



IMPROVING AN INDUCTION

Creating a better induction for employees

Case: Metso Minerals Inc. / DC Europe

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Bachelor's Thesis
February 2012
Degree Programme in International
Business
Tampereen ammattikorkeakoulu
Tampere University of Applied Sciences

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Title	Improving an Induction – Creating a better induction for employees. Case: Metso Minerals Inc. / DC Europe
Thesis Supervisor	Päivi Mayor
Month and year	February 2012
Commissioned by	Metso Minerals Inc. / DC Europe

Abstract

In this thesis the main focus was on finding ways to improve and evolve the Logistics Team's and the Dispatching Department's induction process at Metso Minerals Inc. / DC Europe. This thesis maps the current induction process through existing knowledge, information and an open-ended questionnaire, and tries to provide the company solutions in developing the induction further through the findings of the questionnaire and theories, such as adult learning theory and theoretical information on various learning styles.

Methods used in this thesis mainly include collecting, researching and analysing theoretical information from books, Metso Minerals' own database and internet to support the findings discovered through an open-ended questionnaire given to the inductors and employees of the Logistics Team and the Dispatching Department.

As a result, it was observed that Metso Minerals Inc. / DC Europe should include more hands-on, problem-based learning in their induction process to motivate the employees and to boost their learning. This way the employees would stay more vigilant and relevancy-oriented in their learning. In the Dispatching Department the lack of written, official induction instructions turned out to be the biggest challenge and something that needs to be addressed promptly.¹

Key words: DC Europe, Logistics Team, induction, adult learning theory, learning styles

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1 INTRODUCTION

Learning is a lifelong journey. It plays a part in everything we do, ever since our childhood. We learn to walk when we are toddlers, to cycle when we are slightly older, and to read and write during our first year of school. The learning process continues in our educational life all the way to our graduation and in our private lives as we grow older and older. The working life is certainly not excluded from this lifelong learning process, as many important skills are learnt at the workplace and carry us through our professional lives until we retire. Learning is a continuous, ever on-going process that modifies our capacities and provides us with new tools with which we can solve problems and create new solutions and ideas to enrich as well as to ease our lives.

This final thesis takes a look into the world of DC Europe, one the Distribution Centres for crusher spare and wear parts of Metso Minerals Inc. Focusing on the new employee induction process of the Logistics Team of the Lokomonkatu –site in Tampere, as mentioned, the thesis will explain the steps of the new employee induction process, i.e. what these steps are, what they include and what kind of an entirety they currently form. It will look into what is already there and what can be improved, and make concrete suggestions to better the process.

Here, learning at the workplace is tightly linked with the induction process. Naturally of course, since the induction of DC Europe's (Distribution Centre) Logistics Team is all about learning the processes, tasks and duties of the team together with the used ERP system, SAP R/3 used in daily work. Finding out about the steps of the orientation process and linking them with the theory of learning can provide us with vital information on how to modify the induction, what to add and what not, and how to make sure that the current way of training new team members can be the best possible one. Once all these pieces have been put together and explored, it becomes much easier to make suggestions and produce improvement ideas that can benefit the workplace and lead to a more effective yet a very wholesome induction process that will also be a pleasurable and teaching experience for both the inductee as well as the inductor.

The aim of this final thesis is to produce a well-structured plan and a realistic timeline for the orientation of new employees of the Logistics team at DC Europe. This thesis

presents the current induction situation at DCE, as well as listing the topics that definitely need to be introduced during the employee orientation for every new employee, both for the Logistics team's orientation and for the Dispatching office's orientation processes. In addition to this, the thesis will take a look into the best practices of learning and how theory of learning can be made a working part of the orientation process at DC Europe's Logistics team.

1.1 Background on the topic

The thesis topic came together during my summer working at DC Europe in 2011. It came about from my personal wish to complete my final work on something practical and beneficial for the company commissioning it, but also from DCE's Logistics team's need for an updated, well-structured list of topics, a type of guide if you will, for the orientation and training of new employees. This list would explain what needs to be taught and gone through, and would work as a back-up for the inductor to check that the needed information has been passed on. After some contemplation and looking into issues and topics to address in my final thesis, discussions in the workplace and playing with a few different ideas, I chose this specific topic due to its feasibility and the chance of receiving practical results that could improve the quality of future inductions and thereafter the quality of work at the office.

The task of tackling the topic takes time: firstly, mapping the induction process is quite grand, as one first needs to look into the current situation, then evaluate it and from this evaluation derive an improved suggestion for a more effective and productive induction plan. But by doing all of this, the Logistics Team can eventually find out hits and misses of the current plan, strengthen the already existing good parts and fix the ones that are not quite there, and in the end have a more defined and detailed induction plan. All this can hopefully bring the team a higher level of professionalism, professional skills and maximise the amount of knowhow that can benefit them immensely.

The newcomer needs to learn the basics of the system and transactions first during the first few weeks of their career before beginning to learn further and becoming ever more effective in their work, but finding a solution for this vital information exchange be-

tween employees would be an ideal outcome of this final thesis, and a suggestion for how to solve this problem will be offered.

This question of passing on the knowhow and avoiding possible brain drain in the future is one of the most important reasons why the mapping of the current orientation process is important and necessary. It can help to try to find out what is possibly missing in the orientations, what would need to be included more and how the invisible information can be passed on more effectively between employees and to the new employee from the more senior team members. Evolving the orientation process by analysing, exploring and coming up with development possibilities will help in determining the correct style, cycle and best timetable of the induction, and will help in implementing the new induction suggestion this final thesis will provide.

The end result of this final thesis will be a comprehensive list, almost like a small guide, that will present all needed topics in correct order for the induction processes of both the Logistics team and the Dispatching team. On top of this list, this thesis will make a suggestion for a timetable or should we say a timeline of the orientation - a timetable with all needed topics and a feasible timescale for its realisation.

1.2 Goals for the Thesis

The main goal of this final thesis is to find out what the employee induction process at Metso Minerals Inc. / DC Europe is like, how to improve it and in the end produce feasible suggestions to make it better. A realistic, well-structured memory list for the orientation of the new employees of the Logistics team and the Dispatching department at Metso Minerals Inc. / DC Europe will also be created.

The thesis will present the contents of the current orientation and as a result provide a memory list of topics that the orientation process should in general cover. This list will entail all the topics that need to be gone through during the orientation in as logical an order as possible, and as detailed as possible. The aim with this list to provide the inductor and inductee a checking list they can refer to in the induction process, and check what has been covered and what not yet.

Other important goals of this final thesis include the mapping of the current orientation process which will be done with the help of an open-ended questionnaire aimed at the team's employees and by looking at the current induction plan. Analysing the findings from this first part in order to make the process more effective and comprehensive, and providing practical and feasible suggestions of what will always need to be covered during the induction process and how, are also major aims of this thesis.

1.3 Limitation of the study

Like so many other researches, this one also faces some limitations. The lack of time was definitely the most important limitation in the process. To process the vast amount of collected information took time and can clearly be seen in the work. What more, the information collecting process was made harder by the fact that the information existed in many different sources and locations. In an ideal situation an in-depth, much more specified questionnaire would have been created instead of an open-ended one to map the workplace feelings and views more closely and accurately. However, the chosen research method suited well with the existing time limitations and could still provide enough valuable information to be able to make concrete suggestions.

1.4 Structure of the study

This thesis will begin with theory of induction, started by a definition of the subject at hand. The overall theory will be followed by a look into the company which provides information on the commissioner, and showcases the current situation of the organisation. The current induction process at DC Europe's Logistics Team and Dispatching Department will be presented, together with the working problem. Theory on adult learning and learning styles will take the theory further and lead us to the analysis of the open-ended questionnaire results. This will lead us to make conclusions on the subject and provide suggestions as well as advice for improvement.

2 INDUCTION AND LEARNING AT THE WORKPLACE

2.1 Defining induction

Induction can be defined in many ways. It can be described as the formal act by which a person is inducted for example in to an office or a new workplace, or even as offering someone introductory instruction concerning a new situation, such as starting at a new job. In the Oxford Dictionary online (2012) the word 'induction' is defined in the following way: "*The process of introducing somebody to a new job, skill, organisation, etc.;*", or as "*a ceremony at which this takes place*".

