

**The process of creating and implementing a tutor's guide for
international degree student tutors of HAAGA-HELIA Student
Union HELGA**

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<p>Title The process of creating and implementation of a tutor's guide for international degree student tutors of HAAGA-HELIA Student Union HELGA</p>	<p>Number of pages 41</p>
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<p>Student Union HELGA is a statutory part of HAAGA-HELIA University of Applied Sciences and among its other duties it implements tutoring activity. The meaning of tutoring is to help new students adapt into a new studying environment, familiarize into the habits and practices of HAAGA-HELIA and to create a pleasant studying community. In addition to adapting to the new studying environment, the international degree students usually need to adapt into a new country and culture. Therefore the tutors of the international degree programmes need to strive to support this adaptation process.</p> <p>The goal of this study is to produce a tutor's guide for the HELGA international degree student tutors. The guide is a useful tool in daily tutoring activity and helps the tutors support the adaptation process of the new international degree students.</p> <p>The HAAGA-HELIA and HELGA organization structure, environment and special features and needs are familiarized in the study from the perspective of tutoring. To support the creation process of the tutor's guide the study handles the most important elements in theory, including benchmarking as a process of creating a written product, elements of adaptation to a new culture and some grouping theories, and different kinds of methods for improving the readability of a guidebook.</p> <p>For creating and implementing a tutor's guide the most important elements turned out to be benchmarking, the structure of the annual calendar, adaptation and grouping methods and different means of improving readability. The study benchmarks other tutor's guides used in Finnish universities of applied sciences to get the best practices to be used in the HELGA tutor's guide. Different kinds of adaptation and grouping methods are included in the guidebook and the structure is based on the theme of easy reading.</p> <p>The outcome of this thesis is the first HELGA tutor's guide. This guide serves especially the needs of the international degree student tutors. The guidebook was made into an easily modifiable format so that it can live and develop with the rapidly changing environment.</p>	
<p>Keywords Tutor, guide, student union, benchmarking, adapting, communication</p>	

Degree Programme in International Business

<p>Kirjailija Timo Halonen</p>	<p>Ryhmä LiBBA 2008</p>
<p>Otsikko Tutorin oppaan luomis- ja toteutusprosessi HAAGA-HELIAN opiskelijakunta HELGAN kansainvälisille tutkinto-opiskelijatutoreille</p>	<p>Sivujen määrä 41</p>
<p>Ohjaaja Kevin Gore</p>	
<p>Opiskelijakunta HELGA on lakisääteinen osa HAAGA-HELIA ammattikorkeakoulua ja toteuttaa muiden velvollisuuksiensa lisäksi tutortoimintaa. Tutortoiminnan tavoite on auttaa uusia opiskelijoita sopeutumaan uuteen opiskeluympäristöön, tutustuttaa ammattikorkeakoulun toimintatapoihin sekä saada aikaan mieluista opiskeluyhteisö. Kansainvälisten tutkinto-opiskelijoiden on uuteen opiskeluympäristöön sopeutumisen lisäksi usein sopeuduttava elämään uudessa maassa ja kulttuurissa. Kansainvälisten koulutusohjelmien tutoreiden on siis myös pyrittävä tukemaan sopeutumisprosessia.</p> <p>Tämän tutkimuksen tarkoitus on tuottaa HELGAN kansainvälisille tutkinto-opiskelijatutoreille tutorin opas, joka toimii työkaluna päivittäisissä tutortoiminnoissa. Lisäksi oppaan on tarkoitus auttaa tutoreita tukemaan uusien kansainvälisten tutkinto-opiskelijoiden sopeutumisprosessia.</p> <p>Tutkimuksessa tutustutaan HAAGA-HELIAN ja HELGAN rakenteeseen, ympäristöön sekä erityispiirteisiin tutortoiminnan perspektiivistä. Tutorin oppaan luomisen tueksi käsitellään prosessin kannalta tärkeimpiä elementtejä teoriassa, muun muassa tutustutaan benchmarkingiin prosessina kirjallisen tuotoksen luomisen tukena. Tutkimuksessa käsitellään myös uuteen kulttuuriin sopeutumisen osa-alueita sekä ryhmäytymisteorioita. Lisäksi tarkastelun kohteena on erilaiset kirjoittamisen ja visuaalisen ilmaisun elementit, joilla voidaan parantaa opaskirjan luettavuutta.</p> <p>Tutorin oppaan luomis- ja toteutusprosessin kannalta tärkeimmiksi elementeiksi osoittautuivat benchmarking, vuosikalenterin rakenne, sopeutumis- ja ryhmäytymismenetelmät, sekä opaskirjan luettavuutta parantavat menetöt. Tutkimus benchmarkaa muita suomalaisissa ammattikorkeakouluissa käytössä olevia tutorin oppaita hakeakseen niistä parhaita ja sopivimpia elementtejä käytettäväksi HELGAN tutorin oppaassa. Erilaisia sopeutumista ja ryhmäytymistä edesauttavia menetelmiä on sisällytetty oppaaseen ja rakenne on luotu helppokäyttöisyyden teeman ympärille.</p> <p>Tutkimuksen tuotoksena luotiin ensimmäinen HELGAN tutorin opas, joka palvelee eritoten kansainvälisten tutkinto-opiskelijatutoreiden tarpeita. Opas toteutettiin helposti muokattavaan muotoon, jotta se pystyy elämään ja kehittymään nopeasti muuttuvan ympäristön mukana.</p>	
<p>Avainsanat Tutor, opas, opiskelijakunta, benchmarking, sopeutuminen, viestintä</p>	

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1 Introduction

This product format thesis is written to provide information for the international degree student tutors, also known as peer tutors, at HAAGA-HELIA University of Applied Sciences (later referred to HAAGA-HELIA) and sustain a high quality of tutoring from year to another. The international degree students are students coming from abroad to study a complete degree programme and must be able to adapt to the Finnish culture and lifestyle in addition to adapting to the school environment. The tutors are there to provide support, understanding and good advice for the new students. A tutor has many things to remember and as the work pace gets intense they need a task list and a reminder for all the most important topics. The product of this thesis, the tutor's guide, is written to serve that purpose.

There are over 250 new international degree students coming to study in HAAGA-HELIA annually and around 50 international student tutors to provide them support. The people acting as international student tutors are mainly international or Finnish degree students studying in international degree programmes.

1.1 Thesis objectives and scope

This thesis is a product-oriented development assignment aiming to produce a tutor's guide for the HAAGA-HELIA Student Union HELGA (later referred to HELGA). The main goal is to provide a toolkit for the international degree student tutors for helping the new international degree students adapt the Finnish environment and HAAGA-HELIA. In addition to serving as a tutor's guide for the international degree student tutors, this thesis product will be translated into Finnish and adjusted for the use of the Finnish speaking peer tutors.

1.1.1 Format

The guidebook will be composed in a fairly simple MS Word .doc format and printed out as a booklet with a regular printer. The reasons for this are simple. First of all the tutor's guide needs to be legible, agile and easily modified as the HAAGA-HELIA and HELGA environments develop and the best practices change as they are constantly

benchmarked between the different campuses. Second of all the quantity of guide books needed annually is so high that it is very convenient and cost effective for HELGA to be able to print out guide books however much they need them and whenever they need them.

1.1.2 Commissioning party

The commissioning party in this thesis is the HAAGA-HELIA Student Union HELGA. HELGA is a statutory part of the HAAGA-HELIA University of Applied Sciences and hence obviously the interests and values of HAAGA-HELIA need to be incorporated in the product. All the contents of the thesis product are approved by the HAAGA-HELIA Vice President Paula Kinnunen.

