä sitoutumista. Kunnollisella perehdyttämisen suunnittelulla ja organisoinnilla voidaan luoda uudelle työntekijälle alusta alkaen hyvä työnantajakuva. Perehdyttäjien hyvä sitoutuminen ja ammattitaito luovat perehdyttävälle mahdollisuuden oppia tehokkaasti tietoja yrityksestä, toimintatavoista ja työyhteisöstä.</p> <p>Opinnäytetyö koostuu teoria- ja empiriaosasta. Teoreettinen viitekehys luodaan ensin kirjallisia teoksia ja julkaisuja käyttäen. Empiriaosuus suoritettiin kvalitatiivisena tutkimuksena käyttäen teemakyselyitä tiedonkeruumenetelmänä. Tutkimukseen osallistui sekä kotimaassa, että ulkomailla työskenteleviä toimihenkilöitä. Tutkimusongelmana oli selvittää perehdyttämisen nykytilaa ja henkilöstön kokemuksia koetuista perehdytysprosesseista.</p> <p>Tutkimuksen mukaan henkilöstön kokemukset vaihtelivat paljon toimihenkilöiden kesken. Koetut perehdytykset olivat laajuudeltaan ja rakenteeltaan erilaisia, mutta silti yleisesti kuva oman perehdytyksen onnistumisesta oli positiivinen. Tutkimuksen tuottamissa vastauksissa oli havaittavissa kiire monissakin perehdytyksen eri osa-alueissa.</p> <p>Halton Marine Oy:n kansainvälinen ja tällä hetkellä kasvava liiketoiminta edellyttää henkilöstöltä täyttä panosta töihinsä. Tämän vuoksi perehdytyksestä lähtien kaikki yrityksen toiminnot pitäisi virittää mahdollisimman dynaamisiksi, jotta kaikista toiminnoista saataisiin lähes maksimaalinen hyöty esiin nopeasti.</p>		
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Abstract <p>This thesis discusses the development of orientation in an international company. The commissioner of this thesis is Halton Marine Oy and the purpose is to study the current state of the orientation process and to consider development matters and opportunities.</p> <p>Orientation plays an important when building and ensuring employee's knowledge and commitment. Well planned and organized orientation can create good image about employer in the beginning. Mentors' good commitment and professionalism create opportunity for new employee to learn effectively information about organization, organization's functional modes and working community.</p> <p>The thesis consists of theoretical and empirical part. The theoretical frame will be created first by using literature and printed publications. The empirical part was carried out as a qualitative research using thematic surveys for collecting data. Attendees of this study works both in Finland and abroad. The research problem was to determine the current state of orientation and collect experiences from employees who have gone through the orientation process.</p> <p>The study shows that the experience of the staff varied lot among the attendees. Experienced orientation processes had different lengths and structures, but still overall picture of orientation's success was positive. There was also seen in study that hurry was present in different sub-sections of orientation.</p> <p>Halton Marine Oy's international and currently growing business requires personnel to perform as their best all the time. Therefore, starting from orientation all of the company's functions should be dynamic, So the maximum benefits would be seen quickly.</p>		
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# **1. INTRODUCTION**

This thesis was commissioned by Halton Marine, which operates in the global off- and onshore ventilation business. Part of Halton Marine's employees work abroad and working community is multicultural. Halton Marine's operations are project and process orientated, which means that every employee needs to know their place in processes. Effective orientation process will prepare new employees as functioning parts of processes. Detailed projects need highly effective processes, which are managed by employees in different phases.

## **1.1 Background of the study**

This study observes orientation process and its' effectiveness. Study focuses to the flaws of orientation process and compares reality to expectations. Orientation is difficult to plan, because employees need different abilities and knowledge in different jobs. Halton Marine's employees work around the globe, so it is important to ensure they learn on maximum level during orientation. Halton Marine has three strategic business units (SBU), which are SBU Lahti, SBU Shanghai and SBU Nashville. This study focuses on SBU Lahti as one object.

## **1.2 Research method and the scope of the thesis**

This study is conducted as a qualitative study to get comprehensive understanding about the current state of orientation in Halton Marine. Theme surveys are used for collecting the data, because problems and flaws are unclear and diverse. Theme surveys give possibility for attendees to unload their thoughts. Themed questions in survey also divide topics in survey to few sections. This study aims to provide development ideas for the organization, which was also meant in survey.

Orientation process is different for production workers and clerical employees. This study focuses to clerical employees. The orientation process of clerical employees includes much more topics, because working in the beginning of processes requires different abilities and knowledge. Orientation is also different for different jobs among clerical employees. It is challenging to define which information is important to whom.

### **1.3 Structure of the thesis**

This thesis consists of theoretical and empirical parts. The theoretical frame is based on printed literature. Topics in theoretical part also imitate the structure of survey. Theoretical part goes through legal issues which have to be taken into account in orientation, followed by information how to plan orientation. Theoretical part ends to learning models and information about the mentor. Empirical part of the thesis observes how these theoretical topics have been handled in the organization. The research problem is the effectiveness of orientation process and how to develop it. In the end of empirical part will be introduced development suggestions and results of the study.

## **2. THEORY ABOUT ORIENTATION**

### **2.1 Orientation and law**

Working and learning to it highly secured by law. There are lot straight regulations and references to orientation. It is employer's responsibility to guide employees to their work. Contracts of Employment Act, industrial safety and co-operation act especially deals with orientation. Labour legislation is mostly imperative law. In collective agreement or employment contract is separately mentioned those things, which may weaken employee's rights. First of all labour legislation is for protecting employees, so operating by the law is important. (Kupias & Peltola 2009, 20.)