In reality, induction or the orientation of an employee can be regarded as the last integral part before the completion of the recruitment process. It is the last stage in the selection process of a new employee before beginning the actual training and further career development. The idea of the workplace induction is to provide the new employee specific information about the workplace and the job, and it is usually the supervisor or manager who has the responsibility to finish this process by passing on the necessary information and providing a positive role model for a new staff member (<http://www.hrd.qut.edu.au>).

Inducting a new employee is important for both the employer and employee for a number of reasons. It helps both the organisation and the new employee to confirm that they have made the right decision in the selection process, and begins the process of integrating the newcomer as a part of the new workplace and team. A well-planned, effective induction also makes the new employee feel more welcome in their new surroundings and can make them feel more at ease and confident. The induction works as a motivator and a morale booster for the newcomer, and the arrival of a new team member can motivate the existing workers the same way too. It plays a major part in creating a positive impression of the organisation on the newcomer and communicates the corporate culture, values and goals across – as a communication tool it is one of its kind in the start of a relationship between the company and employee, and is the time and place where the communication channel between these two are established (<http://www.hrd.qut.edu.au>).

2.2 How to plan an induction?

A well-organised, thorough induction program benefits both the organisation and the new employee. The organisation should not wait until the new employee has been hired to begin the planning of an induction program, but they should prepare it well in advance to make sure it entails all needed issues and so that it can be tested or checked before beginning the actual induction process. A good induction program is advantageous for the workplace and effectively conveys information across to the newcomer, and that is why it is important to plan the process carefully. (Cross, 2009).

The induction or employee training program should be constructed so that it is in keeping with the adult learning principles, i.e. so that it considers the way in which adults learn and embrace new things. It is important to note already at this point that the theory on adult learning and these principles should be considered as one of the most important and useful guidelines into creating such an induction program.

When beginning the induction planning, the aim, goals and objectives of the induction need to be considered. They should be made clear and specific in order to achieve clear and feasible results, and they should be easy to understand for both the inductor and the inductee. After figuring out the aim and objectives, the planning should be continued by considering the most effective way to communicate and present information to the new employee. Some of the information to be passed on can be given on written form or in inductor led lectures; other information such as knowledge on how to perform actual work tasks should be done by presenting the newcomer how to do it, i.e. by first giving an example and then giving the inductee a chance to learn the task by doing it themselves. Other possible ways to convey information to the newcomer can be such as mentoring by another employee, going through e-learning material or even reading brochures on important and necessary topics (<http://www.hrd.qut.edu.au/managers/managing/induction.jsp>).

Once a suitable, effective way of communicating information across has been found, different stages of the induction process should be decided upon and planned. Good stages for an induction could for example be the stage before the arrival of the employ-

ee, their first day as a possible second stage, and their first week as stage three, just to provide a few examples. If the organisation decides to go with developing individual stages for the induction process, each stage needs to be planned carefully to make them logical and complementing to each other. The first stage, before the arrival of the new employee, can be regarded as the beginning of the induction process. It is beneficial to invest time and energy into planning and designing the program well before the newcomer arrives as in most cases it pays off in the end. In this stage the employer has the chance to prioritize the information and knowledge they will pass on in the training, and make sure the work surroundings provide a receptive environment for learning (<http://www.hrd.qut.edu.au/managers/managing/induction.jsp>).

The second stage, the new employee's first day is as important as making the preparations for their arrival. Greeting the newcomer personally and creating a good first impression go a long way in making the individual feel at ease. Meeting the supervisor and existing employees on the first day and making rounds to meet and greet them can affect the induction and learning process greatly, and make the new employee feel welcome and relaxed. When the newcomer feels like part of the team from the first day onwards they have a more motivated and enthusiastic approach to the work and learning, and they will be more successful and productive in the process. During the first day the induction programme should be looked at and overviewed, and the job role should be explained in detail. General instructions are also to be given to the new employee and some basic tasks presented during this first day (<http://www.hrd.qut.edu.au/managers/managing/induction.jsp>).

The third stage, here the first week, can for example include the following; providing relevant and even more detailed information about the tasks included as a part of the job role; performing the actual job tasks and reviewing the progress with the inductor to receive continuous feedback. This way the newcomer learns where they did right and what went wrong, and can expand their understanding of how to perform the job. More information will be provided during this stage that will help to perform the job better, but close support is also given (<http://www.hrd.qut.edu.au/managers/managing/induction.jsp>).

There is not any definite number of stages and there can always be more planned for the near-future of the new employee, such as the first month or the next six months. By creating these stages the inductor can make sure the new employee will stay in close contact with them during the beginning of their career, and can monitor the newcomer's progress easily and guide them more accurately. As long as the possible stages are prepared in advance and with thought they can be used, in a way, to benchmark the induction process and can provide a means to a better induction process.

2.3 Adult learning theory

Part of being a good and effective inductor is to understand how adults learn the best (Lieb, 1991). *Andragogy*, or in layman's terms adult learning, is a theory that consists of a set of assumptions on how adults learn. It emphasizes the learning process' value, and uses approaches to learning that are more problem-based and collaborative than educational; it also emphasises more equality between the teacher and learner.

As a study of adult learning, *andragogy* originated in Europe in the 1950's. It was pioneered as a theory and a model for adult learning by an American practitioner and theorist of the field, Malcolm Knowles, in the 1970's, who defined adult learning as "*the art and science of helping adults learn*" (Zmeyov 1998; Fidishun 2000).

Knowles identified six different principles of adult learning:

- Adults are internally motivated and self-directed
- They bring their life experiences and knowledge into the learning experiences
- They are goal oriented
- They are relevancy oriented
- They are practical
- As learners, adults like to be respected.

According to the first principle of adult learning, *adults are internally motivated and self-directed*. They begin to fight against learning when they feel others are forcing the information, ideas or actions upon them (Fidishun, 2000). To encourage this first principle in adult learning and to facilitate the learning process, the inductor can during the

induction and learning process for example provide regular feedback that is both constructive and specific in nature, but also both negative and positive, i.e. as honest and truthful as possible.

The inductor or educator can also lead the learner or inductee towards inquiry and more inquisitive approach to learning before providing them with direct answers and facts, this way trying to motivate their desire to learn by asking questions and finding out for themselves even more. Encouraging the learner to ask questions themselves and to explore various concepts related to the work they are being inducted for can increase the inductor's approachability in the eyes of the inductee and can lead to developing a useful rapport between the two individuals (Malinen, 2000).

What more, in addition to encouraging the learner to pose questions they should be encouraged to use multiple resources in their learning process. These resources can be such as library, journals, internet and others like departmental sources at work are also something that can motivate the self-directed, independent adult learner (Malinen, 2000).

The second adult learning principle suggests that in learning context adults enjoy it more when they are given an opportunity to use their existing foundation of knowledge and experience of life, and apply this to their new learning experiences. To facilitate the learning even better the inductor or educator can try to find out about their inductee or student, i.e. to get to know them more by asking them about their interests and personal lives, their past studies and work experiences (Malinen, 2000).

Creating a friendlier, more easy-going atmosphere between the educator and learner can lead to a better and more effective learning environment where information is passed on in a more casual flow and in a less emphasized manner. However, this does not mean that the information conveyed would be any less important than what it would be while being passed on in a more formal setting. Considering, in addition to this, that the gained life experiences of the learner can also help in the learning process the inductor should encourage the learner to draw on those experiences and use them for their assistance in problem-solving situations (Malinen, 2000).

Also, facilitating more and more reflective learning opportunities can help the learner to look at existing habits and ways of working or doing things in the light of their own past life experiences and this way gain a new type of understanding on the new topics and issues being presented to them. This is how they can understand new topics and information easier and quicker, and it can even result in the learner coming up with new ideas and solutions during their induction, which can end up benefiting the whole workplace community (Malinen, 2000).

Adults are also *goal-oriented*, like the third adult learning principle states. They need to feel that the information or skill they are about to learn will clearly help problem-solving in their daily lives, and after that they are truly ready to learn (Fidishun, 2000). The inductor's role with this principle is to facilitate the student's readiness to learn and awareness of the learning situation. Providing the learner with real situations and for example case studies help them to learn the theory basis in practice increases their enthusiasm to learn and also increases the learner's motivation to inquire further, beyond what has just been taught (Malinen, 2000).