1.1.3 Copyrights

The copyrights are not an issue with this thesis product. All the contents are generated by the author and the possible names, brands and trademarks are from within the HAAGA-HELIA organization. It is obvious that HAAGA-HELIA, HELGA and the tutoring environment changes constantly so it is crucial for the guidebook to develop at the same time. Therefore, the finished guidebook and its editing and copy rights are handed over to HELGA in March 2011. Student Union HELGA will then develop and update the guidebook so that it can best serve the whole organization.

1.1.4 Stakeholders and benefits

There are several different stakeholders whose points-of-view must be taken into consideration when creating a guidebook for the tutors:

- HAAGA-HELIA executives
- HAAGA-HELIA academic advisors
- Student Union HELGA values and practices
- HELGA Head Tutors who represent the 6 different campuses and 26 different degree programmes
- Peer tutors
- New HAAGA-HELIA students

The main stakeholders benefitting from this thesis product are following:

- **New international degree students** get better guidance and advice from their tutors, helping them adapt sooner. They are encouraged to form a good and motivated group (grouping) where everyone enjoys studying and spending time with, creating a network of people in a new environment.
- **International degree peer tutors** are able to operate more independently as they have the most important tasks and pieces of advice written down in the tutor's guide, which should always be carried along with them.
- **Student Union HELGA** benefits from the independently operating tutors and can provide better support for the tutors in addition to the tutor trainings they arrange.
- **HAAGA-HELIA** gains a better image as an international university of applied sciences where international degree students are supported and helped to adjust. The HAAGA-HELIA students feel welcomed into the school and as they enjoy the group and environment they are motivated to study and graduate on schedule.

As a byproduct, the Finnish tutor's guide will additionally benefit the following stakeholders:

- **New Finnish speaking students** gain roughly the same benefits as the new international degree students as many of them have just moved to a new city and are entering a new kind of studying environment.
- **Finnish speaking peer tutors** gain the same benefits as the international degree peer tutors.

Other benefits of the tutor's guide include:

- Creating mutual practices for all HAAGA-HELIA campuses and units
- Unifying the school and strengthening the mutual culture
- Making the tutors' actions more coordinated.

The building and development process of the tutor's guide will be supported by a theoretical background and documented step by step to explicate how a similar product can be done.

1.2 The author's background

To explain the reasons how the topic for this thesis product was chosen and where many of these insights come from we need to briefly examine the background of the author. The author of this thesis and the guidebook has been an active member in the HELGA organization for two years. There is experience from Tampere University of Applied Sciences Student Union TAMKO tutoring environment as well, bringing good practices and benchmark for developing the HELGA tutoring. Author Timo Halonen's experience as an active part of student union operations is listed below:

- TAMKO tutor 06/2006 – 12/2006
- HELGA Board Tutor Coordinator 01/2009 – 12/2009
- HELGA Representatives 01/2010 – 05/2010
- HELGA Board Vice Chairman and Callidus-tutor Coordinator 05/2010 – 12/2010

The experience from HELGA tutoring environment has played a major role in the creation of this guidebook. It is easy to learn the main challenges and bottlenecks in the organization and tutoring organization when leading the tutoring activity and getting immediate feedback from the Head Tutors of different campuses and degree programmes, as well as from the peer tutors and the new students. This knowhow brought along by the experience has affected the contents and structure of the guidebook created.

1.3 HAAGA-HELIA University of Applied Sciences as a tutoring environment

In order to understand many of the issues and topics handled in this thesis and included in the tutor's guide, it is crucial to understand the HAAGA-HELIA and Student Union HELGA organizations and operations. Therefore, these organizations are described in the following paragraphs in more detail, mainly from an international tutoring perspective.

Alltogether around two thousand new students begin their studies in HAAGA-HELIA University of Applied Sciences annually. It is obvious that helping thousands of new members adapt to the HAAGA-HELIA environment is a critical function of the organization. Therefore, there must be organizationwide processes created to keep the quality high and uniform. HAAGA HELIA has a very international image and has a large number of international students, so it is extremely important to maintain that image and be a hospitable environment for all internationality.

HAAGA-HELIA consists of six physical campuses and has nine different educational units. The geographical and sectorial dispersion sets some challenges for creating and maintaining mutual best practices. Haaga University of Applied Sciences and Helia University of Applied Sciences were united in the beginning of calendar year 2007. The merger caused some cultural clash but altogether it can be said to have been a successful union, as only three years later, in 2010, the operation runs smoothly and HAAGA-HELIA has been able to gain an extremely good reputation among the Finnish corporate environment and in the international university scene.

HAAGA-HELIA in numbers

- 10 500 students
- 350 departing exchange students
- 330 arriving exchange students
- approximately 1 000 international degree students
- approximately 450 teachers
- approximately 250 other personnel
- over 500 teacher students
- 180 cooperative universities

Figure 1. Some of the HAAGA-HELIA UAS key numbers (HAAGA-HELIA 2010)

1.4 HAAGA-HELIA Student Union HELGA tutoring organization

HAAGA-HELIA Student Union HELGA is a statutory part of HAAGA-HELIA. From the 10 500 students of HAAGA-HELIA, HELGA has 6 500 members (Mertala, J. 11.5.2011.) which is a very good percentage in the Finnish UAS environment as there is no automatic membership like there is in the Finnish universities. The HELGA organization is made up of the Representatives and the Board. The Representatives are chosen by the students of HAAGA-HELIA in an annual election. The Representatives then choose the members of the Board and are responsible for co-ordinating and guiding the HELGA Board. They also oversee the actions of the Board. The Board, on the other hand, is responsible for the everyday activity of HELGA. (HELGA 2010.)

The HELGA organization active in everyday operations consists of a Board of eight people and personnel including three secretaries: the Secretary General, the Office Secretary and the International Tutor Secretary, who has been an active part of coordinating the formation process of this thesis product.

1.4.1 Operation

The meaning and function of HELGA is to represent the students of the school in educational, social and international topics. Additionally HELGA publishes a member magazine H2, arranges many events for all the students of HAAGA-HELIA, provides the student cards, coveralls and information about topics related to studying in the HAAGA-HELIA environment.

The HELGA Board includes an International Representative and a Tutor Coordinator, who organize these trainings together with the International Tutor Secretary. HELGA embodies different sections that organize supportive services for students. HAAGA-HELIA personnel include many people concentrating on helping and guiding students. Students are the basis for all operations in HAAGA-HELIA. In the Student Union HELGA students are the highest decision makers. The organizational relationships between HAAGA-HELIA management and personnel, HELGA and its operational sections and the students can be seen from the figure below.

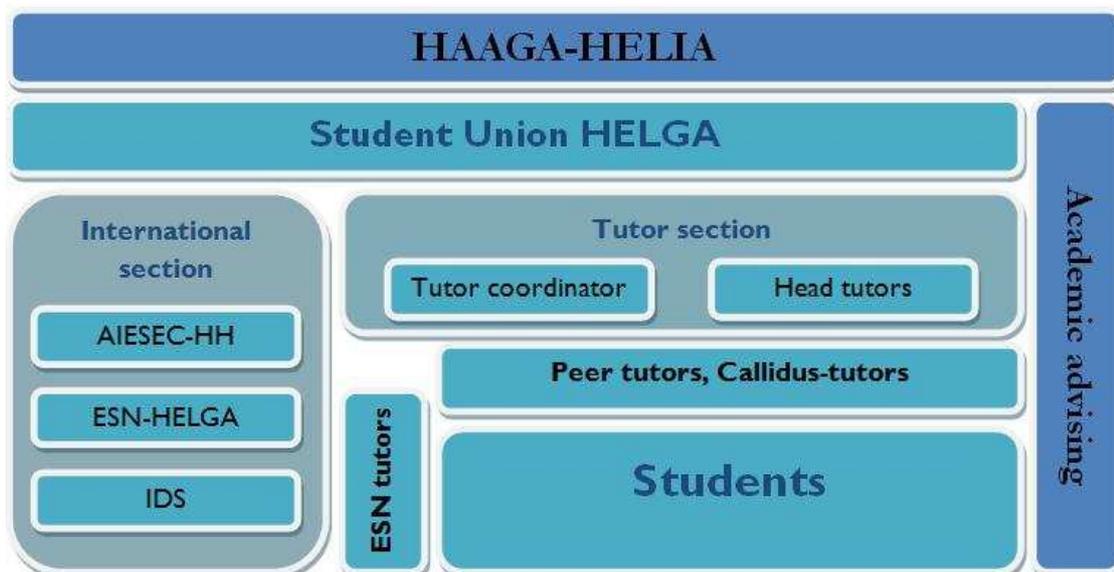


Figure 2. The main goal of peer tutoring, academic and professional advising is to help students graduate in schedule and get ready to face the challenges in working life (Halonen 2010)

1.4.2 Tutor types and training

Among its other responsibilities HELGA organizes peer support for the new members joining the organization – the new students. The international and tutoring sections operate closely together and many of the tutor trainings are arranged together.