Taking good care of orientation, company can support their strategy and builds fair reputation on employer market. Labour legislation is compared to traffic rules. Rules should be known and everybody acts like them. For the employer, the minimum requirement is abide by the law. In many businesses collative labour agreement supplements the labour legislation. For gaining more trust, regulations and terms of agreement should be followed. (Kupias & Peltola 2009, 21.)

Contracts of employment acts say that employers must take care of employees' possibility to keep up with their work. Also in case of the company's operations, work itself or working methods changes or develops. This generally binding part of contracts of employment acts affect new and old employees alike. Employer also has to aspire to improve employees' possibilities to develop themselves in their career. These things may sound obvious, but in real life there are lot of obstacles which could make them hard to achieve. (Kupias & Peltola 2009, 21.)

Lack of professional ability is one of the grounds of notice, which is mentioned in contracts of employment act. When valuating employee's lack of professional ability, employer has to pay attention to employee's possibilities to improve his or her professional abilities. Employer cannot invoke in those shortages which they have known or should have be known when hiring a new employee. These things have to be checked out during interview and selection phase. The person who is responsible for hiring plans how they can fix employee's lack of professional abilities during their own orientation process. By providing proper orientation employer gives possibility to employee to show their professional competence. If employee did not pursue to improve his or her professional abilities, this should be taken into account when valuating grounds of notice. Development and feedback discussions are very important for both sides of the employment contract. In these discussions employer evaluates employee's performance and how he or she has improved professional skills. (Kupias & Peltola 2009, 22-23.)

Safety at work is very important. Working conditions have to be safety for every employee. Law of working safety states that employers have to ensure that working is safe and employees' health cannot be endangered. Safety at work needs a lot of tailoring, because work itself, working conditions, employee and working environment has to take into account. Many companies take safety at work as the prime point of their orientation and it will easily build trust at the early stage of employment. Safety at work includes a lot of different things. Employer need to advice and give sufficiently information about the danger factors in the company. Clients, machines and devices are the most common ones. Taking good care of ergonomics at work decreases dynamic load to employee. Work place for new employee should be tailored, so dynamic load does not cause any troubles. (Kupias & Peltola 2009, 23.)

Equality law supplements the law of working safety. Employer has to improve equality between women and men. *"Law of equality denies discrimination in working life on the grounds of age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, health, disability, sexual orientation or other personal characteristics."* (Finlex 2014.) In orientation process employer had to create equal possibilities to succeed in her or his job, no matter what sex or background she or he has. Employer has to see through their own orientation process and think how they can manage to run an equal orientation process. Every risk factors should be taken care of when planning an orientation process. (Kupias & Peltola 2009, 25.)

Co-operation act lays down that there has to be negotiations between employer and employee when there is coming recruitments, arranges or changes which influences staff's status. This law tries to develop important communication in the company. Especially general interaction, information and employees chances to interact matters in their company. Arrangements of orientation in the company have mentioned specially in co-operation act. If there are more than 20 employees in the company,

industrial safety commission will also take part to orientation planning. They will plan given guidance and education, need of orientation and arrangements. Because co-operation act tries to develop information and communication in the company, orientation process should be also noticeable. Employees need to see what kind of guidance and orientation their new co-workers get. They will also notice the orientation which they will have if changing duty at work. (Kupias & Peltola 2009, 25-26.)

In collective labour agreements orientation is usually mentioned. Especially in the articles of salaries. Mentor in many cases has additional commission or mentoring can increase his or her job description's competence classification and influence that way to the salary. Finnish labour legislation emphasizes employers' responsibility nowadays in case of integrating orientation, whereas employees' responsibility and activity emphasizes in dialogical orientation. Employees should develop their competence actively, which can be noticed more and more in today's collective labour agreements. (Kupias & Peltola 2009, 26.)

## **2.2 Planning the orientation, importance and goal**

When new recruitment is chosen, employer begins to plan the orientation. First of all there is the job, why there was a need to recruit new employee. When planning the orientation, employer should think is there possibility to change job demands more suitable for new employee. In many cases there is not perfect match who fits in already existing job demands. Of course employer can make a decision that they try to hold on existing job demands and orientate new employee so close to that as possible. (Honkaniemi ym. 2006, 158.)

Orientation is part of a new job, so it is important that employer has booked enough time for that. As a first good goal employer, and also employee, can set that new employee is not only learning which is taught, but he or she turns into active learner who search and learn information spontaneous. When new employee activates,

there should be dialogues between he or she and employer, because in this point there could come up some new information and ideas for the company. These ideas can hide during the recruiting process. (Honkaniemi ym. 2006, 158-159.)

In many organizations there is ready template for orientation, which is the same for all new employees. This similar basis orientation contains for example values, vision and strategy of the organization (Kauhanen 2003, 146.). Orientation is systematic process, which has clear goals. During the process is important to check that goals have been achieved. Well planned orientation process takes into account employee's personal abilities and knowledge. Discussion with new employee is the minimum way, but aptitude test may give lot of important information for both, employer and employee. (Honkaniemi ym. 2006, 156.)

### **2.3 Orientation process**

Orientation process begins long before new employee walks into the organization. It is possible to interpret that orientation lasts during the whole career in organization. (Kupias & Peltola 2009, 102.) Express that orientation process could be divided in sections:

- Before orientation
- Recruiting phase
- Before coming to work
  - Welcoming
  - First day
  - First week
  - First month
  - After trial period
  - During employment
  - Expiry of employment

Orientation planning begins with defining requirements and needed know-how of new job. It is possible that the job is ready, so there are pretty clear visions about requirements of new employee. If there is not clear vision of requirements what is needed from new employee, organization might look for a person who they find pliant. Recruiting process is very important phase of orientation process, in which ap-

plicants will be informed about the demand of assignment, work community and organization. For following phases of orientation process, good recruiting process gives solid base and opportunity to success with new recruitment. (Kupias & Peltola 2009, 102-103.)