The fourth of Knowles' principles states that adults are *relevancy oriented*. This basically means that adults as learners want to know whether the information they will be learning is relevant or not. Part of this principle is also to know what one wants to achieve, meaning that when one knows what the end goal is the learning experience increases in value to them. This in turn provides the adult learner with more focus and motivation towards the learning process, and can stimulate them to make better, sharper observations as well as reflections on what they have gone through. The inductor can assist the adult learner who is, for example, being inducted into a new workplace by asking them to reflect on how they would apply the theory of what they have learnt to the actual day-to-day job they will be performing, and this way can spark the learner to see the value of the information learnt and the connection it can have in achieving the ultimate goal of learning and the theory. When a theory is directly relevant to the work context of the adult learners, it makes the adult learner understand the connection there is between it and the actual work, and can be a priceless moment in the road to discovery and further development in their work life (Malinen, 2000).

Practicality on the other hand is one great quality in many adults as learners, and is the fifth adult learning principle on Knowles' list. By experiencing real situations, action, practical work and interaction the learner goes from theory into practice and becomes more hands-on in their problem solving. This is a great way for them to realise and see how the information and skills they have learnt apply to their work and more generally, to their life as well. The learner can develop their perception skills too by realising the link between the theory and practice; in the future their chances of identifying similar links between information learnt and practicality in other situations will be increased and can lead to quicker learning. As with the other principles, the inductor can be of help here too; they can be honest and straight forward about how the information the inductee is learning is actually useful on the job, and can promote the learner's active participation by allowing them to do tasks and things themselves rather than making them observe others at work (www.hrd.qut.edu.au).

Last but not least is the sixth principle, which states that *adult learners like to be respected*. Adult learner wishes to be treated as an equal to their inductor, and like to voice their own opinion more often as opposed to many younger learners. They have more life experiences than younger learners which they can bring into the learning process and benefit from that, and can possible even play a small part in directing their own learning. The inductor can show respect to their inductee by encouraging them to express their own ideas and opinions, acknowledging the life experience factor that comes with adult learners and taking interest in what they actually have to say (www.hrd.qut.edu.au).

With these six adult learning principles in mind, the learner together with the support of the inductor can better themselves and achieve a higher level of learning and understanding of contexts. However, they can go even further in the learning process by changing their learning style from the very basic to a more sophisticated one, and the inductor can be of great assistance in this development. Also, "*This facilitates greater integration of knowledge, information and experience...*" (Fidishun, 2000; Lieb, 1991), and the inductee learns effectively how to tell apart what is important and what not while working and assessing the situations at hand.

2.4 Learning styles

There are various ways in which new information and skills can be learned, and individuals have different preferences on how they approach it. Keeping the previously mentioned, more general adult learning principles in mind, we can take a further look into learning by exploring some learning styles that affect the individual learner on a closer level.

Some individuals are *active learners*, who like to be challenged constantly and who learn best by doing. These people adopt information best through practical exposure, trying, failing and trying again. They are quick thinkers who can work well under pressure and prefer direct experience. Others may be more *reflective learners*, who need time to plan, prepare and research information, as well as time to understand and reflect on what they have learnt before moving on to new challenges. *Theoretical learners* on the other hand are stimulated by more abstract ideas and concepts, and like to consider numerous viewpoints and theories before choosing how to approach a task. These types of learners learn best by observing, discussing and analysing, and also like the chance to logical reasoning. Then again there are also *pragmatic learners*, who enjoy learning but need to see the practical advantage and benefits of everything they learn. These types of learners need to know that what they are learning is useful and realistic, and that it actually works when used on the job (Rogers, 2001).

Individuals' learning styles can be greatly affected by their own experiences, their work, education and even the learning situation at hand. These learning styles are not fixed, but can be adapted according to the learning situation the individual is in; sometimes flexibility is the key to learning. In any case it is important to notice that people usually stick to the one style that suits them best (Cross, 2009).

For an adult learner the most important part, or advice to remember, is to acknowledge what learning style suits them the best but also to be aware of the existence of other learning styles. This in turn will help them to identify what they need to improve and develop further, and how they can make a working plan to implement these improvements in real life (Cross, 2009).

3 CURRENT INDUCTION PROCESS AT DC EUROPE / METSO MINERALS INC.

3.1 Company introduction

Metso Corporation is a leading global supplier of solutions, equipment and services for various industries in the field of technology. These industries include the mining and construction, power generation, oil and gas, recycling, as well as pulp and paper industry.

Headquartered in Helsinki and listed on the NASDAQ OMX Helsinki stock exchange, the current Metso Corporation was created in 1999 when two Finnish companies with long histories of their own; *Valmet Oyj* and *Rauma Oyj*, merged and formed the new global company. Today, Metso Corporation employs approximately 29 000 people worldwide in over 300 units which in turn are in operation in well over 50 countries. In 2010 the net sales of the whole company were 5, 552 million euros (€) and 45 per cent of the whole net sales came from the services side of business (www.metso.com).

The corporation consists of three reporting segments: **Mining and Construction, Energy and Environmental Technology**, and **Paper and Fiber Technology**.

Metso Minerals Inc. is a part of Metso Corporation's Mining and Construction reporting segment, **MAC**. The MAC reporting segment consists of two business lines, which are the Services Business Line and Equipment and Systems Business Line; DC Europe is an integral part of the first one – the Services Business Line.

In 2010, Metso Minerals' share of the corporation's net sales was 40 per cent, which made up almost the whole of the service business' share of the corporation's net sales that year.

Metso Minerals' main business in the field of technology is to plan, develop, manufacture, market, sell and procure as well as rent rock crushers, and crushing, screening and handling equipment. The company's core expertise lies in crushing, screening, grinding, conveying, separation, enrichment and demolition waste recycling. In addition to this,

the company provides its customers with for example crusher spare and wear parts' consulting and maintenance services.

All expertise and solutions Metso Minerals offers to its customers are based on over a century of experience and business-making. Metso Minerals' main site in Finland is situated in Tampere, at Lokomonkatu 3, where the tradition of making business is long. First engineering industry company on the site, **Lokomo** started its operation in 1915 and throughout the decades, economic changes, company mergers and deals, the site is still in business. Currently the Tampere site employs around 1000 people. Metso Minerals' other sites in Finland include sales & maintenance sites in Oulu, Kouvola, Lappeenranta, Vantaa, Seinäjoki and Pieksämäki.

A vital part of Metso Minerals is **DC Europe**, or **Distribution Centre Europe**, which is the distribution centre for Metso Minerals' crushers spare and wear parts in Europe. The distribution centre is naturally a part of the Services Business Line.

Situated at the Metso Minerals main site in Tampere Finland, DC Europe is responsible for the logistics of all inbound and outbound deliveries from the distribution centre's warehouses in Tampere (Finland) and Tongeren (Belgium) to customers around the world. In addition to this, DC Europe takes care of the spare and wear parts' purchasing and order handling process, customer service, and maintains the operation of the warehouses in both Finland and Belgium. Currently, approximately 60 individuals work at the Tampere DC making sure about 130 spare and wear part orders are shipped from the warehouses each day to Metso Minerals SSOs, i.e. sales and services offices, and to distributors alike. In 2010, the net sales of DC Europe were 95 million euros (www.metso.com).

3.2 Induction's main challenges and the safety at the workplace

Challenges are added to the induction process by the variety of individuals working at the workplace. Individuals working at a common, shared workplace come from many different backgrounds, have different professions and educations, and each have their own effect on day-to-day working. A good induction plays a key role in controlling these types of challenges at the workplace (Työturvallisuuskeskus, 2010).

At the workplace, the two main challenges when considering inducting employees are these:

- How to organise a good induction?
- How should the induction be planned?

There are other challenges to consider as well, such as safety at the workplace and how it can be affected and promoted through the induction of new employees (Työturvallisuuskeskus, 2010).

As we know by now, it is vital that the employer plans the induction well and makes it structured to convey all needed information in a direct, easily understandable manner. All individuals are different just as all companies and workplaces are, and an induction needs to be organised to provide the newcomers with the information on the workplace – as much as on the job itself. By having a thorough general induction and especially information on safety at the workplace the company, with the help of the employees, can create a safer working environment. Providing information on health and safety issues, limitations to work and more already in the induction stage is a must if the employer wishes to cut down the amount of work-related accidents, and also if they wish for the employees to be able to act fast and effectively in the case of an emergency (Työturvallisuuskeskus, 2010).

3.3 Induction process at DCE's Logistics Team

Every new employee joining the Logistics Team at DCE goes through an induction process where they are taught the basics of survival in the company and especially in the team.