Callidus-tutors

The word Callidus derives from Latin, meaning clever, cunning and learned from experience. In the tutoring context it means a student who has good enough proficiency in some topic to help other students learn. Callidus-tutoring was launched in HAAGA-HELIA in 2010 as one of the first universities in Finland. The topics currently covered by HELGA Callidus-tutors are different languages, mathematics, programming, accounting, project and report consultancy. (HELGA 2010.)

ESN-tutors

ESN comes from words Erasmus Student Network, which is the largest student network supporting exchange students in Europe. ESN-HELGA is the local organization operating in HAAGA-HELIA, under the HELGA administration. It provides support services and extra-curricular activities for the exchange students.

Training

Basically all the peer tutors, both Finnish speaking and international, are trained together in trainings arranged in Finnish and in English. The Callidus-tutors and ESN-tutors also participate in the evening trainings trained separately in their own trainings.

Table 1. HELGA tutor training matrix (Halonen 2010)

	Finnish speaking peer tutors	International peer tutors	ESN tutors	Callidus-tutors
Evening training (Fin.)	X			X
Evening training (Eng.)		X	X	X
Peer tutor training (Fin./Eng.)	X	X		
ESN tutor training (?)			X	
Callidus-tutor training				X

1.4.3 Communication

As the tutoring organization in HAAGA-HELIA is fairly large and widespread, there needs to be a decent organizational and communicational structure to keep the operation organized and manageable.

HELGA tutoring in numbers

- approximately 200 new peer tutors trained annually
- approximately 40 new ESN tutors trained annually
- approximately 20 new Callidus-tutors trained annually

Figure 3. Some key numbers from Student Union HELGA tutoring environment (Mertala, J. 11.5.2011.)

The communicational structure is described below. HELGA operates according to the HAAGA-HELIA rules, ethics and values and then delivers the operational messages through the Board members responsible for different operational fields. In the image below you can see the communicational structure of the tutoring organization: the

HELGA Board Tutor Coordinator leads the Tutor section which includes the Head Tutors of different campuses and degree programmes. The Head Tutors again are responsible for leading their tutors and delivering the messages from the HELGA Tutor Coordinator. The peer tutors are the message deliverers to the new students.

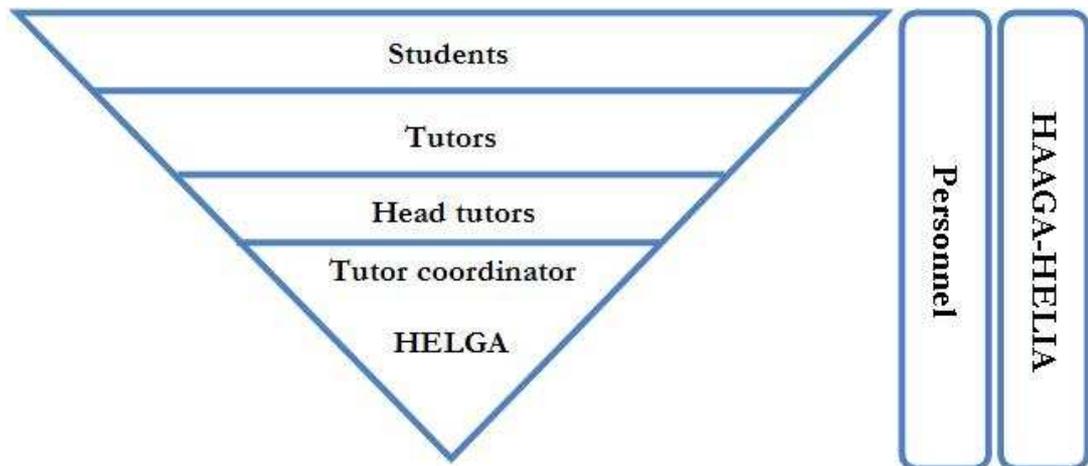


Figure 4. The communicational structure of HAAGA-HELIA and HELGA, knowhow being mainly transferred from right to left and from down to up (Halonen 2010)

2 Theoretical reinforcement

To support the questions asked, topics chosen and issues handled in the thesis product there are three main theoretical sections:

- Benchmarking
- Supporting adaptation and group formation (grouping)
- Effective written communication.

These theoretical topics are chosen to reinforce the understanding of the reader, creator of a new tutor's guidebook or a further researcher about the most important elements in building a tutor's guide in an organization such as HAAGA-HELIA.

2.1 Benchmarking

Throughout history, people have developed methods and tools for setting, maintaining and improving standards of performance. One can trace the desire to improve performance and the actual process of improvement as far back as the early civilizations (Bendell, Boulter & Kelly 1993, 29). The concept of benchmarking has been around as a defined process since the 1970s and has been studied very much in the use of business organizations, especially in the 1990s which was a true booming decade of benchmarking because of the very rapid globalization and birth of e-business. Anyhow, the advantages of benchmarking for written products in student unions have not been studied.

To understand the advantages and processes involved in benchmarking there will be a short look into the history of benchmarking. From the historical data about the use of benchmarking we must define the part-processes critical in benchmarking tutor's guidebooks in student unions.

2.1.1 What is benchmarking

Benchmarking is the process of measuring an organization's internal processes then identifying, understanding, and adapting outstanding practices from other organizations considered to be best-in-class (TBE The Benchmarking Exchange 2011).

The term benchmarking was first used by cobblers to measure people's feet for shoes. They would place someone's foot on a "bench" and mark it out to make the pattern for the shoes. Benchmarking is used to measure performance using a specific indicator (cost per unit of measure, productivity per unit of measure, cycle time of x per unit of measure or defects per unit of measure) resulting in a metric of performance that is then compared to others. (Wikipedia 2011.)

2.1.2 Procedure (case: Xerox)

The practice of benchmarking was made a standardized process by Rank Xerox in his Xerox Corporation of America in 1979. Xerox was able to gain incredible results by using the process, for example the following:

- Incoming parts acceptance improved to 99,5 per cent
- Inventory reduced by two thirds
- Engineering drawings per person doubled
- Marketing productivity improved by one third
- Service labor cost reduced by 30 per cent
- Distribution productivity increased by 8-10 per cent

Xerox have a clearly defined ten-step process for benchmarking:

- 1) Identify benchmarking subject
- 2) Identify comparative companies
- 3) Determine data collection method and collect data
- 4) Determine current competitive gap
- 5) Project future performance
- 6) Communicate findings and gain acceptance
- 7) Establish functional goals
- 8) Develop action plans
- 9) Implement plans and monitor progress
- 10) Recalibrate benchmark.

(Bendell, Boulter & Kelly 1993, 55-56.)