The planning of orientation is good to begin, when new recruitment is chosen and his or her abilities are known. The chosen focus of orientation depends the assignment. If the assignment has clear borders and tasks, the focus is in demands of work itself and orientating in those. If the assignment is not clear and new recruitment is chosen to supplement the organization, focus of orientation has to be that organization will get maximum performance out from new recruitment. These both focus points still need the same basic orientation about values, vision and strategy of organization. (Kupias & Peltola 2009, 103.)

New employee's supervisor takes care of practical issues before the employee walks in the first time. These practical issues are for example preparing a work place, tools and devices. Of course supervisor also names mentor, team and assistant to secure effective orientation. It depends about the assignment how many persons are involved in orientation. Supervisor also informs organization about orientation, so everyone knows who are responsible. Most important thing is signing the employment contract. (Helsilä & Salojärvi 2009, 139.)

Welcoming new employee and his or her first day are very important phases. Those are important because employee will remember his or her early steps clearly. Good first impression is needed to make, both ways. New employee's closest supervisor should be welcoming new comer in. First day should be calm and atmosphere relaxed. Only urgent matters should be taken care of during first day. Assigning keys and works pass, showing employee's work place and introducing his or her closest workmates. Also going through the orientation plan together gives safety for new employee. (Kupias & Peltola 2009, 105.)

Employee's first month should be planned exactly preventing "empty space" appearing in the schedule. This may look sloppiness for employee and he or she may feel that organization has not invest enough interest in orientation. During first month, even during first days, employee should get together with work tasks. New employee wants to be useful and show his or her abilities for supervisor and organization. In many cases orientation is good to link with real work tasks, which were the reason for recruiting in first place. How much knowledge and information about organization employee will need, depends about assignment. In some assignments you need to understand the whole organization and its' processes. In some assignments you need to know only your job. (Kupias & Peltola 2009, 105-107.)

Supervisor should arrange meetings with new employee to catch up how orientation is processing, especially if employee's assignment is not very clearly specified. These meetings are very important for two-way feedback. Employee might have seen some matters which may be handled differently, in orientation process or even in organization's processes generally. (Kupias & Peltola 2009, 107.)

During orientation, group of people may give their own presentation for new employee about their own part of processes and sectors of organization. Some of employees may feel this little confusing. In these cases conversations between supervisor or mentor and employee are important, because supervisor or mentor can connect these different presentations together. (Hokkanen, Mäkelä & Taatila 2008, 66-67.)

Trial period is kind of honeymoon between employee and organization. Often trial period lasts 4 months according the law. Normally most of the orientation process and development of it has been done in shorter period of time. Main goal is that new employee knows his or her tasks and place in processes and organization. Also getting to be a part of working community is a target. After trial period there is good to

have meeting, where supervisor and employee go through this period and learn from each other. (Kupias & Peltola 2009, 109.)

In the end of trial period organization's and employee's ways may go different ways, but it should be handled smart, from both sides. Of course ways can go different ways long after beginning, but always those situations need to be handled smart. Even though emotions come into the conversation, efficient two-way communication and feedback is very valuable. (Kupias & Peltola 2009, 109-110.)

## **2.4 Learning and individuality**

In this chapter has been focused on two different learning models. Although there is many common factors in those models. In summary every individual has their own way to learn, but still same models roughly profiles them in few sections.

### **2.4.1 Two parts of learning (Kupias, 2007.)**

Learning can be roughly divided in three parts. Application of information can be seen as repetitive using of information in tasks. Next more developed steps understand learning and creative learning. In these two individual can use the information in wider perspective. (Kupias & Peltola 2009, 114.)

Depending of tasks, there is always repetitive learning used during orientation. In repetitive learning new employee is in receptive role and all the learning happens by repeat. In every orientation process one of the goals are that some tasks which are used every day, are learned by using repetitive learning. (Kupias & Peltola 2009, 114-115.)

In understanding learning the role of new employee change from receptive to active learner. Learner have to understand taught things. New employee actively process information in their mind and try to understand it well. New employee can discuss

about these things with their mentor and get clear image about learned information and tasks. Goal is that employee gets so good basis from orientation, that he or she can apply information in the job. (Kupias & Peltola 2009, 115.)

Creative learning is the most developed phase of these three. New employee is more active and orientation becomes dialogical. Nowadays is general that mentor and employee has conversation about learned thing and orientation. In active learning goal is to find new things and even criticise some methods. This kind of orientation and learning need lot of information and knowledge about discussed matters. Organization will obtain benefit out of new employee right from the beginning this way. (Kupias & Peltola 2009, 115-116.)

#### 2.4.2 Experimental learning cycle

Kupias & Peltola (2009) enlarge Kolb's experimental learning cycle and writes about individuals' types of learning based on different phases of cycle. Concrete experienter learns the best when going openly to new situations and changing experiences and thoughts with other learners. Tales and concrete cases make this kind of individual excited and become aware of taught matters. Comfortable learning atmosphere is important, because presenting own feelings and experiences is characteristic for this kind of learner. In orientation process mentor will get best connection with employee by telling tales and concrete examples about own job and working community. (Kupias & Peltola 2009, 123.)

One type of learners is ruminative observer. They want to familiarize themselves properly with taught matters and sometimes it takes maybe more time. Often they approach taught matters from many different angles and this may make them look critical and evaluating. Mentor should be ready to explain matters from different angles, because ruminative observer demands answer and different point of view. (Kupias & Peltola 2009, 123.)

