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Master’s Thesis

Work Orientation in Association Environment. Guidebook for Board Members of YSTEA ry

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Purpose of this thesis was to improve YSTEA registered association board members' orientation to their executive working environment. Aim of the thesis was to combine their existing manuals into one solid guidebook for new board members, in a digital form. The guidebook was created to clarify board members' tasks, rights, and responsibilities during their service in the board.

The thesis was carried out as a developmental project that combined existing manuals into one clear, easy-to-access guidebook, which includes everything new board members need to know when they start to work in YSTEA board. As for methods, two questionnaires were sent to current board members of YSTEA ry. First questionnaire included open-ended questions and concerned the desirable contents of the guidebook. The answers were divided into categories which were used as the foundation of the guidebook's list of contents. Next, currently used manuals were received from the board and the guidebook was created in a logical and visually pleasant way. When the guidebook was ready, a follow-up survey was sent to the same board members who took part in the first questionnaire. Like the first survey, the follow-up survey included open-ended questions and it discovered board members' opinions about the succeeding of the guidebook regarding content, relevance, and visuality.

The results showed that board members wished the guidebook to cover association-related subjects, practicalities of the board activities, and most important stakeholder groups and actuators. Based on this information the guidebook was created as an iterative spiral model of grounding, organizing, implementing, and evaluating the project. The follow-up survey was sent to board members together with the ready guidebook. Follow-up survey concerned the success of the guidebook from the board point of view. It was discovered that board members found the guidebook to be clear, relevant and visually pleasant. Suggested improvements were compressing the guidebook into a shorter form and updating some outdated details.

The results lead to the conclusion that the development project was successful. The guidebook is ready to use, and YSTEA board members can update the contents and information when necessary.

Keywords	association, board, employee orientation, guidebook

Contents

1 Introduction

Constantly changing working life sets new requirements for employee orientation. Workplaces have become environments where employers, entrepreneurs and employees from different backgrounds meet. Diversity of the people cannot be overlooked in the modern working world. Workplaces should follow mutual modes of operations and safety rules, which include for example non-discrimination and equality. A good quality orientation benefits the organization in many ways: the tasks are learned faster and more effectively, which lead to improved efficiency and quality of work. When employees know the right and safe modes of operation, understand the work-related risks, and know how to prepare for them, accidents and mistakes can be reduced. (Pro PK-Pilvipalvelut n.d.)

This thesis is a developmental project which focuses on improving new board members' orientation practices in YSTEA registered association. The term of office is limited to two years. According to the association rules, half of the full members and alternate members must resign every year. Due to high turnover, it has been noted that board instructions should be updated into one comprehensive and integrated form. The project strengthens new board members' knowledge about the principles and procedures in the board and helps to pass on information inside the association from one member to another. This expedites orientation and improves quality of the service.

Trade unions and associations related to professionals have a tangible influence in working life, because they take part in political decision making, which directly affects professionals' working conditions. Board members are elected to attend the association manners for a relatively short time, usually a year or two. New employees should be operational as quickly as possible, so that they could make the best use of their limited time of employment, and so that the service processes would not be disturbed. This can be achieved with a thorough process of the board member orientation, which usually takes place at the beginning of employment. A successful orientation transforms the board member status from an outsider to an insider in the organization: to help the newcomer blend in. Orientation socializes new board members and increases their knowledge and engagement. It should clarify the new employee's tasks, responsibilities, and safety instructions, without forgetting tacit knowledge. (Finnish Institute of Occupational Health, 2017.)

2 Board members' orientation in the Finnish association field

2.1 Associations in Finland

One of the basic political rights guaranteed in the Finnish Constitution is the freedom of associations. It is understood as a universal right, so it applies generally to all forms of association activities alike. Freedom of association means the right to form an association without a permit, and to be a member of one or more associations. It also means the right not to be a member of any association, and the right to resign from an association one has joined. Associations can, within the framework of Finnish law, independently set their rules. This is called the internal freedom of activity. Registered associations are an important player in Finnish society. Associations' activities reach all sectors of individuals' lives. (Finnish Patent and Registration Office, 2019.)