The induction process begins with an introduction to the company, where basic, general information of the firm is provided to the newcomer and practicalities and ways of working at Metso Minerals / DCE are introduced and explained. In addition to this, the structure of the DCE organisation is explained to the newcomer along with all the dif-

ferent functions that make it up. This first part of the induction is normally conducted by the Logistics Manager at DCE, together with the named inductor.

After this first, initial introduction, the newcomer gets their first chance of getting to know their new work surroundings and future co-workers with a small tour around the DCE office. When all this has been done, the next stage in the induction takes a look into the duties and daily tasks of the Logistics Team without forgetting the SAP system processes used in every day work. The inductor provides the new employee with the material used in the training process and begins it with the first of many topics.

The induction consists of many separate topics which are all discussed individually. The general part of the induction held by the Logistics Manager normally includes the general practices of the team, ie. who to approach when you need a day off or how to go about when you fall ill, so these topics are not normally discussed anymore at this point. The training into the SAP system is included in the induction into the team's tasks, duties and processes, and is conducted separately transaction by transaction, each topic on its own. Depending on the newcomers' previous skills, the depth of the SAP induction can vary.

Currently the part of the induction, held by either the Team Leader (Logistics) or a selected inductor, consists roughly of these following topics:

- A look into the logistics team basic tasks
- Incoterms
- SAP transactions
- Different forwarders and transport modes
- Country responsibilities
- On duty evening shift
- Special documents

In the course of the induction, all these bigger topics are divided into smaller and more detailed sections and more information is provided this way. The very basic information on the Logistics team's tasks covers the team responsibilities between the Logistics and Customer Support teams, and also basic knowledge on for example the difference be-

tween the SSOs, i.e. the sales and services organisations, and distributors; SAP and invoicing; information on the two warehouses, such as who is our main contact in Belgium, what countries are operated from the Belgian warehouse and what on the other hand from Finland. The most common Incoterms at Metso are also presented and it is explained how they affect the transportations and invoicing. Different forwarders used by DCE are presented in the induction, and their booking processes are explained and usually practiced by booking a few shipments. The nominated forwarders for each country are explained in a more general manner during this part of the induction, and usually in more detail when the newcomer begins to learn how their future responsibility countries and distributors function. This is when the colleagues who have taken care of that specific country before explain in detail to the newcomer everything they can concerning it; how they should take care of the country or dealer, how to book and when, and who to approach in case of any emergency.

Guidance is also given on how to make special documents for certain countries which need them, such as A.TRs for Turkey or Certificate of Origins for Kazakhstan. In addition to all else, the evening On duty shift is also explained in detail including for example explanation on what it consists of, how to invoice non-EU courier shipments and where to send the invoices for these shipments.

Appendix 4 shows a good example of a more detailed induction timetable prepared for a new employee's induction, from August 2011. This example covers a week of an induction of two weeks, and presents many of the various issues and topics that need to be included in the induction process. From this Appendix it is clear to see that there are numerous issues to be explained and taught during in the induction, and that each induction day is filled with activities. This in itself already showcases one of the challenges of induction; the limited supply of time for the process as opposed to the vast amount of information to be passed on to the inductee.

The above listed topics and other information are gone through in the induction for completely new employees joining DCE's Logistics team, but when the new employee transfers for example from another team inside DCE or from another location within the Metso site or the organisation, some of the topics can be passed by or gone through in less depth. This can be done if the employees' previous work experience within the

company has covered these issues or they have work experience on very similar issues from a previous job. In the Logistics team, the newcomer has a chance to express their opinion and point of view during the induction, and is encouraged by the inductor to explain if they have any wishes concerning the induction programme and what they would like emphasize in learning. It is also regarded a positive thing if the employee comes forward with their previous experiences on SAP for example, uses it to their advantage in learning new things and makes it a beneficial part of the induction and learning process.

3.4 Induction process at DCE's Dispatching Department

DC Europe's Dispatching Department is an integral part of the firm and handles all spare and wear part shipments leaving the Tampere warehouse. The day-to-day tasks of the Dispatching Department include completing the packed orders coming from the picking and warehouse to the SAP operating system before they can be invoiced, booked and shipped; making shipping marks and airway bills, or AWBs, for shipments (AWBs usually for courier shipments leaving Finland, as well as invoices for these shipments); handing out the correct shipments to truck drivers coming to pick them up; filing and storing the signed waybills as well as the completed picking orders; organising weekly truck shipments mainly between the Tampere and Tongeren warehouses, as well as the weekly trucks to Norway and CIS-countries together with the Logistics team's responsible person. Reporting purchase invoices as well as organising and booking inland transport in Finland are also daily tasks of the Dispatching Department.

The Dispatching Department sits separately from the main DC Europe office on the Lokomonkatu –site in Tampere, but is in close connection with the spare and wear parts' warehouse as it is joined with it. This makes it easy for the Dispatching Department to know what goes on in the warehouse, what shipments are ready to be dispatched and what might be missing in action, if it comes to that.

There are currently three employees working at the Dispatch department, and they take care of all of the daily tasks. Working at the Dispatching Department begins at 8 a.m. when the first employees arrive and usually the one staying on until 5 p.m. in the on duty shift arrives to work around nine o'clock as the last one. The daily tasks and re-

sponsibilities are many which provide each employee a change in their routines, and are normally divided by discussing who would like to do and what that week.

Induction of new employees at the Dispatch department is the duty of the already existing employees. There is not an officially set inductor, but usually the induction is conducted by the employee leaving their job – they in a way pass their knowledge on to the new employee as their last task. There is not a set induction programme or time reserved for the induction, and each inductor can decide the order of things to be taught themselves. The induction can be as long as it needs, and many times unclear things can be clarified each time there is one.

Topics to be taught to the newcomer are many, but mainly include all what was mentioned as the daily tasks of the Dispatching department. The new employee needs to be taught the whole process and how it works; what is the relationship between the Dispatching Department and Operative Purchasing, Customer Support, Warehouse or Logistics Team for example, and how the chain works from the beginning until the end. Completing the picked and packed orders to the SAP system is one of the most important ones to teach to the newcomer, but they also need to learn to invoice the courier shipments shipping from the Tampere warehouse and make waybills for them. Knowing what to do when a driver arrives to do a pick-up is vital, so are also things such as knowing how to manage and complete the weekly trucks.

On top of all else, the new employee also needs to be taught what documents go with what depending on the destination country or company the goods are going to, and they need know which ones of the documents need to be stamped and so on. A tour around the warehouse is also a vital part of the induction so that all new employees get to see the premises, see how everything works there and know their new co-workers.

The Dispatching departments working problem lies in the fact that they do not have any kinds of written instructions for the induction process of a new employee, nor a checklist for the inductor / inductee to keep up with what has been already explained or taught. This makes it harder to know where they are at in the induction process, especially if the inductor falls ill in the middle of it or for some other reason is refrained from teaching. What more, feasible instructions or a checklist of topics would help in

knowing what has been taught and would make it easier to continue on with the induction from there.

3.5 DCE's Logistics Team's working problem

The working problem in terms of the Logistics team is that orientation material and information exist in many places; the main information – the SAP instructions and other official induction material – is in the Lotus Notes database, where all the information was moved not long ago from the formerly used M-database. In addition to this official material, there is some additional information in the form of for example individual persons know how, which is currently stored only in these people's memory banks. This is why sometimes the best, most effective ways of working or for example using various SAP transactions are not always conveyed forward in the induction, and sometimes they do not reach the new employees at all. Usually for the new employee, the way of working the SAP system and transactions is derived from the induction and the way the inductor teaches them, when sometimes there could be a more effective way of doing the same thing, i.e. invoicing from a shipment vs. to invoicing individual deliveries.

As a part DCE's Logistics team's working problem and the problem solving process it would be beneficial to find out slightly more precise information on a number of things. This can be done by asking a few questions concerning the induction process, for example:

- How long time does it take until all the orientation material can be gone through profoundly enough with new employees, i.e. how long is the time reserved for the induction?

With this question the aim was to find out the overall duration of the orientation process, i.e. is it two weeks, more or less? This question was asked from both the inductors and the inductees, and will be covered in more detail in this Thesis in section 5, Open-ended questionnaire.

- How to define what is a good pace for teaching someone new information and for them to absorb it well enough to be able to start working individually as a part of the team?

This question aims at finding out more on how newcomers feel about the orientation and their own capability to learn and absorb new information quickly. It can also help to find out how the inductors view the newcomers' role during the induction and the time immediately after that, and how they have defined the amount of time spent on the induction this far.