Some learners get the most out of situations where information and details are scattered. Conceptualization of scattered information gives them opportunity to understand and learn matters easily from lectures for example. They enjoy impersonal learning situation unlike concrete experiencers need opportunity to change thoughts with others. Written orientation material is important for them and they can make a picture of whole orientation process in their mind just having that kind of material. (Kupias & Peltola 2009, 123-124.)

Fourth type learns the best by trying matters straight away in practise. Long lectures and conversations make them impatient. Participating experimenter unlike ruminative observer likes action and learns best way by doing. Mentor should be ready to provide participating experimenters concrete tasks during orientation process and often learning comes by doing. (Kupias & Peltola 2009, 124.)

## **2.5 Mentor**

Mentors has very important role in orientation process. Everyone who are named as part of orientation process, contributes and supports new employee's learning. All of the mentors have to be familiar with their own conception of learning, because it gives possibility to plan and run the orientation process. In previous section were introduced different learning types and learning cycle. Mentor have to know new employee's learning type for effective orientation and when planning orientation process mentor should also examine own behaviour and thoughts. In following chapters will be introduced subjects which can modify the orientation plan when discussing about teaching matters. (Kupias & Peltola 2009, 125.)

Earlier experience and competence can provide solid base for employee's learning. Past has taught what employee considers to be important. During orientation process new things will be taught over and above old knowledge. Mentor should discuss

and find out new employee's background and earlier experiences to build up effective learning methods. Mentor also can change own teaching methods, if found out that employee needs different kind of orientation than has been planned. Dialogical orientation keeps both, mentor and employee, on track and they can develop orientation process during it. Effective discussion also prevents possibility that earlier experiences are blocking the learning of new. (Kupias & Peltola 2009, 127.)

Clear goals of orientation process and individual requirements have to be planned and set before starting the orientation process. Mentor and supervisor will have good tool to follow progress of orientation, when goals have been set for every section of process. Reaching the goals of individuals are easy way to measure success of orientation. Achieving goals becomes more complicated when there are more employees in same orientation process. They all have different requirements and experiences, which make orientation more challenging. Way of teaching has to be modified to fit for all of employees. Individual goals of orientation give responsibility for employees themselves also to keep track of learning. (Kupias & Peltola 2009, 128.)

Constructivism is one of the prevalent view nowadays. It means that people build models, schemas, about the world, living and phenomenon which are related to those. These models help to organize information which is out there. These models can be built and planned by the organization, so mentor can use them to help learning in orientation process. Of course these models can be helpful for mentor also to analyse information. (Kupias & Peltola 2009, 131.)

In organizations many of their actions and strategies bases on processes. By linking schemas to already existing processes can be easier to understand for new employees and they will already get examples about real processes of organization. Taught matters which are related to real processes can also increase motivation of employees. In orientation processes it is important that employees will get clear general

view about processes and then learn their parts of them. (Kupias & Peltola 2009, 131-132.)

### **3 CASE HALTON MARINE**

Halton Marine commissioned this thesis. One of the key points of Halton Marine is continuous improvement. This is seen in every part of organization and its' processes. Halton Marine's future seems bright and there comes new recruitments once a while. Reason for this thesis is efficiency to get abilities of new employees into use. Challenge is that there is not many employees with same job description, which means that orientation process need to be efficient and flexible.

In this empirical part will be introduced Halton Group and Halton Marine, research method and orientation nowadays in organization. At the end will be development suggestions and conclusion of research.

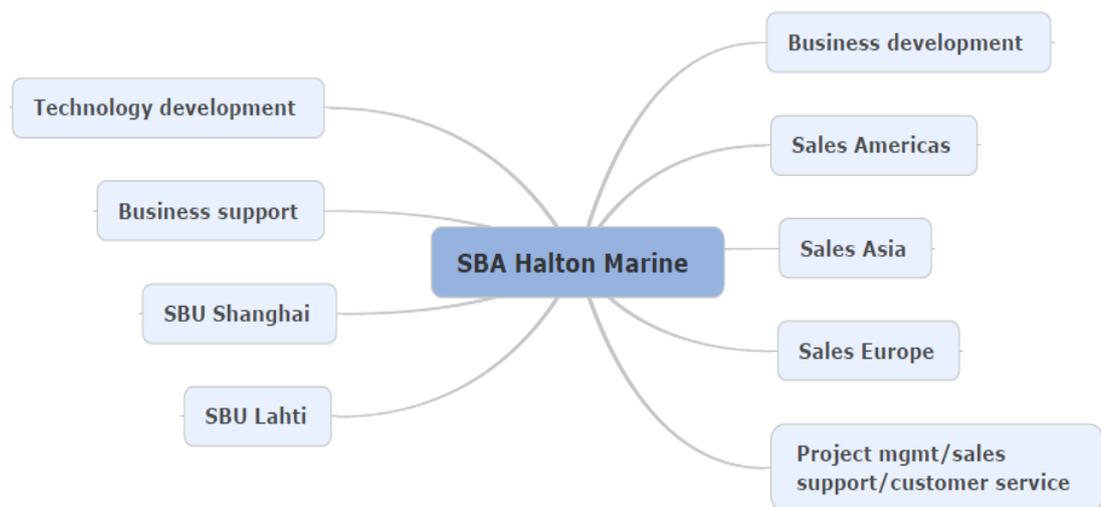
#### **3.1 Halton Group**

Halton Marine is part of the Halton Group. Halton founded in 1969 in Iitti, Finland. Halton Group has operations in over 25 countries. In year 2014 the turnover of the Halton Group was ... million euros and it employs more than 1200 employees. Halton Group provides enhancing systems, products and services for energy saving and energy efficient indoor environments.