Most associations are engaged in important social activity. Registered non-profit associations cover for example trade union activities, cultural fields, leisure activities, and social and health affairs. Registered associations are divided into following fields of activity: party-political associations, associations related to professionals or trades, associations in the social and health fields, associations in the culture fields, associations in the leisure activities field, associations in sport and physical exercise field, religious and other outlook of life related associations and other associations. (Finnish Patent and Registration Office, 2019.) Associations are founded for implementation of a mutual cause or ideology. Associations gain assets from their main activities, investing and funding operations, and fund raisings. (Lahti et al. 2005: 133.)

Generally, people want to feel that they are part of the community and that their life is fulfilling. Voluntary work has evolved from helping neighbors and building schools in villages, into today's international fundraising and online voluntary work. One thing remains through decades: voluntary work is done with passion, not only for money. At its core, voluntary work is always about taking care of other people. Voluntary work is important, because it increases wellbeing and possibility to make a difference on the individual and societal level. It also improves mutual trust. (Hirvonen & Puolitaival, 2018.)

Voluntary work takes place in almost every area of life. Supporting and helping people, producing services, arranging fundraisings, coordinating concerts and events are all examples made possible through voluntary work. Traditionally, voluntary work has happened through associations or organizations, but lately this has started to change. All voluntary workers do not want to commit to ideological associations or even formal organizations, but they rather work for an independent player. People who want to start voluntary work are expecting a meaningful, individual, well-organized activities that fit their own personality. Voluntary work is organized in different ways. Associations, organizations, and churches are experienced organizers of voluntary work. State, municipalities, and private companies also offer opportunities to work voluntarily. The effort of voluntary workers is (Willberg, 2015.)

Civic activities are every individual's right and a pathway to human agency and a meaningful life (Hirvonen & Puolitaival, 2018). Human agency means that people build their life course in the context of the surrounding society's possibilities and limitations (Vanhalakka-Ruoho, 2014). Civic activities bring hope and joy and reduce loneliness. In spoken language, civic activities and association work commonly relate as synonyms. Association work is seen as an important activity that reinforces municipal service system. (Hirvonen & Puolitaival, 2018.)

Association activities are based on people's desire to participate and be involved. Association operations are often built on the foundation of voluntary work. (Willberg, 2015.) Usually, association board members receive attendance fees from meetings, but commonly this is not individual's main source of income. People who work for the association, do it to improve the common good. For some people, reasons to take part in association work are for example possibility to express themselves, emotional rewards, developing individual skills, and possibility to learn new. For some, motivation comes from expanding one's life circle and social contacts. Many members feel that the most important reason to participate is association goals and ideological values. (Kuokkanen, Myllyviita, Rosengren, Törrönen & Iso-Markku 2018.)

Associations and trade unions are often seen as operators in the field of third sector. Third sector is usually understood as non-profit activities, which differ from publicly and privately owned organizations. Third sector describes civic activities that take place in different organizations and associations. Third sector actor can take part in service production in the market economy or organize voluntary work activities outside the market economy. Sometimes, civic activities are separated from the third sector into fourth sector, which includes households, families, and circle of friends. Non-profit communities act solely for common good in material, spiritual or societal sense. These communities do not seek financial interest as dividends, profit shares or rewards other than moderate, or other compensation for the people who are involved. Traditionally, hobby and free-time activity improving associations, and other communities that aim to improve social activities or supporting science and art, are seen as non-profit communities. (Willberg, 2015.)

However, trade unions have characteristics that separate them from the traditional non-profit organizations. Sininauhaliitto (2018) argues that in common language, third sector has a definition that is too wide, if it includes all associations, organizations, parties, congregations, trade unions, cooperatives, and foundations. (Sininauhaliitto, 2018.) Next, this paper examines the origins and history of trade union activities in Finland.

2.2 Brief history of trade unions

In 1940, Confederation of Finnish Industries (EK), which represents the employers' interests, acknowledged The Central Organisation of Finnish Trade Unions (SAK), who stand for employees. Together they made a declaration that in the future those two associations would confidentially negotiate all subjects in the industry. The declaration included employees' right to form unions. Both associations promised to discuss on collective laboundr agreements together. (Bergholm, 2013; Marjeta n.d.)