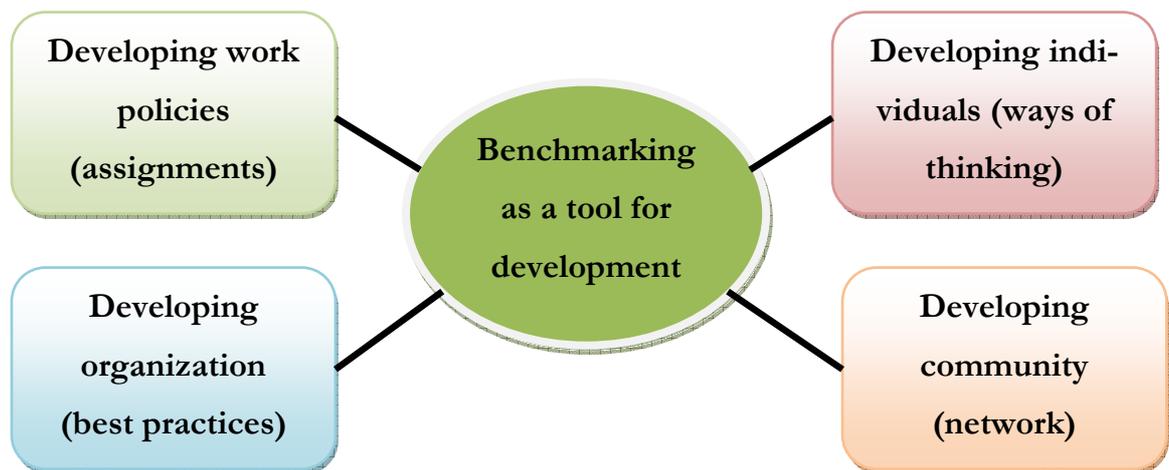


Figure 5. The effects of benchmarking as a change-driving force in an organization (Niinikoski 2005, 9)

2.1.3 Types of benchmarking

There are several kinds of benchmarking but in the case of a tutor's guidebook creation process we can concentrate on two of the most relevant ones: process benchmarking and product benchmarking.

- **Process benchmarking** - the initiating firm focuses its observation and investigation of business processes with a goal of identifying and observing the best practices from one or more benchmark firms. Activity analysis will be required where the objective is to benchmark cost and efficiency; increasingly applied to back-office processes where outsourcing may be a consideration. (Wikipedia 2011.)
- **Product benchmarking** - the process of designing new products or upgrades to current ones. This process can sometimes involve reverse engineering which is taking apart competitors' products to find strengths and weaknesses. (Wikipedia 2011.)

2.2 Long-term cultural adaptation

Beginning studies in a new country and culture always means adaptation. Actually, it is not even needed to go to another country, moving to a new city can mean adapting to a new kind of culture. As we are now focusing on students moving to a new country or

city to study a complete bachelor's degree normally lasting from three to four years, we will be focusing on long term adaptation.

According to many investigations in the area of long-term adaptation into a new culture (Dodd 1998, 162-167) there are some known factors and variables contributing to the adaptation process:

Adaptation involves survival skills. Part of the process of acculturation is learning survival skills: how to cook, eat, work, rest, do banking, seek transportation and the scores of other things that bombard the new person who is trying to adapt into a new culture. From an understanding of Maslow's hierarchy of needs we can learn that once these physiological needs are met, a person seeks more psychological assurances, such as security, self esteem and acceptance.

Adaptation and change. Cultural adaptation assumes attitudes and behaviors will ultimately change. Without an understanding of positive conditions bringing about the changes, ethnic people can remain trapped, victims of negative experiences that prevent acculturation.

Ethnic identification. A minority person or immigrant seeks identification with familiar people, customs and language. Interpersonal and organizational involvement among this group remains stronger than ties with the host nation, although the number of intercultural contacts increases over a period of time. However, too strong network of ethnic relationships can reduce adaptation.

Intercultural friendships. Although ethnic identification remains higher than intercultural identification, studies of successful adaptation indicate that, as time passes, intercultural friendships develop.

Cultural involvement. The longer a person lives in a new culture, the more that person tends to become culturally involved. A person's activity in some areas affect the pace and duration of the adaptation process:

- 1) Acculturation motivation

- 2) Linguistic competence
- 3) Education
- 4) Dual membership
- 5) Occupational status
- 6) Uncertainty reduction
- 7) Mass media usage
- 8) Communication skills.

(Dodd 1998, 162-167.)

Developing skills in intercultural communication and adaptation to a new culture requires active participation from the person in stake. First of all, one must work through the culture shock. Some suggestions that should assist a person not only in culture shock but also in longer-range adaptation.

- Do not become over-reactionary. This advice stems from the tendency to become overly frustrated during various stages of culture shock. Patience goes a long way; if you control your emotions, you can more easily see yourself and others.
- Meet new people. Force yourself to go out of your way to meet others. By engaging in these new friendships, you gradually gain personal confidence and ultimately learn a lot more about the culture than by your sheer determination. A new friend can tell you things that you may spend months learning otherwise.
- Try new things. Being creative in trying new foods, clothes, and so on can assist you in meeting the stress of the new culture.
- Give yourself periods of rest and thought. Adapting to a new culture is hard, mental work. Like any other serious learning endeavour, you need time to rest properly. Also, you need time to reflect and put your thoughts together.
- Work on your self-concept. The mind can be directed toward positive and negative thoughts. While the idea might seem oversimplified at first, try feeding yourself a diet of positive thoughts. Of course, you can go overboard and distort reality, but positive thinking can help you.
- Write. Sometimes writing a diary or some other medium can release tension or frustration. Also, reflecting at a later time on what you have written can prove insightful to personal growth.

- Observe body language. Part of the frustration of culture shock is not knowing the culture's system of body language. By learning the non-verbal rules, you may discover that the behavior of the people of the new culture does not indicate anger or any other dissatisfaction with you personally.
- Learn the verbal language. Take the time to learn as much of the host culture's language as possible. Not only does using the native language compliment people in the host culture, but obviously aids your survival skills.

(Dodd 1998, 167-169.)

However, we might adapt well or poorly, depending on how functional our intercultural competencies and accommodating strategies leading to effective intercultural outcomes, or how dysfunctional we might be on leaning on past stereotypes, engaging in ethnocentrism, withdrawing, ignoring, and host of other behaviors (Dodd 1998, 157).

When one enters a different culture, a natural anxiety emerges. This normal tendency to feel somewhat worried about the new culture and your response to it, however, can become an overwhelming fear, turn to inordinate mistrust, and lead to an eventual return from the culture earlier than we expected. (Dodd1998, 157.)

2.3 Becoming a part of the team

When new members are joining an organization it is beneficial for every party to help them adapt. For the new members the benefits include feeling more comfortable in the new environment and creating an image of their future in the organization. The organization receives the best effort from the new members the sooner they adapt. According to Maslow's theory about the hierarchy of needs, as a persons primitive and basic needs are satisfied one is able to rise higher in the hirearchy, and the highest stage of self actualization includes features essential for personal and professional growth, such as creativity, acceptance of facts and problem solving. (Maslow 1943, 370-96.)