Halton Group is divided in three different strategic business areas; Halton Marine, Halton and Halton Foodservice. Strategic business area (SBA) is combination of market based on behaviour of demand and competition and products. SBA is an independent strategic entirety, which has developed as a result of markets' segmentation. SBA Halton offers products and services for consumers. SBA Foodservice provides products and services which are specified for kitchen ventilation. Customers are mainly restaurants and hotels. Also hospitals, schools and other public buildings

can be customers, when they have their own customers. (Halton 2015; Halton Food-service 2015; Halton Group 2015.)

### 3.1.1 Halton Marine



**Figure 1. Halton Marine SBA (Halton Marine 2015.)**

Halton Marine offers climate solutions based on demands of marine, navy, energy and oil & gas customers. These solutions which are offered may contain services and products for cabin and galley ventilation, air intake products, HVAC dampers and services, airflow management and air distribution (Halton Marine 2015.) Halton Marine started as one of the Halton Group's SBAs (Strategic Business Areas) in Lahti factory in year 1996. Business began to grow and it has become very international this couple of decades. Nowadays Halton Marine has SBUs (Strategic Business Unit) in Lahti, Shanghai. There are also 8 sales offices abroad and over 25 distributors around the globe. More than 97% of Halton Marine's customers are abroad, which makes Halton Marine's business pretty international. (Halton Marine 2015.)

### 3.2 Orientation process in Halton Marine

Company wanted to include objectively described process of orientation into the study to see how their orientation process looks to outside. In this chapter will be described the orientation process of one foreign clerical employee, which the author was observing. This particular orientation process lasts 9 working days. New employee was at the working place from 9am to 3pm or 4pm. These days were divided in several sections, which will be open better for later on. There were practical and theoretical sections in orientation process, which will be introduced better later on. Straight from the orientation schedule were seen that at least 12 mentors or specialists of different sectors were going to be part of orientation process.

As told before, orientation days last 6-7 hours per day, which can be seen pretty good length. It was good that days began at 9am, not 8am. This gave possibility for mentors and specialists to prepare the starts of the days without hurry and it gave impression to new employee that organization wants to invest energy in orientation. Orientation days could be divided roughly into two different parts. Before the lunch orientation included theoretical lectures and in the afternoon orientation became more practical. This splitting seemed to work pretty well, because lunch is great way to separate theoretical and practical phases from each other.

Couple hours before lunch were theory and information about organization and its' different sections. This theoretical part was led by several specialists of sections. There were couple different subjects every morning, so the information flood was pretty hard for new employee. Mentors and specialist were asking questions from new employee pretty much to ensure that taught matters have been learnt. This amount of information in short period needs competence and ability to adapt new matters into already existing schemes. When there would be more than one employee in same orientation, is it possible to be sure that everyone learn as same speed.

Afternoons were more practical. New employee had opportunity to use information from mornings to do real tasks, in this case quotations. In first couple of days there was mentor teaching how the internal computer system works and showing how to use it. This system looked pretty easy to learn and that is why the mentor was doing these tasks hand in hand with employee only couple days. Rest of remaining day's employee asked if there came so problem, which was not able to solve with existing knowledge.

Couple of things rose as questions. How to be sure that new employee learn and understand taught matters? Is it good to have so many specialists teaching these matters? Of course it would be seen in work if employee has learnt matters, but does he or she really understood the matters. Number of mentors and specialist were pretty high; does it need to be that high? Of course there is many phases in different processes, so employees from those phases are specialists to tell their tasks and run their section in orientation process.

### **3.3 Experiences from employees**

In this chapter will be discussed experiences which were collected by survey. Organization gave newest employee who to use in this research. These employees are part of clerical staff. These results will be discussed in same order as they were in survey. Survey defines duration and structure of orientation, behavior and teaching methods of mentors and follow-up of orientation process.

The duration of orientation varies from 3 days to couple of weeks, depending on job description. Half of the employees who responded to survey said that duration was long enough and other half said it was not even close long enough. Employees who said that orientation was long enough also mentioned that there were several subjects which left unclear.

Structure of orientation process also got comments from side to side. One employee said that would not change a thing of it and couple of employees had comments and proposals straight away. But most of employees who responded had some improvements on their mind. Depending of the job, employees feel different matters more important than others. Most critical matter which came up, was that there were not any written orientation plan for employees. Written orientation plan provides general view of becoming matters for employee and also makes possible to follow-up afterwards. Basically all kind of written material will be useful for new employees, because they can build general views also out of smaller sections.

Some of employees said it would be good to spend more time in production. Because products are in the center of Halton Marine's business, employees want to know better what they are working with. It does not matter if employee handles products daily or work only via informational systems with those products, they still are willing to know products pretty precisely. Employees mentioned that there were some scheduled time in production, but they felt it was way too short. They only got chance to scratch the surface of production's processes and products.

Answers regarding mentors and specialists of some section were mostly positive. Over half of the attendees thought that people who were teaching matters and processes about their part of organization were good and very well prepared. This is very positive thing, because without committed mentors the learning of new employees is difficult and unstructured.

Most of the attendees of survey were the only ones in orientation. This has made dialogical orientation and two-way conversation possible. They were happy to have chance for dialogs, because almost everyone felt they got answers to their questions and problems. Also being alone with the mentor or specialist during orientation makes possible for mentor to change his or her teaching methods. If mentor is able to teach his or her matters from different angle, it will build confidence in their

know-how. Also attendees who had their orientation in a group, they felt the same about the mentor or specialist.