Earlier, social security was a family matter. Due to rural flight and industrialization in the 1950's, many workers were left without a functioning social security system while at the same time salaries were too small to cover for unemployment, old age or illness. The labour movement had a vision of social insurance system. The active people of the movement operated through organisations to improve the development of this essential security system. Legislation about social security system was decided in Finnish Parliament, but mass movement, arranged by trade unions, influenced strongly behind that decision. (Uljas, 2005:11.)

In today's trade union movement, it is considered an important benefit, that unemployment insurance funds can offer a better unemployment security to their members than social insurance institution of Finland can. One of trade unions' first tasks was to financially aid their unemployed members. For this purpose, trade unions created funds, which step by step transformed into the funds as we know them today. Trade unions demanded longer annual holidays and 40-hour working weeks for their members. For a long time, men and women had different salary scales for same jobs, and women's salaries were notably smaller than men's salaries. Especially women of the trade union movement actively promoted for equal pay, which was finally approved in the Finnish Parliament in the early 1960's. During the same time, after decades of debating, law about health insurance was finally actualized. In case of illness or disablement, the general health insurance would help to cover the loss of income. (Uljas, 2005:139,143,198.)

Trade unions were lobbying for retirement allowances as well. State supported a minimum pension that was barely enough for basic subsistence. Trade unions lobbied for a employment pension and finally the proposed legislation was passed in Finnish Parliament. All these achieved benefits were the foundation of Finnish welfare state as we know it today. These groundbreaking reforms would not be possible without trade union activists who untiringly worked for the social security system to go through. (Uljas, 2005:11–12, 171–181.)

2.3 Association administration and positions of trust

Foundation for all association activities is a well-functioning administration. A non-profit association's activities should be legal, democratic, ethically sustainable and serve the common good. Members of the association should be treated equally, and the board should not have special privileges compared to other members. (Järjestöhautomo, n.d.) Pahta (2013) describes characteristics of a good association administration, such as clear definitions of members, board members and voluntaries tasks and responsibilities, open and transparent decision-making and modes of operation, having the association's interest at heart, and reporting operations, finances, and results clearly. (Pahta, 2013.)

Association decision-making belongs primarily to the members of the association. Decisions are not made individually, but collectively in association meetings. All members are equal and have a right to participate in decision-making. Members' decision-making right refers to a general right to make decisions about the most important questions regarding the association manners, whereas the executive committee oversees the general administration and economic management of the association, as well as takes care of the relations towards the third parties. Members are allowed to access the association documents, excluding the board's meeting minutes. Members are not accountable for decisions made in the meetings, and therefore they are not obligated to carry out commitments made by the association. (Lahti et al. 2005: 226, 245; Järjestöhautomo, n.d.)

Executive committee, or board, is the statutory and mandatory actuator of the association. The decision-making belongs to the association members instead of the board. This said, the board role is more implementer than deciding. Finnish Associations Act 503/1989 lists the board tasks as follows: implementing the association's decisions, administer the association's property, preparing business for the decision-making, arranging, and convening meetings, electing, and monitoring the hired staff and officials, and taking care of relations towards other associations and external organizations. Sometimes implementing the association members decision-making right might turn out to be difficult, for example due to the vast number of members. In these situations, the decision-making power can be used by delegates. This ensures a proficient decision-making without violating the members' voting right. (Lahti et al. 2005: 226–227.)

According to the Associations Act 503/1989, the executive committee should include at least three members, one of which should be elected as the chairperson. The chairperson and vice chairperson should be of legal age and must have legal capacity. Chairperson is a crucial role of trust in the association because chairperson leads the work of the executive committee, officials, and employees, and therefore leads the overall functions of the association. Typically, chairperson handles external relations, represents the public image of the association, and participates association's other activities as needed. (Järjestöhautomo, n.d.) The chairperson is alone, or together with one or multiple members, entitled to sign on behalf of the association. This entitlement means that the person has the right to represent the association by signing contracts on behalf of the association and perform other legal acts binding the association. (Association Act 503/1989 sections 35-36.)