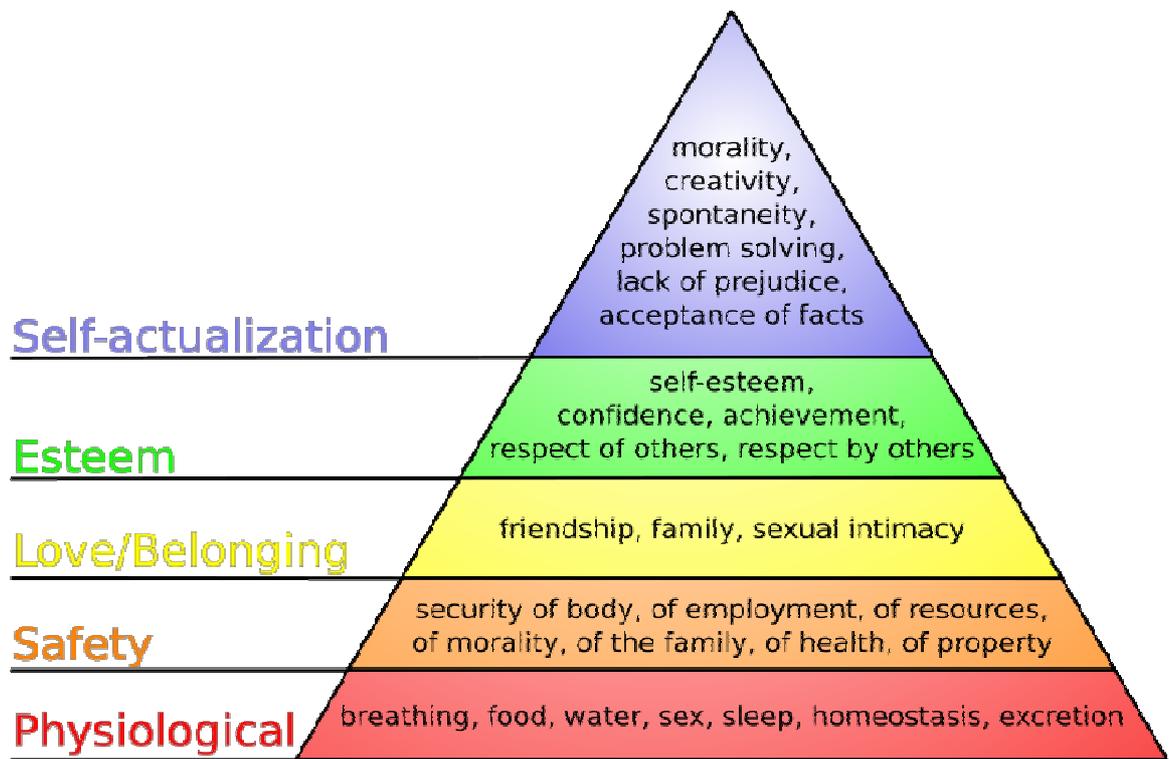


Figure 6. Abraham Maslow's theory 'hierarchy of needs' presented as a pyramid figure (Finkelstein 2006.)

Maslow's hierarchy of needs is most often displayed as a pyramid. The lowest levels of the pyramid are made up of the most basic needs, while the more complex needs are located at the top of the pyramid. As people progress up the pyramid, needs become increasingly psychological and social. Soon, the need for love, friendship and intimacy become important. Further up the pyramid, the need for personal esteem and feelings of accomplishment take priority. Like Carl Rogers, Maslow emphasized the importance of self-actualization, which is a process of growing and developing as a person to achieve individual potential. (Cherry 2011.)

In his book *Ryppästä Ryhmäksi* (Aalto 2000), freely translated meaning 'From a Cluster into a Group', Aalto divides group formation into eight levels. As the group provides a network of safety an individual becomes able to express oneself more freely and begins feeling more comfortable in ones "own skin" (Aalto 2000, 22). The first level is an unsafe and precautious group, the eight level is a merciful and unforgiving group and the other levels represent the process stages in between. It is not obvious that the higher levels are automatically better in all situations. Actually in many occasions it serves the purpose much better to keep a certain distance and formality in the group.

Fearful group (T1)

A group in fear of each other, the leader or some strong individual of the group. Members dare not to be themselves and tend to protect any areas of self that might make a laughing stock. Creativity is dried up, conversation is shallow and feelings are not shown.

Unsafe group (T2)

Uncertainty prevails about how other people react to honest self-expressions. There might be also fear. Conversation is mainly shallow even though some careful opinions and self-expressions may be made.

Strange safe group (T3)

The fear and uncertainty are no longer strongly present, but as the members do not yet know each other well, self-expression is still careful. The reason and means of the group getting together fulfill certain factors of basic safety. Careful expressions of opinions and values may be made.

Familiar safe group (T4)

The members somewhat rely on that no one will not be threatened because of expressing opinions and feelings. The feeling of safety does not need to come from knowing each other well, but may have been reached by doing some cooperation or trust exercises.

Open group (T5)

The opinions and feelings of others are accepted and no one's opinions are not dismissed. The members dare to express themselves on opinion-, feeling- and even value levels. The group may reach this level with the help of processing exercises.

Group accepting weaknesses (T6)

In this kind of group any member is free to express feelings of fear, failure, unsafety and other feelings of weakness. Also expressing one's needs is allowed. People dare to

laugh at themselves and each other safely. Many groups reach this stage with the help of trust exercises, games and silly plays.

Group accepting vulnerability (T7)

The feeling of safety is beginning to be so high that people start to recall hurtful memories. Painful experiences can be shared with no fear.

Mercyful group (T8)

The deepest level of safety can be found from a group where an individual can tell about experiences when one has hurt others, and these experiences are answered with forgiveness. Feelings of shame, guilt and worthiness are present.

(Aalto 2000, 22-23.)

Some examples are provided to further illustrate the different levels of group safety in relation to the goals of the group activity:

T3-T4: Informative training, short period working group, team training.

T5: Team training, long term working group, emotional interaction training.

T6: Self study training, basic level of therapy group, funny play exercises.

T7: Therapy group, self study training.

T8: Psycho drama course, therapy group.

(Aalto 2000, 70-71.)

Understanding these different steps can help define the most suitable kind of games and exercises for the different phases of the adaptation process of new students. In the beginning with a new unsafe (T2) or strange safe (T3) group it is important to have all the students involved and try to reach the levels T4-T5 with silly plays. Anyhow, a tutor must be careful not to force anyone too far in the discomfort zone with the exercises.

2.4 Writing good informative content

Goddard (1998, 4-24) divides the actual writing process of informative text into three stages: planning, writing and revising. Planning the work has an essential effect on how

the product will begin its formation. The planning begins with a profile of the target readership and an estimate of their objectives and the current level of knowledge. When these factors are known, it is easier to state the objective and scope of the product and begin shortlisting the topics to be included.

As the objective of a guidebook is to deliver information to the readers, making the informative text easy to read is very important. A few tips from Goddard (1998, 26-48) include writing how you speak and then editing, writing short, casual and direct sentences and paragraphs.

After the text frame has been completed it is time to return to the beginning, and revise if the readership-, scope- and objective definitions set in the beginning have been fulfilled. Also the structure and form of sentences should be easy and light for the text to be easily readable. It is recommended that the reviewers are carefully selected and preferably there should be more than one review round (Goddard 1998, 50-58).

Common faults in informative writing

- Information written for the writer, not the reader
- Information with no objective in mind
- Poorly organized information
- Poorly signposted information
- Unnecessary information
- Missing information
- Incorrect information
- Misleading information
- Type size too small
- Too much information on each page
- Mistakes in spelling, grammar and punctuation

Figure 7. Common faults in informative writing (Goddard 1998, xiii)

In their book 'Technical Writing and Professional Communication For Nonnative Speakers of English' Huckin and Olsen (1991, 131-142) describe situations when a visual aid should potentially be used.

- 1) When words alone would be either impossible or quite inefficient for describing a concept or an object
- 2) When a visual aid is needed to underscore an important point, especially a summary
- 3) When a visual element is conventionally or easily used to present data.

Using visual aids can be very efficient in presenting important points and data in an easy format, giving the reader good tools for understanding and learning. Therefore they may come in great value in the creation process of a guidebook. The legibility of a tutor's guide is also very important regarding how the information gets absorbed.