Last section of the survey was about the end of orientation process and follow-up. One question was about attendees' knowledge and received information. Second question was about two-way conversation with supervisor. Majority of the attendees know who to contact if they have some questions and they need support. Same majority also mentioned that they always get answers to their questions and people are active and ready to help. Small minority mentioned that organizational chart and some sections left unclear, because some parts was left out of attendee's orientation. Knowing at least main things and people who are responsible about different operations helps new employee to build vision for themselves.

Second question of last section was about two-way conversation between employee and supervisor. This dialogical orientation is very important at least in some parts of orientation process. In survey was asked had attendees been asked about development and improvement ideas. Half of the attendees told they have been asked for some ideas and other half told they have not been asked any ideas. New employees who come from outside of the organization may have some new ideas and different viewpoint to matters in the organization. It is very normal phenomenon that employees inside the organization become "blind" to some flaws, which in other hand are very obvious for new employee. These kinds of ideas and notes should be asked during and especially after the orientation process.

### **3.4 Conclusion and development suggestions**

In this chapter the author summarizes the results of the study. Author's development suggestions for some of the biggest troubles and concerns will be introduced after results of different sectors. Author also speaks out some of the problems which were mentioned by attendees of survey.

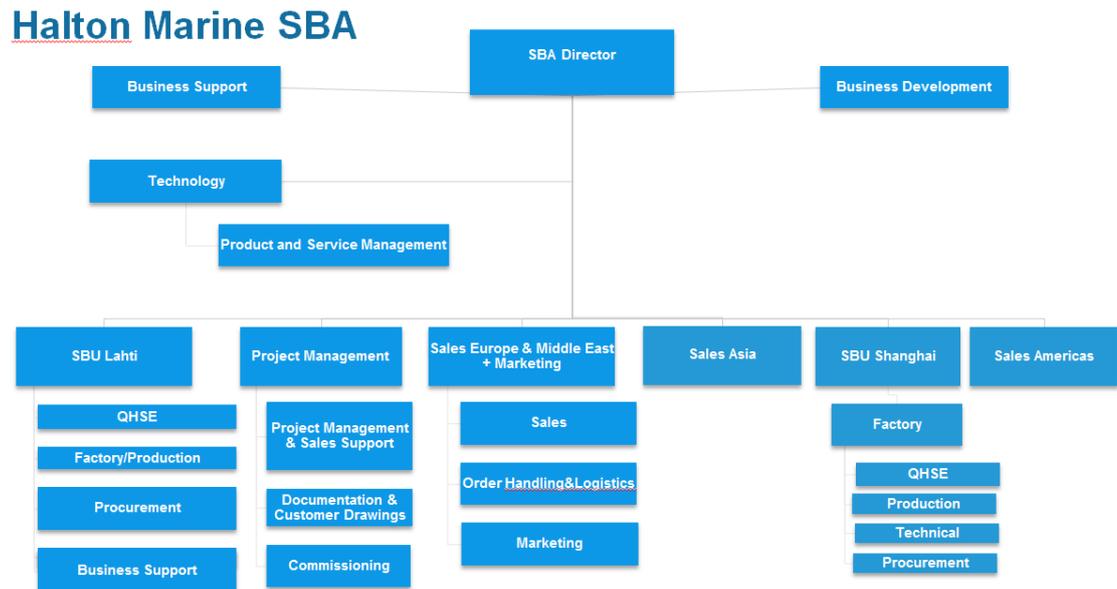
Results of the study show that mentors and specialists of sections are competent and proficient in their job. Mentors can easily change their way of teaching matters to new employees. Even though there might be more than one new employee in same orientation, mentors are able to get their part effective. It is important that organization chooses and educates willing and competent mentors for orientation of new employees. Supervisors and mentors need to be motivated to teach new employees, because motivation from both sides helps orientation process to reach its' goals.

One matter which came out from surveys was that some of mentors keep their orientation material as their own property. This sounds very strange and alarming, because all information which is used in orientation process should be handled to new employees. Employee absorbs information from their mentor in orientation and material what mentor especially uses, could be the best for employee to learn and go through later on. All kind of unwritten knowledge of processes is good to have in written. At least this should be the goal for organization. Old employees have a lot of unwritten knowledge and in the long run this kind of knowledge has taught them many working patterns. These patterns have been noticed to be good and those makes working more fluent. These patterns should be written open and this way it is possible to detect unwritten knowledge in patterns and transform it to written.

From surveys also popped up one particular sector, organizational chart and job descriptions. Study shows that job descriptions are deficient or they are not existing for all jobs. Job descriptions make organizations to look more systematic and that is why there should be clear job descriptions. Systematic actions of organization are desirable, because those make organization to look competent. Clear and up to date job description will give good start for orientation. New employees need goals for their orientation which are pointed from organization. When organization has good database of job descriptions, supervisor or who is responsible about orientation process can easily get goals for new employee. The minimum demand is that new employee

will learn his or her own job. In job description there are mentioned all the tasks and responsibilities of the particular job, so employee can see easily what is expected from him or her. During orientation process new employee can keep given job description as a checklist, so also the employee knows the progress of orientation.

Organizational chart is unknown for many employees. For not presenting the chart in every orientation is selected way of run the orientation. As a suggestion author of this study thinks that the organizational chart should be presented for everyone in their orientation. Seeing the organizational chart would not harm anybody. Many employees want to see wider picture of organization and its' structure instead. Having wider and better picture about organizational structure provides possibility to understand and analyze processes better, in which employees are attached to.