The secretary of the association records the board's meeting minutes, files notifications to authorities, drafts the annual report, and maintains the register of members. The treasurer handles day-to-day finances, presents financial matters to the board, and participates in financial planning. In small associations, the treasurer handles accounting as well. In larger associations, it is typical that an external accountant is named for the association, in which case the treasurer mainly monitors finances. Traditionally, association finances emphasize collecting past data, but recently the emphasis has shifted towards predicting future trends and providing the board with financial information that supports the planning of operations (Pahta, 2013). The board can also name external office-holders to bring knowledge and support from the outside of the association, for example for projects. In professionally operating associations, there is commonly a role of an executive director or secretary-general. They are salaried employees whose task is to lead association's daily operations and administration. They are supervised by the executive committee. Therefore, they can't be members of the board simultaneously. The executive director or secretary-general conducts preparations for the board meetings and participates in them and provides the board with necessary information to operate. In case the association does not have an executive director or secretary-general, the chairperson leads the association. (Järjestöhautomo, n.d.)

The operations inspector organizes the association's administration, and the regularity of its bookkeeping and financial statement. A person named must have a good working knowledge of financial and legal matters. One of their tasks is also to evaluate the appropriateness of benefits of the leadership and related-party transactions. The operations inspector has the access to the association's documents such as financial statement and annual report, and the board should ensure that their work is fluent. The operations inspector can not be a member of the executive committee. The association must appoint an auditor if it employs more than three people or if its balance sheet total exceeds 100,000 euros. Associations must conduct an audit also in case they receive a considerable funding. (Järjestöhautomo, n.d.)

2.4 Executive committee operations

Association board has the responsibility to be loyal towards the association. In practice, this means that the board members must work for the common good of all the members. Board members should respect the democratic decisions but must not accept decisions that are against common laws or association rules. Executive committee members have the responsibility to carefully orientate to association matters, rules, and essential laws. The chairperson should provide the board members with sufficient information that affects decision-making. Board executes the decisions made by the members of the board. In the decision-making process, board should be aware of the opinions and viewpoints of association members. Executive committee is responsible for arranging accounting and finances. They should secure and preserve association assets and find necessary insurances. Strategical, financial and operational planning, financial reporting and self-auditing are all responsibilities of the board. (Pahta, 2013.)

Management of operations and monitoring are routine tasks of the association board. Association operations are guided by the association's values, mission, and principles of action. Association rules provide the outlines in which the association operates, and they should be up to date. Board members should know their job description and what is expected from them. Organizational structure and resources, as well as stakeholder's expectations and opinions should be clear to the board. Board should conduct a risk analysis, which evaluates for example changes in the operating environment. The board operates as a collective. They can delegate their tasks to third parties, but the responsibility always belongs to the board. Decision-making right can't be delegated elsewhere. (Pahta, 2013.)

Self-auditing is an important process and a part of the association's working culture. When the association agrees on common working principles and goals, they should monitor that these principles are respected, and goals are achieved. These actions embody the values of the association. Self-auditing evaluates the appropriateness and efficiency on the operations, as well as the reliability of financial reporting. Self-auditing also oversees the applying of laws and rules in the association. (Pahta, 2013.)

The board should be aware of what is going on in the association and how the activities are arranged. Board members have the right to be informed about the association, its operations, and finances. This is essential so that the board members can work carefully and responsibly. Board members can express their differing opinion in the decision-making, in which case it should be recorded in the meeting minutes and the board member is exonerated form the responsibility regarding the decision. Board membership is voluntary, and they have the right to resign. If a member prefers to resign, they should notify the board. If necessary, another board member is elected in the association meeting. A board member can be dismissed at any time of the term of office, for example due to lack of trust, and the decision does not have to be justified. (Pahta, 2013.)