2.5 Communicating effectively

In addition to involving the recipes of effective informative writing, there are some other factors related to communication to be taken into consideration in the tutor's guide. The tutors need to be very good at communicating, as they are not only the coordinators of the student groups during the first days, but also play a big role in the group formation. There are some important skills related to good interpersonal interaction.

The seven skills of interaction

- Interaction with oneself, listening to own feelings
- Disagreeing confidently and reconstructively
- Relieving other's bad feeling and participating good feeling
- Expressing own bad and good feelings
- Admitting own mistakes and success
- Giving reconstructive feedback
- Receiving reconstructive feedback
- Giving and receiving positive feedback

Figure 8. The most important skills in human interaction (Aalto 2010, 26-27)

There is performing and communicational training included in the training of peer tutors. The tutors should have the basic communicational skills to be able to lead a good example and be supportive for the new students. Therefore, the communication skills according to this theoretical frame ought to be included in the tutor training and the tutor's guide.

3 The creation process

After studying some relevant topics from a theoretical point of view it is time to reflect the learned lessons into practice and begin the creation process of the product: the tutor's guidebook. As any project, the first thing needed is a plan. Originally a project plan was made for the whole thesis project before any other steps were taken. We can now see the original thesis plan and study how the actual guidebook creation process formed along the process.

The basic contents gathered for the guidebook are based on three main sources:

- 1) Own hand experience deriving from the two years' experience from the tutoring field and HELGA tutoring habits and heritage.
- 2) Best practices mutually agreed in the HELGA tutor section with the Head Tutors and in the tutoring development group including some progressive teachers and academic advisors.
- 3) Advice according to HAAGA-HELIA and HELGA values, habits, information systems, etc.

3.1 Thesis project plan prior to starting the process

The preliminary disposition of the thesis will be somewhat around the following topics:

1. Introduction
 - Topic and cropping
 - HAAGA-HELIA University of Applied Sciences
 - Student Union HELGA and tutoring
 - Tutoring international degree students
2. Theoretical Framework
 - History and meaning of tutoring
 - A good guide
 - HAAGA-HELIA as a tutoring environment
 - Summary of theoretical framework
3. Qualitative Research
 - Themes and topics
 - Analyzing the results

- Presenting the results
- Implications for tutor's guide
- 4. Formation of the Tutor's Guide
 - The true need
 - Writing the guide
 - Testing the guide
 - Finishing the guide and making it readable
 - Availability and publishing of the guide
- 5. Conclusions and evaluation
 - Validity and reliability
 - Evaluation of the finished guide
 - Further development needs
 - Evaluating the thesis process

3.1.1 Preliminary schedule for the creation of the tutor's guidebook

The study will be conducted in four phases:

- 1) Formation of theory, needs and goals to create the guide
- 2) Creation of the first version of the guide
- 3) Practical experiment of the guide and collection of feedback
- 4) Improving the guide and finishing the final version

The preliminary schedule for this research is indicated below.

- 18.12.2009 The research plan is finished (15h)
- 18.1.2010 The questionnaire and interviewees are planned (25h)
- 8.2.2010 The literature review is finished and the structure for the guide is decided (100h)
- 12.2.2010 The interviews are conducted (30h)
- 28.2.2010 The results are analysed (30h)
- 7.3.2010 The first version of the tutor's guide is ready (70h)
- April 2010 The guide is tested with the new HELGA tutors and the feedback is collected (40h)

- July 2010 The feedback is analysed, compared with the initial theory and framework and the interview information (45h)
- 31.8.2010 The final version of the tutor's guide is written and taken into use as a HELGA international degree student tutor's guide in the autumn 2010 training (50h)

Total 405 hours

3.2 Realization of the original plan and alterations

As we can see the theoretical framework and the methodology used has been altered a lot from the original plan. The history of tutoring was taken out from the table of contents due to the irrelevance regarding the creation of the guidebook. The theoretical features of a good guide became more specified and ended up handling topics such as effective informative writing and using visualizations to make the guidebook understandable and easily readable, serving the new tutors' interests well.

The biggest change was the inclusion of the parts about adaptation into a new culture and the stages of group formation. The target group of this study, the international degree peer tutors are there to help the new international students adapt into living in a new country, a new city, a new culture and studying in a new school environment. The tutors need to be equipped with some relevant knowhow and practical tools on how to do their tasks and the tutor's guidebook is an excellent way of providing those things.

The schedule for the creation of the thesis product, the tutor's guidebook was kept fairly accurately. The first version of the guidebook was ready and tested in April 2010 and in autumn 2010 the new tutors were given the brand new tutor's guidebook. Anyhow the final modifications and improvements lasted until early spring 2011 and so the copyrights of the guidebook were transferred to HELGA in March 2011.

3.3 Creation process of the tutor's guide

Composing the tutor's guide is a complex process with several moving elements. This chapter describes the background for the composition of the guidebook as well as the process phases themselves. In order to understand the point of views brought from the author's perspective it is important to recall the author's background, described in the introduction section 1.2.

The creation process of this tutor's guide can be divided into twelve phases leading to five versions of the tutor's guide. The process phases can be seen in the chart below and will be described and reflected with a theoretical reinforcement in this chapter.

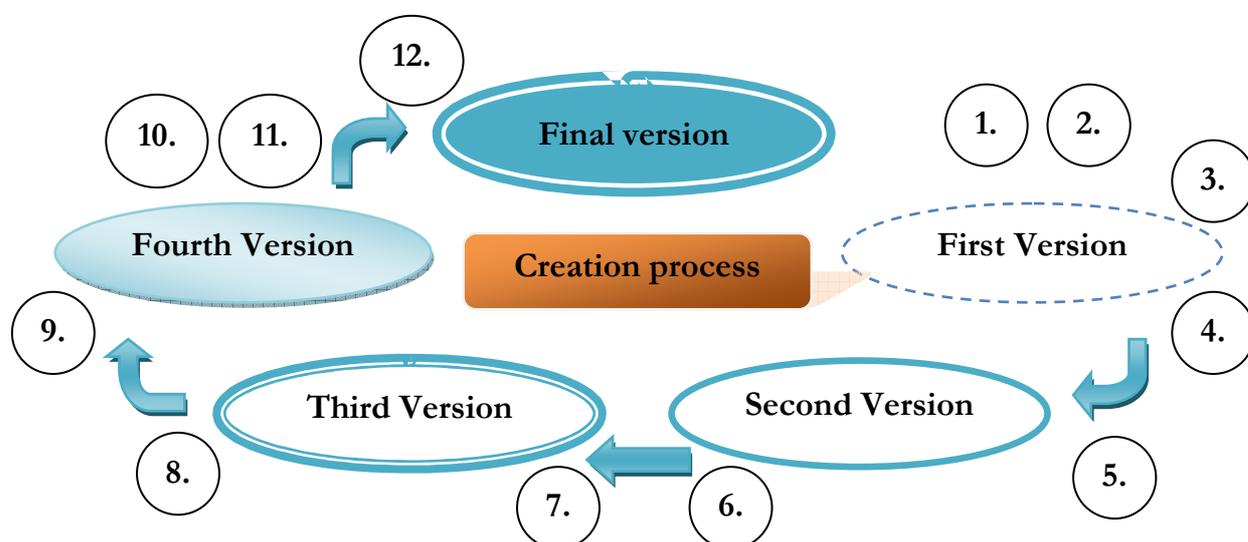


Figure 9. The creation process of the tutor's guide divided into stages

The stages of the tutor's guide creation process phases of the figure above explained:
1) Benchmarking 2) Collecting content, creating storyline and layout 3) First feedback round: Head Tutors 4) First testing, use in the tutor training 5) Cropping and adjusting the contents 6) Second Feedback round: International tutor secretary 7) Adjusting the contents and layout 8) Third feedback round: International tutor secretary 9) Modifications and improvements 10) Second testing, use in the tutor training 11) Fourth feedback round: Academic advisors 12) Last adjustments, finalizing content and layout

The major elements finding their form during the process were content structure and layout. The research methodology and the means of finding all the best solutions for

the three elements in the process were benchmarking and feedback from many key people and stakeholders. These elements and means were active and inactive in certain phases of the creation process, as there were several rounds of feedback and improvements and several versions created of the tutor’s guidebook. The activity and inactivity periods can be seen in more detail in the figure below.