**Figure 2. Halton Marine SBA's organizational chart (Halton Marine, 2015.)**

When connecting these two previous matters together, it would be good to have detailed organizational chart with job descriptions. This would be great tool for everyone, who is interested about the organization and different sectors of it. New employees would get a lot out of this kind of organizational chart, because there it would be possible to see tasks and responsibilities of co-workers. Uncertainty of employees' tasks and lack of wider picture about the organization's structure would be mostly removed with this tool. This tool could be built in already existing chart like above.

The biggest concern to author which came up during this study was hurry. Lack of time was also mentioned by many attendees, so it should be taken seriously in future orientation processes. Especially time in production was mentioned by clerical employees to be too short, which could be easily fixed. Sales of products are the main thing for the company. Every job inside the company is linked to products somehow. Clerical employees work in the beginning of products' process chain. Their jobs are roughly expressed about dealing with quotations, handling and tailoring orders and

all kind of communication with customers. Clerical employees' job is to check up on everything to be clear for production workers.

As a suggestion for previous concern the author proposes more time for clerical employees to work and practice in production with real products. Time for this could be taken from beginning of the orientation process, meaning recruiting. Organization notices the need of new recruitment long before the actual recruitment happens. Needed and wished extra time in production is not about months or weeks, but days or week. Such amount of time organization should be ready to invest in clerical employees' orientation process. Within this extra time new employee can familiarize with several products more exactly. Often it also takes time for questions to rise up inside the head of new employee. Before recognizing unclear matters you need to understand matters in wider perspective first. These questions can also often be sign for supervisor and employee him- or herself that matters have been understand and orientation has reached some of its goals.

Study shows that attendees of survey wanted and were pleased to get concretized and practical orientation. Study also shows that after the orientation process, all employees were able to start working by themselves. They knew basic tasks and were able to adapt their knowledge and skills when some problems came up. All of the attendees knew who to contact when they had problems which they could not solve by themselves. Some of clerical employees, who answered the survey, thought it would be good to have more practice in different phases of processes. It takes time from mentor and supervisor to arrange orientation this way, but it will pay itself back in near future.

Suggestion for this mentioned case is that new employees will go through the whole process chain of products and see or even do tasks in different phases. This will give them an idea, how their own job will influence other phases and what had to be noticed. Clerical employees work with products normally via computer. It would be

highly recommended to see these products on computer and in production. Company handles a huge amount of technical information about products, but many of employees cannot show what these technical information means on real products in production. Of course all of the employees do not need to know products specifically, but it would not harm them. In this matter also the wider picture for new employees is better.

In orientation process this could be solved by giving instructions for all of the new employees to go and see these product specifications which are written in real products. Supervisor or mentor has to encourage new clerical employees to work together with production workers, because dialogs can give a lot of information, which could easily stay unknown. This unwritten knowledge normally does not absorb from production workers to clerical employees because of small amount of dialogs and spent time together. Normally it is also much easier for clerical employees to go to production and start these dialogs. This difference between attitudes of clerical employee and production worker is hard to change. Even though in organization there is open atmosphere, it is still easily seen that production workers do not gravitate to have dialogs with clerical employees as easily as other way around.

There should be more dialogical orientation in the organization. It was seen during the study that there are new employee - supervisor and new employee – mentor conversations, but often those are too unofficial. Of course it is good to have these unofficial conversations between employees from different level of hierarchy. There should be more official conversations. Supervisor and whole organization have to be interested about new employee and his or her ideas and point of views. Often new employees see flaws in organization clearly, for which older employees have become blind.

These ideas and flaws are important to collect and discuss out from new comer. During study it was recognized that organization and supervisor often ask for ideas and

notes from new comer, but not always. Asking or almost insisting these ideas from every new employee should be taken as a part of orientation process. Organization and supervisor also have to active with these ideas. If employee shares his or her ideas or concern, it will be expected that organization also handles those notes. When organization has handled ideas or concerns, it will be informed to employee from who these notes came. Follow-up of shared ideas should be taken as a part of some employees' tasks. This kind of action builds confidence towards the organization and it will show that organization wants to develop in every sections. Other way around, it does not look good if organization insists notes and development ideas, but then does not do anything to push those ahead.

When planning the orientation process, individuality has to be taken into account. Like mentioned before, every employee is an individual and everyone has their own way to learn. These learning types should be a part of planning orientation process. As a suggestion for company, these learning types can be determined roughly during recruiting process. People who are responsible about recruiting can launch planning of orientation process already when recruiting. Even though there might be several employees still in recruiting process, people who are responsible about orientation can begin. Right away when learning types of new possible employees have been determined, planners of orientation can begin to think different ways of teaching.

For example the model of learning styles by Honey and Mumford can divide people roughly in 4 different learning types; activist, theorist, pragmatist and reflector. This figure is shows the results of the survey built by Honey and Mumford. This 40 or 80 questions long survey could provide important information for organization how to plan the orientation process for selected recruits. People usually has one of those four as a dominative learning style. There is also lot of people who can adapt their learning into all of these four styles. More is better in this matter (Grönfors 2010, 40.). Regarding to Grönfors' statement, these multitalents should be recognized already during recruiting process.

## 4 CONCLUSION

This thesis was commissioned by Halton Marine Oy. It observed orientation process and current state of it in the SBU Lahti. Halton Marine's operations are customer orientated, which means that organization's functions have to be dynamic. Employees in Halton Marine has been adopted this attitude for their tasks and actions. This study aimed to provide development suggestions about orientation process. These suggestions based on answers of survey, which was taken for clerical employees.