- How one learns the best way? Is it by:
 - listening
 - taking notes
 - doing work tasks themselves etc.?

This above question can be looked into with the help of learning theories and actual experiences of new employees. In trying to find out the best ways of learning both the theories and live experiences will be used. For example question 10 asked from the employees in the open-ended questionnaire found in Appendix 2 tries to find this out.

- What would be the order in which the orientation material would be gone through?
What would be taught what day during the orientation period?

This last example question is the key one to figuring out the best order of topics and the composition of each day of the orientation period. This question was asked from the inductors in order to try to find out what they see as the best order to teach new things and if there was an existing orientation timetable for the Logistics team.

This and all of these above mentioned questions will try to be answered in this Final Thesis in the best possible way. The open-ended questionnaire can be found in Appendix 2 and will be analysed in section 5 of this Thesis.

3.6 Conclusions

The induction processes of both the Logistics Team and the Dispatching Department include a multitude of different topics to be taught and communicated to the new employee, and are time taking processes. Nothing can be conveyed across in just a single day, but needs to be introduced to the new worker with time and patience. Also the way in which the process will be conducted needs to be determined well in advance before it is executed. It takes a great effort to teach the newcomer the ropes of the workplace, and this is why also these two induction processes should be well planned and organised.

The working problems of both the Logistics Team and the Dispatching department are quite similar yet still different; for example one major difference is the fact that the Dispatching Department is missing any written induction material whereas the Logistics team has so much of it that it is not possible to pass it all on during the normal two weeks of the induction. All of the most vital information can be passed on; however all the rest comes little by little as one goes on with the work, learns more by doing and understands the bigger concepts and ideas of the work.

Also the fact that all the induction and SAP instructions are now up in the Lotus Notes database brings its own flavour to the induction; if for some reason the system would be down or crashed, one would have to have the instructions as a back-up somewhere else, such as either as printed material or stored in another database. The former M-database is accessible on everyone's own work computer, however it is out of question for the back-up storing since all the information was removed from there and re-stored in the Notes databases in the first place. If in an unlikely yet possible coincidence the Notes crash happens at the same time as the induction of a new employee, this also needs to be prepared for in the Logistics Team.

There are many issues that have to be taken into consideration when planning the induction, and the working problems of both the Logistics team and the Dispatching Department are very real, but they can be solved. It is possible to prepare for any possible problems ahead and find out what can be done better and achieve real results in the process - this what this Thesis will help with.

4 RESEARCH METHODS

4.1 Research methods

There were two main research methods used in this Final Thesis. First one was collecting and using theory on induction, adult learning and learning at work, as well as theory on various learning styles. This information was collected from multiple sources, such as books, journals and e-books. Secondly, an open-ended questionnaire was used in finding out empirical information about the current induction process both at the Logistics Team and the Dispatching department of DC Europe. This questionnaire was developed by the author of this Final Thesis to help in determining the state of the current induction process, how the employees view and experience it, and to determine what needs to be developed further.

4.2 The purpose and structure of the questionnaire

An open-ended questionnaire was created in order to ask the inductors from the Logistics Team, the Team Leader and one the Logistics Coordinators, and two Dispatch Coordinators of the Dispatching Department their views on the induction process, as well as to find out how the employees of the Logistics Team as well as the rest of the Dispatching department experienced their inductions. The purpose of the questionnaire was to find out more practical information on how both the inductors and inductees view the current induction process and what would there be to improve, and ask their personal suggestions for this.

The questionnaire was slightly different for the inductors and the employees. For the inductors of both the Logistics Team and the Dispatching Department the questionnaire was the same, whereas the employees in the Logistics Team and Dispatching Department had their own questions. This was done because by making two sets of questions, one aimed at the inductors and the other aimed at the employees, it was easier to find out more precise information on the induction, its challenges and possible solutions for them from both answering groups. By targeting the questions this way, the answers were more honest and accurate as well.

The questionnaire for the inductors in Logistics included 12 questions and a 13th question for adding any more information not already asked in the questionnaire. In the Dispatch department questionnaire, there were 11 questions and the 12th for additional information. The questions concerned the induction process, its planning and possible pros and cons, and tried to find out what was there to improve or add into it. The questionnaires can be seen in Appendix 1 A and B, *Questionnaire for the inductors*.

The questionnaire for the employees also included 12 questions and a 13th question for any additional information for the employees to add if they wished to do so. The questions aimed at finding out the employees own experiences from their induction, who their inductor was and whether they found that it covered all necessary information and facts needed on the day-to-day work. Their opinion on the duration of the induction was also asked alongside with their suggestions for improving the process in the future. What more, the questionnaire also tried to find out if the induction plan worked in the employees' opinion and how they found the theory versus the practical learning to be divided in the induction. The questionnaire for the employees can be found in Appendix 2 A and B, *Questionnaire for the employees*, of this Final Thesis.

All of the questions were in both English and Finnish.

4.3 Analysis of the answers

Analysing the answers gained from the open-ended questionnaire is important in order to find out point of views on the induction, its good and not necessarily so good qualities, and finding out what needs to be improved. In order to make any conclusions and suggestions for improvement, the answers need to be reviewed so that we can present feasible additions to the induction programme and implement them.

5 RESEARCH RESULTS

5.1 Answers to the inductors questionnaire

The answers gained from the inductors questionnaires were very helpful, informative and gave a good insight into the world of inducting a new employee from the employer's perspective. Information gained provided answers to all questions and showed also the wishes for improvement, as well as what the inductors view as the challenges and weaknesses of the current induction.

5.1.1 Logistics Team

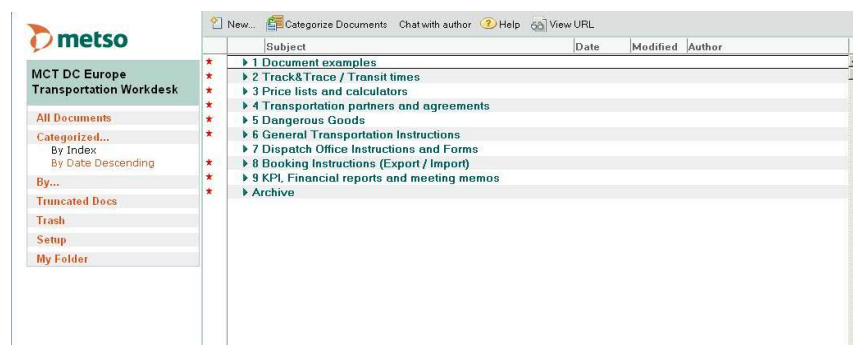
In the Logistics Team, the answers to the first two questions (see Appendix 1 A for Logistics Team's inductors questions) revealed that there is an induction plan for the team as well as a timetable for it that has been created a long time ago, and that is updated when needed. There has always been a list of topics that need to be taught to a new employee in the induction process, but due to the lack of time it has not been developed further than just this type of a listing. This became evident from Team Leader's as well as from the Logistics Coordinator's answers.

Question 3 concerning the topic on how the induction has been conducted until now, revealed that in 2008-2009 there was no specific or a single inductor, but whoever had the time in their hands conducted the induction process. After this the current Team Leader became the inductor and from the end of 2011, induction has been conducted by the Logistics Coordinator. As a general guideline, the inductor needs to know the entirety of the work topics to be able to induct the new employee the best way possible, and they need to be able to know what instructions are the most useful ones and help the most towards the job. In a nutshell, we can say that the more work experience the better while inducting.

With question 4 concerning the order of topics taught in the induction, it was revealed that the inductor has free hands to plan the induction and the order of topics, as long as everything that needs to be presented is presented and taught. The existing timetable or

listing of topics includes all the topics that need to be included in the Logistics Team's induction, but in the very end it is the inductor's responsibility to go through them all with the new employee and make sure that the information is conveyed in a manner that the newcomer actually understands and learns it. Normally, it is best to begin with the very basic issues and continue on to the more difficult subjects, but as stated, the inductor can decide the order themselves in the end.

All the information material can be found in the Lotus Notes e-mail system's database, and normally the inductors have at least some instructions planned and ready on their own work computers before the induction begins. The material exists in vast amounts, and every new employee receives their own folder filled with at least all the basic instructions and guidelines to be able to begin working.



Picture 1. Lotus Notes database where all information is stored. Source: Metso Minerals Oy, Lotus Notes database.