Regarding the individual members of the board, necessary knowledge, personal commitment, and board diversity should be considered. Rotation of board members ensures that the board is renewed every now and then, and that knowledge keeps updated. Board members should have varying experience and they should represent different ways of thinking. It is important to acknowledge the value of contrasting opinions as well. Sometimes, working in the board requires stepping outside of one's comfort zone. According to Pahta (2013), key to successfully functioning board is a conversational, open and collaborative working culture. (Pahta, 2013.)

2.5 Employee orientation and guidance

The hiring process can be stressful and emotional for both employer and employee. Planning an effective orientation program helps the organization to protect the resources invested during the hiring process. First impressions are important, especially to new employees. When first impressions and the orientation processes of new employees are properly managed, employees are more productive, and they feel more connected to the organization. Effective orientation program increases creativity among employees as well. (Hacker, 2006; Wallace, 2009.) In their study, Bussy and Suprawan (2012) discover that employee orientation is about the spirit how organizations engage with their new employees. They state that orientation is not about specific human resource management techniques. Managers who wish to increase the company's financial performance should take care of the relationships with their most important stakeholder groups: their employees. Bussy and Suprawan's study shows that orientation towards employees influenced the variance in corporate financial performance. Companies which consider their stakeholder relationships are more profitable than rivals who do not. (Bussy & Suprawan, 2012.)

Orientation and training are linked, but they have slightly different meaning. Training is about learning how to do specific tasks in the workplace while orientation focuses on the big picture. Orientation answers questions about the fundamentals of the organization, such as what it is doing, why it is doing that, and how the new employee contributes to those efforts. Orientation provides a framework that shows the new employee how they fit into the organization and its aims. Put simply, orientation is about what the organization is about, how the new employees fit in, and why they are important. A successful orientation does not only express the importance of a new employee's role to achieving the organization's goals, but also considers the mindset of a new employee. Starting a new job is often exciting yet stressful and overwhelming. During the first weeks there is a flood of information: how to get to work, where to park or have lunch, what are colleagues' names, personalities, and responsibilities, and what is expected of them. The organization should find a balance between providing too little information and overwhelming the new employee with too much data. One approach to orientation is teaching access rather than content. In practice, this means providing the new employee with information on where to go with questions and what information resources are available. Creating a welcomed and comfortable atmosphere and considering new employee's social and personal needs, making them part of the team, is critical for the orientation, and among the most important aspects of the first days. (Wallace, 2009.)

Many organizations use orientation checklists to ensure that all important information is conveyed. Other orientation methods are for example group meetings, one-on-one conversations, exercises or activities, online tutorials, guest speakers, and welcoming celebrations. There are several benefits in well designed and implemented orientation program. It increases commitment to the organization and saves money because turnover rates are lower. Successful orientation clarifies expectations on both employee and organization side and provides reliable information. It shortens the learning curve, increases productivity, and decreases mistakes. Orientation also increases employee confidence, decreases stress, and helps the employee to feel like a valued team member. It also helps to create a positive relationship and eases communication between the new employee, the management, and coworkers. (Wallace, 2009.)

Thorough employee orientation is also important regarding safety and work fluency. Orientation and guidance are even more important to young people, because they are entering working life for the first time and the common rules and possible threats may be unclear. With the help of good familiarization, a new employee quickly becomes a part of the working community. Finnish Institute of Occupational Health (2017) provides instructions for orientation and guidance of new employees. Employer should plan new employees' orientation and define which subjects are included in the induction training and who is responsible for the induction training period. There should be one named person responsible, even if there were many employees assisting the orientation. The practical work orientation can also be delegated to a designated trainer or employee. Some workplaces have a tutoring system for new employees, in which the tutor guides the new employee for an agreed period of time. It is advisable to inform the staff about a new employee, so that they can welcome the new member to the work community. (Finnish Institute of Occupational Health, 2017.)