The theoretical frame built by using printed and electronical sources. Theoretical frame consist of legal perspective, orientation process and employee – mentor – relationship. Orientation process has been approached from two angles; planning it and what orientation process need to contain. In empirical part the study includes current state of orientation process in Halton Marine's SBU Lahti. Results were collected by thematic survey for clerical employees, which gave answers divided in few topics. Topics of survey were structure of orientation process, mentors' competency, teaching styles, follow-up and amount and quality of dialogical orientation.

As a conclusion of study, orientation in SBU Lahti is on pretty good level. There were differences between orientations of different jobs. This is understandable in some cases, because of hierarchical differences. Still there were differences also between same jobs. It is individual how employees experience orientation and mentors way of teaching. Main goal of orientation is to ensure that all of the employees learn taught information and how to use internal information system.

*"Good orientation has been carefully planned and sacrificed time"* (Saarikka 2013.) As a main suggestion for the organization the previous sentence summarizes results of the study. Planning the orientation process for recruited employees has to more precise. Especially finding out learning styles of new recruits, which should be one

viewpoint for planning. Learning styles and information which is needed to learn, should go hand in hand.

### **Reliability and exploitability**

Results of the study can be used for developing orientation processes in Halton Marine and especially in SBU Lahti. Thematic survey produced many viewpoints and experiences about current state of orientation in SBU Lahti. Thematic interviews added to thematic survey would have given possibly more detailed information about current state of orientation. Also wider sampling of attendees would have given better results, but this survey was made for employees pointed by commissioner. Reliability of study is good, because thematic survey gave explicit answers and analyzing written answers is easy to reflect organization's vision and values. Study's final reliability and exploitability will be discussed with commissioner.

### **Author's learning**

Author's learning during thesis' process was eye-opening. Especially writing in English was challenging and time consuming. Best way to run this process would have been different, if this should be done again. Thematic survey and thematic interview together are the most effective way of collecting data. Data should have been collected also from Halton's different SBAs. Even though Halton is big employer, every orientation process seems to be different from each other. Benchmarking would have given more viewpoints for analyzing current state of orientation in SBU Lahti. Working the thesis and working at the same time is challenging, because time is limited. It would be good to have full concentration on thesis, because the process of thesis is time consuming.

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### *Graphics*

Halton Marine. 2015. Organizational chart. Intra – muokattu 9.11.2015.

## APPENDICES

Covering letter:

Hello

I am doing my Bachelor degree's final thesis for Halton Marine about organization's orientation processes. To be more precise, how to develop these processes.

I have made short survey to get your thoughts about orientation which you had.

There is 8 open questions in the survey, so I wish to get a lot of ideas from you.

Afterwards I will interview those who have thoughts and ideas how to develop organization's orientation process. You will find survey in English and Finnish attached.

Please do not hold your thoughts and let me know how to make orientation better.

Regards,

Taisto Rusanen

Survey in English:

## Interview about work orientation

Name:

Job title:

1. How long was your orientation? Was it long enough?
2. What do you think about the structure of orientation process? Do you think that information came in right order? What would you change?
3. Opinions about bosses style to run the orientation? Was their teaching style good and things were easy to understand?
4. Did you receive enough information? Did you get answers to your questions?
5. Did bosses try to change their teaching methods if some information was difficult to understand? Were bosses flexible and ready to tell something in different way?
6. If there were some other employees in orientation at the same time, did you get enough attention and were there enough personal contact (1 on 1 conversation)? Or everything happened in group?
7. After orientation: Did you know who to contact when you have questions (different segments, products, HR etc.)? Was the interaction active enough (supporting, helping, asking "how do you do" –kind of questions etc.)?
8. Did bosses asked about development ideas from you? Anything about products, processes etc. ? Often new employee see things differently when he/she comes from outside of the organization. Old employees can be "blind" to that kind of things, which are pretty obvious for new employee.

Survey in Finnish:

## Kysely perehdyttämisestä

Nimi:

Työnimike:

1. Miten kauan perehdytyksesi kesti? Oliko se mielestänne tarpeeksi pitkä?
2. Mitä mieltä olette perehdytysprosessin rakenteesta? Tuliko informaatio oikeassa järjestyksessä? Miten muuttaisit?
3. Mitä mieltä perehdyttäjien tavasta kertoa asioita? Oliko heidän opettamistyylinsä hyvä ja tuliko asiat selkeästi?
4. Saitteko tarpeeksi tietoa? Saitteko vastaukset kysymyksiinne?
5. Yrittivätkö perehdyttäjät muuttaa tapaansa kertoa asioita, mikäli jotkut asiat olivat vaikeita ymmärtää? Olivatko perehdyttäjät valmiita kertomaan asioita eri tavalla helpottaakseen ymmärtämistä?
6. Mikäli perehdyttämisjaksollasi oli läsnä muitakin työntekijöitä, saitteko tarpeeksi huomiota ja oliko mielestänne tarpeeksi henkilökohtaisia kontakteja (kahdenkeskisiä keskusteluita)? Vai tapahtuiko kaikki ryhmässä?
7. Perehdyttämisen jälkeen: Tiesittekö keneen ottaa yhteyttä, kun tulee kysymyksiä mieleen(eri segmentit, tuotteet, henkilöstöasiat jne.)? Oliko vuorovaikutus mielestänne tarpeeksi aktiivista (tukeminen, auttaminen, "miten menee"-tyyppiset kysymykset jne.)?
8. Kyseltiinkö teiltä kehittämisideoita perehdyttämisen yhteydessä? (Tuotteista, prosesseista jne.) Usein uusi työntekijä näkee asioita eri tavoin tullessaan organisaation ulkopuolelta. Kauemmin organisaatiossa työskennelleet voivat olla "sokeita" sellaisille asioille, jotka ovat uusille tulokkaille selkeitä.