Time reserved for the induction is approximately two weeks in the Logistics Team, and in practicality this is enough (please see question 6 and 7 in the Appendix 1 A, *Questionnaire for the inductors*). In this time it is possible to teach the new employee all the needed topics and still manage time for some practical learning as well. However, in reality the time is not enough for learning the actual day-to-day work, all the bookings that need to be completed by their specific times or the composition of the actual working day. Based on an interview with the Team Leader, the ideal situation would be that first there would be two weeks of induction and then two weeks of following a colleague on the job. Only after these four weeks of learning the job the newcomer would receive their own responsibility countries and distributors, whose shipments they would be in charge of.

There are challenges to the induction too (please see questions 8 and 10). There is not really another back-up inductor for the inductor, so in case they fall ill the induction responsibility is taken over by the boss and the induction is continued. The new employee can be given something else to do too in this kind of a case, such as to study instructions on their own or even try to do the job, with the help of their colleagues, but normally the induction continues. Another challenge is to convey the information and knowledge across so that the new employee really understands what is being taught to them. They need to be able to see the connection between the theory and practicality, and be able to use the information given to them when they begin doing the actual job.

The inductor's challenge is to put themselves in the shoes of the newcomer and think outside the box; how to explain all that is clear to them to someone who has no idea of the work, so that the new employee will understand? Also, the e-mailing practice of Metso should be taught to the newcomer so that they know how to write e-mails and how to reply to the customers in a polite, professional manner. At this point, this is not a part of the induction process but hopefully in the future it has its own timeslot in the induction. Another restraint is the lack of time already mentioned, as well as the vast nature of the information available and the information to be taught. To eliminate the challenge of no back-up inductor in case of illness and the vastness of information to be conveyed in the induction, a more specified list of induction topics was created to help keep track of what has been taught and what not yet. This list can be found in Appendix 3, *Memory list for Logistics Team's induction*.

Question 9 mapped the good sides of the current induction, and there were quite a few good sides to mention. The induction process is taken more seriously now and it is being invested in more than before. Each time the induction is conducted it has become more structured, but there are still improvements to be made just as was mentioned in the challenges. The timetable is also beginning to take more shape and has become more detailed each time there has been an induction. Creating a detailed timetable is the inductor's task and this is why it is impossible to produce a permanent, complete timetable here in this Thesis.

As for questions 11 and 12, the new employee's skills are taken into consideration in the induction process and they are asked to tell what they know. They are encouraged to ask questions and make suggestions, which will be taken into consideration in the induction (Ms. Niina Kyllönen; Team Leader, Logistics). In terms of using e-learning in the induction, it is a feasible possibility but has not been used so far due to lack of time and lack of existing e-learning material for the Logistics' induction. However, it may be used in some aspects of the induction in the future, if someone can be found to create this kind of material.

5.1.2 Dispatching Department

The questionnaire for Dispatching Department's inductors was answered by the two Dispatch Coordinators. This questionnaire can be seen in Appendix 1 B.

The Dispatching Department has not got an induction plan for new employees. All information needed on the job is taught to the new employee in the order of practicality, by whoever happens to conduct the induction that time. There is no set timetable or schedule, however sometimes the induction takes about the same time as the Logistics Team's one – approximately two weeks. If the newcomer still has not learnt all the ropes by the end of these two weeks, the induction usually continues as the work goes on, little by little. Of course, in the case the new employee has previous knowledge of the tasks or system used in the company, these skills and knowledge will be taken into consideration in the induction process.

There is not any induction material in written form for the Dispatching Department, which means that each inductor teaches the new employee on the basis of their own knowledge and work experience. This lack of written instructions may also be noted as the one major challenge, because each employee has their own notes and goes by them, without being able to consult any written source in case they need comparison or affirmation. On the positive side the new employee is constantly in the same room with all other Dispatch workers, and can access their knowledge and consult them every time they have the need to do it.

One wish both Dispatch ladies made when answering question 10 was that there should be some kind of written instruction for working in the Dispatch so that it would help both the inductor and inductee; for example if the employee is in the on duty shift until 5 p.m. they could check the instruction for a list of tasks to do in case they would need to. Creating this kind of written, official instructions could be the goal of the future, since they definitely would fill their purpose in the Dispatch team.

5.2 Answers to the employees questionnaire

The employees' questionnaire was answered by 4 employees from the Logistics Team and 1 from the Dispatching department (please see questions in Appendix 2 A and B).

Beginning with the Logistics Team's answers, two out of the four employees considered their inductions successful, despite there being a lot of information to go through in a short period of time. The other two on the other hand said they felt confused in the beginning because of the vast amount of information coming their way, and felt the schedule was quite tightly fitted. Everyone still felt that the induction was good and interesting, and three out of four felt it was profound enough for the job. Each employee also mentioned they felt really welcome to the Logistics team and enjoyed meeting the members of the other teams as well. Three out of these four employees had had the current Team Leader as their inductor, and one had been inducted by the current inductor, the Logistics Coordinator.

Everyone wished there would have been more practical learning, i.e. doing the actual work tasks such as bookings more during the induction in addition to getting the theory side of things. More information on the on duty –shift was also wished for, so was more information on each forwarder, different contact persons as well as the weight limitations for each transport type. What more, the same suggestion was made by the employees as was discussed as the ideal situation in the induction with the Team Leader of Logistics; that there would be the two week induction period, after that a two week period of working closely with a colleague or watching their working, and only then giving the new employee their responsibilities. Despite the wishes for more practical learning in addition to the theory, everyone felt that the time reserved for the induction as such was enough, and that overall the planning for the induction was quite successful.

Majority of the employees in the Logistics team also found it more pleasurable to be inducted with other newcomers, because that meant there were others to solve problems with and the peer-support was there. Everyone stated too that their wishes were taken into consideration during the induction process, so were their previous skills and knowledge. However, the fact that everything was quite new in the situation made it more difficult to be able to ask specific questions regarding the job and make suggestions towards changing the induction programme or adding more to it.

As for the Dispatching Department, the induction to the work was quite successful and covered all the basic topics needed to be able to work there. Special cases and more difficult issues have been learnt while doing, later on in the job. The induction for the employee who replied to the questions was good and beneficial in terms of working there, and they felt welcome as a part of the team. The inductor was an employee who was being replaced by the newcomer.

The induction lasted for two weeks and covered all the basic tasks and issues. The employee who replied to the questions felt this time was enough, but wished for a more detailed induction for some of the more special situations encountered in the daily work. The person would have also wished for more training on making bookings, and more theoretical information. The lack of theoretical information in the induction is clearly due to the fact there are no official written instructions for the Dispatching Department's induction or the tasks performed by the team, and this is something that clearly needs to be developed in the future.

All in all the induction in the Dispatching Department covered all the practicalities and basic information needed on the job, but could have contained more theory and information on special cases. According to the employee becoming part of the team was easy as everyone was really helpful, and help is available whenever it is needed.

6 CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions based on the inductors' replies

In the Logistics Team, the challenges of the induction process are clear. The lack of time and the vastness of the information to be passed on to the new employee are the main challenges, not forgetting the fact that the information needs to be passed on to the new employee so that they really understand everything. Also the lack of the Metso e-mailing practice as a part of the induction process needs to be corrected. This is why a more specified list of induction topics was created to help keep track of what has been taught and what not yet. This list can be found in Appendix 3, *Memory list for Logistics Team's induction*, and it includes the Metso e-mailing practice as a part of the induction.

As for creating a specified timeline or a detailed timetable for the induction process of the Logistics Team, it is quite evident that this cannot be done within the parameter of this Thesis. Creating a detailed timetable for any induction is the inductor's task, and they can change it depending on the induction - this why it is impossible to produce a permanent, complete timetable here in this Thesis.

In the Dispatching Department's case the lack of any written, official instructions is the biggest challenge and is acknowledged by the Dispatching Department's employees themselves as well. Creating this kind of written, official instructions could be the goal of the future, since they definitely would fill their purpose in the Dispatch team. Unfortunately, it would be far too great of a task to complete within the timeframe of this Final Thesis.

All in all it can be established that the challenges or weaknesses of both the Logistics Team's induction as well as that of the Dispatching Department are clear and solutions are available. As a solution the *Memory list for Logistics Team's induction* was created to make it easier to keep up with the tasks taught in the induction process, and the key issues for both Logistics and Dispatching were identified. Hopefully, with the help of these revelations the induction processes can be developed further and made more efficient and structured.