In every workplace there should be an employee orientation plan and material. Good orientation requires open conversation in the work community and continuous developing of orientation plans and instructions. Importance of collaboration is highlighted especially in places where employees’ turnover is extensive, or subcontractors are used. The new employee should also be active in the induction training. Orientation is an ongoing process that is needed whenever work tasks and procedures change. Training should include at least familiarizing the new employee to their work tasks, goals, and responsibilities as well as the mode of operations and rules of the workplace. Working environment, equipment, procedures, work shifts, and schedules should be familiarized to the new employee. Also, safe working operations, work-related threats, and their prevention, and working in abnormal situations should be included in orientation. (Finnish Institute of Occupational Health 2017) Turnover rates are often high for example when staff includes mainly young people who are working between studies. To ensure good quality of operations, the organization can focus on developing recruiting and orientation practices. (Viitala 2014: 77-79.)

In association and labor union environments, term of office is relatively a short time, usually a year or two. The Centre for Occupational Safety (2010) advice that short-term employees should receive a concise but comprehensive orientation. In the same workplace there can be different requirements for short-term labor and proficiency. The employer is responsible for providing job orientation. The employer should plan the orientation for an individual or a group and should keep in mind that the orientation suits the situation and the requirements of the job. During the orientation of short-term employees, they should be informed why their job is important, and what the job means for the company and their clients. A new employee should be provided with information about general practises and instructions, such as keys in workplace and lunch facilities. Basics of employment include for example details about work hours, payment of salary, and what to do in case of sickness. A new employee should be introduced to the people they work with, and who they can ask for help, advice, or support. (The Centre for Occupational Safety, 2010.)

Job guidance has the emphasis on the practice. A new employee should be familiarized with scope of tasks, which includes describing each aspect, part, and stage of the job. The new employee is told how things are done in that workplace and how it affects the organization results. If the work includes using machinery or equipment, they are introduced to the new employee. The new employee is guided in the correct and safe use of the necessary equipment. The employer provides the new arrival with necessary basic information and guides them where to look for additional information. The employer should also find out how skilled the new employee is and inform them about the requirements of the job. The new employee should be informed about the monitoring of progress and quality of work, and how feedback is given in the workplace. New employee is informed about possible hazards in the job. Risk factors may be related to physical, technical, operational, or psychosocial work environment. Employer tells how hazardous situations can be anticipated and avoided, and what to do if such situation happens. (The Centre for Occupational Safety, 2010.)

Traditionally, new employee orientation and guidance has emphasized information and practicalities. Wanous and Reichers (2000) discuss orientation from the social and psychological point of view. According to Wanous and Reichers, besides information about terms of employment and related factors, new employees require help in creating new relationships and managing anxiety and stress. Though fewer employees take part in newcomer's orientation, socialization processes affect all employees. When a new employee joins the organization, socialization passes through all levels of organization, such as hierarchical and functional levels. Duration of orientation may be pre-determined, but it is difficult to estimate when socialization starts and ends, or does it ever end. The shift from an outsider to an insider of the organization requires the newcomer to learn new practices and skills. This sets the newcomer to a situation that can cause role ambiguity, which is a stress factor. (Wanous and Reichers 2000.)

Research shows that new employees are under a lot of stress. Experienced stress is highest during the first day of employment and decreases rapidly during the next few days. Acknowledging the psychological contracts may help the newcomer in coping with stress. Psychological contracts refer to beliefs that individuals have regarding promises made between themselves and organization, manager, another employee, or client. This phenomenon concerns beliefs, expectations, feelings, intentions, and actions. Orientation is typically such a short period of time, that only the most relevant psychological contracts are introduced. The rest is learned via socialization. Becoming aware of these subjects helps the newcomer to cope with new, stressful situations. (Wanous and Reichers 2000.)

Wanous and Reichers (2000) believe that orientation programs should focus on teaching coping skill for the most common stressors that newcomers encounter. New employees should be warned about the typical disappointments they are to expect. They need to know how they might feel, and this should be verbalized. New employees should be informed about the goals to set so that they can continuously adjust to the new organization. The also need to know what actions are most beneficial in making successful shift from employer to another. Emotion-focused approach to stress coping suggests that newcomers should be provided with general support and reassurance. A common fear among new employees is that they are not good enough to succeed. To conquer this, organizations could address realistic success rates. Wanous and Reichers found out that even though today’s working culture requires proactivity from the new employees, the influence of insiders was more important from the socialization and assimilating information point of view. (Wanous and Reichers 2000.)