Table 2. The tutor’s guide creation process phases. The green panes represent active phases

Time (mm/yy)	02/10	03/10	04/10	05/10	06/10	07/10	08/10	09/10	10/10	11/10
Guide	1st version		2nd version		3rd version		4th version		Final version	
Benchmark										
Content										
Structure										
Feedback										
Testing										
Improvements										
Layout										
Test										
Folding										
Print										

3.4 Finding the optimal solutions

Two main methods were used to find the optimal content, structure and layout for the HELGA tutor’s guide: benchmarking and feedback. Benchmarking was chosen because it allows the use of the best practices already tested to be functional in one’s own product. In this case we can discuss the benchmarking to have been a combination of process and product benchmarking, as the tutoring activities described in the guidebook are processes and the guidebook itself is a product that is broken down to pieces for finding the suitable elements for one’s own product. Reconstructive feedback was collected from many stakeholders and professionals possessing knowhow and insight about tutoring and the HAAGA-HELIA and HELGA environment in specific. The benchmarking and feedback processes are further described below.

3.4.1 Benchmarking other Finnish tutor's guidebooks

According to an US survey 98 per cent of the organizations which took part in the survey rated the knowledge of an organization's internal business processes to be a 'great' or 'very great' importance to a successful benchmark study (Bendell, Boulter & Kelly 1993, 199). As mentioned in the introduction the author has been an active operator in the overall functions of the HELGA tutoring organization and hence knows the organization very well. To confirm the consideration of all the opinions in the tutoring organization feedback was collected from all the Head Tutors and all possible knowhow about the organization was taken into consideration.

Tuutorin opas

A student of HAAGA-HELIA, studying business in Finnish at the Vallila campus, Ulla Hakonen authored a tutor's guide for the tutors at Vallila Campus in 2009. The tutor's guide 'Tuutorin Opas' is a great example of a beautiful and visual guidebook. There has been big effort in the layout and the hard cover format making it a pleasure to read, but both making it unpractical, inflexible and costly in the long run.

It can be seen that the guidebook has been created for and from the point of view of only one campus of HAAGA-HELIA. The issues handled and points made are very good and concrete, but the topics handled are seen from a slightly narrow angle.

Positive	Negative
<ul style="list-style-type: none">• Layout• "Fact Boxes"• Brief and concrete content	<ul style="list-style-type: none">• Format (hard cover book)• Insufficient content• Missing international aspect

Figure 10. The positive and negative features listed from Tuutorin Opas by Hakonen and Nuotio in 2009

Tutti

Minna Viljamaa authored a tutor's guide called 'Tutti – Tuutorin turva ja tuki' (The support and safety of a tutor) for LAUREA University of Applied Sciences in 2009.

This specific guidebook could be said to be the mother of HELGA tutor's guide's annual calendar. The content and usability of this calendar is in its own class. The glossary is also optimal: brief yet sufficient. As the practicality, usability and mobility are of great value in a tutor's guidebook providing tools for any situation it is crucial that the guide is in a booklet-format that is easy to carry along with you.

Some lessons learned from Tutti include both content and visual downsides. The strongest minuses come from the over-simplified content and fairly heavy and pages-full-of-text-layout. Also the visual appearance is not very attractive and becomes messy when it is printed out in black and white.

Positive	Negative
<ul style="list-style-type: none">• Annual calendar• Dictionary/Glossary• Format (light booklet)	<ul style="list-style-type: none">• Diminutive content• Heavy layout• Visual appearance

Figure 11. The positive and negative features listed from Tutti – Tuutorin turva ja tuki by Viljamaa in 2009

Varma POKA

POKA, the Student Union of North Karelian University of Applied Sciences authored a tutor's guide Tuutoriopas in 2009. This guidebook is a good reminder of the need of layout and visualization in a guidebook, unfortunately in a negative way. The guidebook format is a convenient booklet, just like the Tutti tutor's guide, but the content is not structured well and the POKA guide includes mainly just plain text from page to page. Sources are needed in the creation of a guidebook, but need they be listed in the last pages of the guidebook? The good feature in this guidebook is that the tutor's own learning has been handled under an own subtitle. The 'WIIFM' –thought, deriving from words What's In It For Me, is a valuable feature to be raised up in the tutor training to keep the tutors' motivation high.

Positive	Negative
<ul style="list-style-type: none"> • Tutor's own learning mentioned 	<ul style="list-style-type: none"> • Heavy layout • Diminutive and irrelevant content

Figure 12. The positive and negative features listed from the Tuutoriopas by Student Union POKA

3.4.2 Feedback

As mentioned in the process descriptions earlier, there were several feedback and improvement rounds included in the creation process. The lead idea was to collect reconstructive feedback from relevant stakeholders and professionals for the different phases of the creation process. Also two interviews were conducted to gain a deeper understanding about the needs of different stakeholders. The interviews and feedback rounds are described in further detail below in chronological order.

First interview: Niklas Lindroos. 26.1.2010

Niklas Lindroos was the Head Tutor of Haaga campus in 2009-2010 and assisted the author remarkably in developing the HELGA tutoring activities with his creative ideas and insights. Lindroos was interviewed to get a Head Tutor's in-depth perspective about the crucial elements to be included in the tutor's guide. He brought up the tutor's role in enhancing the group formation and good spirit, both which improve the wellbeing of the new students. A well formatted safe group can direct itself and manages more independently. "A tutor's most important mission is to make oneself useless" (Lindroos, N. 26.1.2010)

First feedback round: Head Tutors

Prior to finishing the first version of the HELGA tutor's guide, the Head Tutors read the draft and gave their opinions about the content and structure. There were some clear main themes that were held important, such as the crucial contact information, the glossary, the annual calendar and practical tools like the ideas and rules for some

entertaining grouping games. For the layout the lightness and space for notes were considered most important. The visualizations were appreciated as well, as they help to build a concrete and correct big picture of the tutor's role in the organization. Negative feedback came from the amount of text and topics, which was expected as in the beginning all the potential themes were included. It was positive to see how ethics in tutoring were considered so important by the Head Tutors.

First testing, spring 2010

The first version of the HELGA tutor's guide was given under examination of the new tutors in the HELGA tutor training in spring 2010. As expected the new tutors' focus was mainly in the concrete and informative elements of the guidebook, such as the grouping game rules, contact information and lists of the information to be shared with the new students. Negative feedback was given from the annual calendar's repetition and it was playfully named "a half yearly calendar", as the same themes repeat every semester, meaning twice a year.

Second feedback round: International Tutor Secretary

Janne Mertala, the HELGA International Tutor Secretary since early 2009 was an active part during the whole tutor's guide creation process. Mertala gave important feedback for the tutor's guide as a whole, all the way from the content and structure to specific spelling mistakes. It was found to be very important to have another person reading the guidebook every once in a while to have fresh eyes noticing mistakes and seeing the completeness more objectively. The final forms of the relevant contents, smartest structure for the annual calendar and correct glossary were mainly defined in this phase of the process.

Third feedback round: International Tutor Secretary

After the modifications and improvements from the second feedback round the guidebook entirety was examined again objectively by Janne Mertala. Many smaller and bigger shortcomings were found, but the overall prospect for the HELGA tutor's guide seemed very positive. In addition to revising the results of the previous feedback rounds and defining the next development steps we mutually went through the other Finnish tutor's guides to benchmark the results gotten this far.