6.2 Conclusions based on the employees' replies

Based on the employees' answers we are able to establish that the induction process in itself is profound enough yet needs more practical learning by doing in addition to the theory teaching. More information on bookings has been wished by the members of both the Logistics Team as well as the Dispatching Department, and the employees found it more pleasurable to be inducted with other new employees than on their own. The employees found the time reserved for the induction sufficient, and said they were happy with the overall induction plan.

From the answers we can tell that there are some aspects of the induction that still need updating, and the inductors should definitely focus on bringing more practical learning to the induction in the future in addition to the theory side. Perhaps inducting more than one employee at a time in the future will help in the learning process as well, since the answers showed that the employees wished for more peer-support in the induction situation. However, it must be noted that it is not always possible for the employer to hire more than one person at a time. As an alternative the new employee could get a mentor from another employee who has arrived to the team just before them and this way receive peer support. In the Dispatching Department's case the definite challenge was the lack of written, official induction material and information on the tasks performed there; something that needs to be looked at in the future. All in all the current induction process at the Logistics team as well as at the Dispatching Department have a great number of positive attributes, and only a few that need fixing. Hopefully with the help of the discoveries made in this Thesis they can be affected and developed for the better.

7 SUMMARY

The end goal of this thesis was to find out what the employee induction process at Metso Minerals Inc. / DC Europe is like, how to improve it and to produce a realistic, well-structured plan and a feasible timeline for the orientation of the new employees of both the Logistics team and its Dispatching department. As we have gone through the current induction processes of both the Logistics Team and the Dispatching Department, we have been able to find out the weaknesses and strengths, the needs for improvement as well as the already valuable, well-structured entireties that form the current induction. There is always room for improvement, and this is the case with DC Europe as well.

On the basis of the questionnaire and the replies received, we were able to determine that the induction process in the Logistics team includes a good bit of theoretical information, yet maybe lacks slightly in the more practical side. This is why more problem-based learning should be introduced to the induction process, meaning that the newcomer should be presented with actual cases and bookings they can work on and this way try to solve the problems and figure out the answers for themselves. By doing this, the newcomer can better see what the future work will entail and get their first true glimpse into how they should be going about to solve a logistics problem, who to contact and where and what to ask. In addition to this, including more of the practical side in the learning process will motivate the employee and stimulate their thinking, and make the adult learner feel more responsible for their own learning. This in turn will make the adult learner feel they have a goal they wish to reach, and the learning turns into something practical and relevant that will help them in their future work. This way the connection between the relevancy of a task that needs to be learnt is linked with the process that leads to the end goal, and it becomes easier for the learner to spot that and take on the information.

The theoretical side of learning is not far from the reality of the situation, and in DC Europe's case that rings true too. With small adaptations, additions and tweaks to the induction programme it can be made more wholesome, and it can still convey all the needed information on to the new employees with a little less stress. If the learning situation is made too stressful by piling on too much information into too little time, or if

the information is conveyed on solely by inductor-led lectures, the learner becomes less focused and loses interest quicker. It is also vital to let the adult learner feel respected in the situation, and to encourage them to share their thoughts and ideas. This has been taken into consideration both by the Logistics Team and the Dispatching Department in their inductions, as the new employee is encouraged to speak their mind and make suggestions during the process. Feedback is also given regularly during the induction and after, which guarantees that the openness and dialogue continue between the inductor and the inductee.

It became obvious that the Dispatching Department's major shortage was the fact that they do not have any sorts of written instructions towards the induction. As a solution for this can only be that these instructions are created in the near future to ease the beginning of a newcomer's work career and to give the Dispatch some form of written guidance they can turn to if there ever is any need.

With the help of the theory on induction the process can be modified to be more effective, and by taking into consideration the adult learning principles and learning styles the induction can be transformed even further – it can be made into something more personal and to reflect the type of learner the newcomer happens to be. This personification of the learning process and induction takes a small effort, but it can definitely be worth it. If it means that the employee becomes more efficient in their work, and more satisfied and confident as an employee, they can be stars in what they do. By letting the employee realise their potential already during the induction process will benefit the company greatly, and will make the employee work more eagerly once they have got started.

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Metso Minerals Inc. / DC Europe

Ms. Niina Kyllönen, Team Leader, Logistics
Ms. Anna-Leena Hirvonen, Logistics Coordinator

Lotus Notes Database – Transportation workdesk
Lotus Notes Database – DC Europe database

APPENDICES

APPENDIX 1

Questionnaire for the inductors

A. Final Thesis: Questions on induction at DC Europe – Logistics Team

1. Does the Logistics team have a plan for the induction of new employees that we go by when training new employees? / Onko Logistiikkatiimillä perehdytysuunnitelmaa uusien työntekijöiden perehdytyksen varalle?
2. Who has compiled the induction plan and when? How often is it updated? / Kuka on tehnyt suunnitelman ja milloin? Kuinka usein sitä muokataan?
3. How has the induction process been conducted until now? / Kuinka perehdytys on tähän asti hoidettu?
4. Has the schedule and plan of topics in correct order mostly been the same or has it changed depending on who does the induction? / Onko perehdytyksen aihejärjestys ollut pääasiallisesti sama perehdytyksessä vai onko se muuttunut riippuen siitä, kuka on toiminut perehdyttäjänä? (Kuinka paljon perehdyttäjällä on vapautta muuttaa aiheiden käsittelyjärjestystä, aikataulua tms itsenäisesti?)
5. Is there any induction material? Is yes, what kind? / Onko Logistiikkatiimillä perehdytysmateriaalia? Minkälaista?
6. How much time is reserved for the induction process? / Kuinka paljon aikaa perehdytykselle on varattu?
7. Is the reserved time enough? Yes, No, Why? / Riittääkö aika? Miksi?
8. Challenges / shortcomings of induction in Logistics team? / Onko perehdytyksessä haasteita / puutteita?
9. What is good / sufficient in the current induction plan? / Mikä on hyvää / riittävää nykyisessä perehdytyksessä?
10. What would need to be developed further with the induction? / Mitä pitäisi muuttaa, mitä haluaisitte kehitettävän perehdytyksessä?

11. If new employee already has skills that will help in the new job, are they considered in the induction? / Otetaanko uuden työntekijän jo olemassa olevat taidot huomioon perehdytyksessä? (Jos ei, voisiko ne ottaa jotenkin / paremmin huomioon ja miten?)
12. Is e-learning used in the induction process? / Käytetäänkö e-learningiä perehdytyksessä?
13. Anything else? / Muuta?

B. Final Thesis: Questions on induction at DC Europe – Logistics Team: Dispatch

1. Does the Dispatching team have an official plan for the induction of new employees that we go by when training new employees? / Onko Lähettämöllä perehdytysuunnitelmaa uusien työntekijöiden perehdytyksen varalle?
2. Who has compiled the induction plan and when? How often is it updated? / Jos on, kuka on tehnyt suunnitelman ja milloin? Kuinka usein sitä muokataan vai muokataanko?
3. How has the induction process been conducted until now? / Kuinka perehdytys on tähän asti hoidettu, kuka perehdyttää?
4. Has the schedule and plan of topics in correct order mostly been the same or has it changed depending on who does the induction? / Onko perehdytyksen aihejärjestys ollut pääasiallisesti samassa järjestyksessä perehdytyksessä vai onko järjestys muuttunut riippuen siitä, kuka on toiminut perehdyttäjänä? (Kuinka paljon perehdyttäjällä on vapautta muuttaa aiheiden käsittelyjärjestystä, aikataulua tms itsenäisesti?)
5. Is there any induction material? If yes, what kind? / Onko Logistiikkatiimillä perehdytysmateriaalia? Minkälaista?
6. How much time is reserved for the induction process? / Kuinka paljon aikaa perehdytykselle on varattu?
7. Is the reserved time enough? / Riittääkö aika?
8. Challenges / shortcomings of induction in the Dispatch? / Onko perehdytyksessä haasteita / puutteita?
9. What is good / sufficient in the current induction plan? / Mikä on hyvää / riittävää nykyisessä perehdytyksessä?
10. What would need to be developed further with the induction? / Mitä pitäisi muuttaa, mitä haluaisitte kehitettävän?
11. If new employee already has skills that will help in the new job, are they considered in the induction? / Otetaanko uuden työntekijän jo olemassa olevat taidot huomioon perehdytyksessä?