Second testing, autumn 2010

At this stage the HELGA tutor's guide was almost ready. The structure and content were polished and layout was fairly well finished to be easily readable. For the first time the guidebook was given out in a booklet-format which made it look like an actual guidebook and it was easier to get the big picture of the entirety. The new tutors mainly stated positive things about the guidebook and a clear majority of them stated to be willing to carry it with them in everyday actions and considered it to be a very useful tool.

Fourth feedback round: Academic Advisors

Tutoring in HAAGA-HELIA is put into practice in a close cooperation between HELGA and the HAAGA-HELIA personnel. Academic Advisors are a major influence in the coordination of the new student's orientation and therefore they are a fairly obvious stakeholder whose opinions should be taken into consideration in creating a tutor's guide. In this case there were two Academic Advisors who gave their effort in the form of feedback: Kaarina Heikkilä and Salme Rautiainen. As expected, their feedback was very specific and was mainly related to the details of the content. Main topics brought up were:

- Numbering of chapters
- Information about the degree programmes
- Information about the IT-systems
- Information about the first steps in Finland

Second interview: Janne Mertala. 11.3.2011.

With the HELGA International Tutor Secretary, Janne Mertala, a final and conclusive discussion was held to review the success of fixing and developing all the issues brought up in the feedback process. The last check about the facts and figures was made to ensure they are still valid. The situation was concluded: the HELGA tutor's guide is ready for use.

3.5 Key elements' formation along the process

There were many sources for the ideas of what to include in the HELGA tutor's guide and how it should look like. There was an original plan, an original draft, which was then added with the insights from the theoretical framework, ideas identified suitable from the benchmark process, then cropped and refined with the feedback process. The features of the final version of the guidebook, the backgrounds and reasons are listed below.

3.5.1 Content

The new students need a lot of information and the tutors need to be able to provide it. Therefore the HELGA tutor's guide is very informative, including chapters such as:

- Glossary
- Tutor's 11 commandments
- Orientation
- Tutor's responsibility and ethics
- Important contact information

In a tutor's everyday activity there are many things to be remembered and some practical tools come in very handy. The guidebook includes practical tools in these chapters:

- Glossary
- Annual calendar
- Personality as a tool
- Practical tools
- Important contact information

Getting an idea of big picture and one's role in the entirety is a crucial thing when it comes to motivation and creativity. Tutoring is all about learning and developing and sometimes tutors need to be reminded about why they are doing what they are doing.

- Tutor's part in the big picture
- What's in it for me?

Considering the target group of international degree students the adaptation to a new culture and environment becomes very important and hence there was a lot of content directed to serve these purposes.

- First steps in Finland
- Group dynamics

3.5.2 Structure and format

The structure and format were decided basing on practicality. The HELGA tutor's guide was created in a Microsoft Office Word .doc –format to enable easy and quick editing. MS Word allows the document to be printed out in a booklet-form, so the printing of the guidebooks can be done with a regular computer and a printer. The guidebook is size A5, so basically it is a regular A4 printing paper folded in half with staple binding.

3.5.3 Layout

As mentioned in the description of the feedback process, the main layout feedback came related to the lightness and easiness to read the guidebook. Different kinds of visualizations help the tutors to define and understand the big picture and also share the information forward to the new students. Free space on the sides and bottom parts of the pages make the guidebook look lighter and can be used for own notes.

3.6 Results

As the end result of applying the mentioned methods the HELGA tutor's guide was created. The guidebook ended up looking just like the student union and including the very critical information for both the international and Finnish-speaking HELGA peer tutors. It can be said that the first HELGA tutor's guide became tailor fitted for the use of the tutor organization and will benefit the whole HAAGA-HELIA organization and the new students starting their study path.

The HELGA tutor's guide includes wide glossary for the new and unfamiliar terms, describes the tutor's part and role in the big picture, is a very good calendar and a task

list for tutor's everyday activity, helps to create a safe group environment for the new students in a new culture and contains a very wide set of concrete tools for the most important tasks.

All the content was gathered from author's own hand experience, benchmarking from the best tutor's guidebooks made in Finland and collecting information and opinions from all the HAAGA-HELIA campuses and degree programmes. The HELGA tutor's guide represents the whole organization and has combined elements from the nationwide peak performers. Now only practice will show how it serves its purpose in the long run.

4 Conclusions and assessment

The new HELGA tutor's guide was created to benefit the international degree students by providing the tutors a set of tools for adjusting, grouping and learning. The secondary aims are listed below

- Creating mutual practices for all HAAGA-HELIA campuses and units
- Unifying the school and strengthening the mutual culture
- Making the tutors' actions more coordinated.

The guidebook with its many versions was combined, evaluated, ripped out in parts, reconstructed and tested many times. Therefore it can be said that the contents are valid and have gained acceptance of many stakeholders in the HELGA tutoring organization and among HAAGA-HELIA personnel.

4.1 Evaluation

The guide has been adapted to use immediately and the feedback from the field has been very positive. The HELGA board, tutor organization and the HAAGA-HELIA personnel have been happy with the guidebook. Additionally good feedback has been received because of the easy modifiability of the guidebook. The tutoring operations develop rapidly and therefore it is important for the guidebook to be able to live and adjust along the development.

4.2 Validity and reliability

Reliability means the accuracy, trustworthiness and repeatability of the results. In the chapter three the descriptions of the benchmarking and feedback processes tell the story about the reliability of the product of this creation process. Four feedback rounds, two interviews conducted and two test rounds implemented in cooperation with different relevant stakeholders prove that the HELGA tutor's guide is the end result after many layers of screening and reviewing.

Another important evaluation concept is validity. Validity means the ability of the methods used to create a product suitable to serve the purposes it was intended to serve. In this case all the content was gathered from the field-tested author's own hand experience, benchmarking from the best tutor's guidebooks made in Finland and collecting information and opinions from all the HAAGA-HELIA campuses, degree programmes and stakeholders from different organizational levels.

4.3 Suggestions for further study

The book *Ryppäästä Ryhmäksi* by Aalto (2010) provides a lot of insight about group formation and how to assist the group formation and reaching the higher levels of group safety. This information can be used in training the tutors and providing them with better tools to make the new students feel comfortable in the group sooner, which would be very beneficial for all stakeholders.

The first HELGA tutor's guide has now been created, but it is far from being ready. The guidebook must live its own life, be in heavy use and with the wisdom from the practical experiences be developed and improved constantly. Hopefully the HELGA International Tutor Secretary, the HELGA board members and any other students involved in the tutoring activities keep developing the tutor's guide, strongly cooperating with the HAAGA-HELIA personnel. It is crucial to have many people from many different functions along in the process. The best results can be gotten out of tutoring if it is everybody's business.

4.4 Own learning

The thesis process was certainly insightful for me. It included moments from great motivation and enthusiasm of creating something new and useful to despair and frustration struggling with the deadlines of the lack of them.

Main lessons learned could be the following:

- 1) Importance of timetable and discipline: there need to be deadlines, and a carrot/stick –system to enforce it. Otherwise the projects can be delayed as it is too easy to prioritize other things.

- 2) Organizational understanding: the HAAGA-HELIA organization is a complex entity with its several campuses, units and organizational levels. As there are so many stakeholders who need to be taken into consideration it means hanging on to many strings at the same time, giving good perspective of similar operations in even bigger companies.
- 3) The meaning of enthusiasm: enthusiasm means quantity (time and effort) and quantity leads to quality (good product).

The lessons learned during this thesis process will come in handy in the professional working life in the future, and actually they already have come in handy. The perseverance so much practiced during this thesis creation process is very valuable in the working life today.

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