12. Anything else? / Muuta?

APPENDIX 2

A. Questionnaire for the employees – Logistics Team

1. What do you remember of your induction? Do you regard it as successful? / Mitä muistat perehdytyksestäsi, oliko se mielestäsi onnistunut?
2. How did you experience the induction (good, interesting, boring, useless etc.)? What were your first impressions, did you feel welcomed to the team? / Miten koit perehdytyksen (hyvä, mielenkiitoinen, tylsä, hyödytön)? Millainen oli vastaanotto osaksi tiimiä ja ensivaikutelmasi?
3. Who was named as your inductor? / Kuka toimi perehdyttäjänäsi?
4. Was the induction profound enough? / Oliko perehdytys työhön mielestäsi tarpeeksi perusteellinen?
5. Did it cover all topics and issues you encounter at your daily work? / Kattoiko perehdytys kaikki asiat joita kohtaat päivittäisessä työssäsi?
6. If no, have you got any suggestions as to how this could be improved? / Jos ei, onko ehdotuksia jonka avulla tätä voitaisiin parantaa?
7. Was there enough time reserved for the induction? / Oliko perehdytykselle varattu mielestäsi tarpeeksi aikaa?
8. How much time was spent? / Paljonko aikaa käytettiin?
9. Were you allowed to make own suggestions and wishes in terms of what was done and when? / Saitko esittää omia toiveita ja ehdotuksia perehdytyksen toteutuksen suhteen, esim. lisää käytännön harjoittelua ym.?
10. Did you find there was enough of practical learning, i.e. learning by performing the future work tasks? Would you have like to have done more practical learning tasks? / Oliko mielestäsi tarpeeksi käytännön harjoittelua eli tulevien työtehtävien tekemistä käytännössä vai enemmän teoriaa? Olisitko halunnut tehdä enemmän käytännössä?
11. Did the induction plan work in your opinion? Was it too overwhelming/easy for example? What would you change? / Toimiko perehdytys suunnitelma? Oliko se liian ylitsepuksuava/helppo? Mitä muuttaisit?

12. How did you find the other team members? Were they easy to approach and ask help from? / Entä kuinka koit muut tiiminjäsenet? Oliko heitä helppo lähestyä ja pyytää heiltä apua?

13. Anything else? / Muuta?

B. Questionnaire for the employees – Dispatch

1. What do you remember of your induction? Do you regard it as successful? / Mitä muistat perehdytyksestäsi, oliko se mielestäsi onnistunut?
2. How did you experience the induction (good, interesting, boring, useless etc.)? What were your first impressions, did you feel welcomed to the team? / Miten koit perehdytyksen (hyvä, mielenkiitoinen, tylsä, hyödytön)? Millainen oli vastaanotto osaksi tiimiä ja ensivaikutelmasi?
3. Who was named as your inductor? / Kuka toimi perehdyttäjänäsi?
4. Was the induction profound enough? / Oliko perehdytys työhön mielestäsi tarpeeksi perusteellinen?
5. Did it cover all topics and issues you encounter at your daily work? / Kattoiko perehdytys kaikki asiat joita kohtaat päivittäisessä työssäsi?
6. If no, have you got any suggestions as to how this could be improved? / Jos ei, onko ehdotuksia jonka avulla tätä voitaisiin parantaa?
7. Was there enough time reserved for the induction? / Oliko perehdytykselle varattu mielestäsi tarpeeksi aikaa?
8. How much time was spent? / Paljonko aikaa käytettiin?
9. Were you allowed to make own suggestions and wishes in terms of what was done and when? / Saitko esittää omia toiveita ja ehdotuksia perehdytyksen toteutuksen suhteen, esim. lisää käytännön harjoittelua ym.?
10. Did you find there was enough of practical learning, i.e. learning by performing the future work tasks? Would you have like to have done more practical learning tasks? / Oliko mielestäsi tarpeeksi käytännön harjoittelua eli tulevien työtehtävien tekemistä käytännössä vai enemmän teoriaa? Olisitko halunnut tehdä enemmän käytännössä?
11. Did the induction plan work in your opinion? Was it too overwhelming/easy for example? What would you change? / Toimiko perehdytyssuunnitelma? Oliko se liian ylitsepusuava/helppo? Mitä muuttaisit?

12. How did you find the other team members? Were they easy to approach and ask help from? / Entä kuinka koit muut tiiminjäsenet? Oliko heitä helppo lähestyä ja pyytää heiltä apua?

13. Anything else? / Muuta?

APPENDIX 3

Memory list for Logistics Team's induction

General information on DC Europe	<ul style="list-style-type: none"> - Different teams at DCE - The division of tasks between the teams at DCE - Presentation to the other teams 	
General information on the Logistics Team	<ul style="list-style-type: none"> - The division of tasks between the Logistics Team and the Customer Support Team - Logistics Team's basic information (incl. Notes and other programs) - E-mail practice at Metso as a part of the Logistics Team's day to day work 	
SAP transactions	<ul style="list-style-type: none"> - General information on SAP - VA02 & VA03 (Sales order) - VF01 (Billing final invoice) - VF02 (Printing final invoice) - VF31 (Printing multiple invoices at once) - VF04 (Billing due list) - VL06F (Picked or ready, not yet invoiced) - MD04 (Material data information) - VA01 (Creating a sales order) 	
Forwarders	<ul style="list-style-type: none"> - DHL <ul style="list-style-type: none"> - Express - Europlus - TNT <ul style="list-style-type: none"> - Express - Economy Express - DSV - Kuehne Nagel - Danzas Global Forwarding (DGF) 	

	<ul style="list-style-type: none"> - Geodis Wilson - Jetpak - Forwarders' contact people - DTS -EXW forwarders -Process of new EXW forwarders - Special case options - Tracking 	
Pricelists and calculators	<ul style="list-style-type: none"> - DSV freight cost calculator - Courier calculator (DHL & TNT) <ul style="list-style-type: none"> - Courier calculator for shipments from BE - Courier calculator for shipments from FI - DGF freight cost calculator - Geodis Wilson freight cost calculator - Freight cost quotations 	
Customer sent invoices list		
Contact people, warehouses	<ul style="list-style-type: none"> - Tampere warehouse, FI03 - Tongeren warehouse, FI91 	
Contact people	<ul style="list-style-type: none"> - Within the own team & DCE 	
DOMs (Daily Operations Manuals)	<ul style="list-style-type: none"> - All forwarders 	
Incoterms		
Invoicing non-EU courier shipments	<ul style="list-style-type: none"> - Norway - Australia - Screenmasters, Australia - UBE Techno, Japan - Hitachi, Japan - India - USA, Canada, Mexico - Singapore - Other non-EU countries 	

ICSO invoicing	- In on duty shift	
Pro forma invoices		
Credit Note	- Credit invoice	
Debit Note	- Freight cost invoice	
Dangerous goods	- MSDS, safety data sheet - Multimodal form - ADR surcharge - How to book dangerous goods -> different forwarders	
Special documents	- Certificate of Origin - Certificate of Quality - EUR1 - New and Unused - A.TR - Packing declaration	
Terminology	- AWB, BOCO, B/L etc.	
On Duty	- Morning on duty (8-14) - Evening on duty (14-19) - Tasks in the morning -Tasks in the evening	
Bookings	- Own countries	
Export declarations	- Coutrez - Waco	

APPENDIX 4

Employee induction plan and timetable, August 2011

	MAANANTAI	TIISTAI	KESKIVIIKKO	TORSTAI	PERJANTAI
9-10	yleisesittelyä	laskutusta	kuljetusbuukkauksia	erikoislaskut	erikoisdokumentit
10-11	yleisesittelyä	laskutusta	kuljetusbuukkauksia	erikoislaskut	erikoisdokumentit
11-12	yleisesittelyä	laskutusta	kuljetusbuukkauksia	erikoislaskut	erikoisdokumentit
12-13					
13-14		laskutusta	kuljetusbuukkauksia	reklamaatiot	iltapäivystys
14-15	laskutusta	laskutusta	kuljetustarjouksia	reklamaatiot	iltapäivystys
15-16	laskutusta	laskutusta	kuljetustarjouksia		
16-17					

liittyvää:	SAP-yleis va02 vf01 vf02 vf04	yhteyshlöt esimerkkimallit	hyvite pro forma lisälasku	CoO AT.R. Multimodal EUR 1 New and Unused Packing declara- tion
	vf31 asiakaslähetyslista huolitsijalista hintalaskurit ei-EU-kuriirit pakkalista	va21 va22 vaaralliset aineet	MSOP Claims	VL06f ei-EU-kuriirit