To ensure that the orientation program is still up to date and appropriate, the program should be evaluated regularly. An overall self-assessment occurs when management note what they have been doing and consider any improvements and changes they would like to make. This is useful especially when creating a new orientation program or assessing an old one. During the orientation and training processes, the manager should evaluate how the new employee has internalized new information. Open-ended questions, that invite the new employee to reflect on the orientation experience are a good way of gaining information about how the orientation has gone so far. Providing regular feedback and encouragement to the new employee improves performance, clarifies expectations, and reveals any potential problems. Though orientation should be considered as a process rather than event, after a certain time it is advisable to ask the new employees about the orientation experience. This is a good opportunity for the management to obtain data about what in the orientation program is going well and what should be developed. (Wallace, 2009.)

TJS Opintokeskus (n.d) describes that taking turns in the board is important, because shifting sustains enthusiasm among members. To ensure the continuity of the board’s activities, it is advisable that those who are leaving out, stay as supportive members or consultants for a little while. This helps the association to continue its activities seamlessly, and that way retiring members can be a part of the board’s legacy. Orientation ensures that the association activities continue, and the line of information does not break. It helps the operations to flow softly and helps people to learn new things. Successful orientation reduces association workload and errors. TJS Opintokeskus lists things that new members should familiarize with during the orientation, such as recent history of the association, common ways of working, association rules and norms, internal and external contact information, evaluation, and feedback system. In case the association does not have a functioning orientation practice, members can create one together. (TJS Opintokeskus n.d.) Yhdistysavain (2020) mentions several things that can be included in the orientation plan, such as going through relevant documents, association web pages, directives, activities, and environment. It is important to familiarize new board member with association partners and other operators, field, level of operating (association or union), voluntary work, and association wellbeing. (Yhdistysavain, 2020.)

It is advisable that association members agree who oversees orientation in different positions of responsibility. It is desirable to discuss about new member's expectations about the new role, create an orientation plan, and after the orientation comes to an end, evaluate, and offer feedback about the success of the orientation. (Yhdistystoimijat, n.d.) Some tips for a new member of the board are for example taking part in the association meeting, introducing themselves and getting to know other board members, ensuring their contact information is updated on the association database, revising association rules, action plan and budget, agreeing on common rules, and making sure they get access to previous meeting records. (TJS Opintokeskus, n.d.)

3 Research-based development

This thesis describes a research-based development work that is conducted together with a working life partner. Research-based development is often understood as a general term which describes the connection between research activities and development activities. In research-based development work, questions and problems raising from the practice, guide the knowledge production. Information is produced in real working surroundings, and research settings and methods are there to help. (Toikko & Rantanen 2009: 19–22.) A significant part of the thesis is developing a practical guidebook for the working life partner. It is natural that the guidebook contents arise from the working surroundings, which supports electing research-based development as the main approach of the thesis.

Developing is often seen as concrete actions, which aim to achieve certainly defined goals. Success of a project may be evaluated according to how well goals set in the beginning are reached. Professionals from different fields are also seen as developers of the field who create new information. Developing progresses from justifying the work, to organizing, executing and in the end evaluating the project. Development work is one of the key knowledge areas in working life. Development project's target, scope, way of organizing and starting point may vary notably depending on the project. Developing may aim to improve procedures or working structures of an individual employee or it may be a reform considering the whole organization. Regional development represents broad point of view, for example varying organizations and operators. It is important to observe whether the development work is defined internally or externally. A prominent amount of developing is defined from outside or above. For example, directors of organization define the strategic goals that guide the developing of the organization. Development may also appear as a continuous improvement or a single project. For example, quality improvement is at the core of many organizations' daily tasks. A project has a defined schedule, procedures, and ensured evaluation setting. Innovation and diffusion should be separated when talking about development. Inventing a new idea is innovating, whereas spreading an already well functioning operation is called diffusion. Developing can also be targeted to external clients. These delivery projects are often evaluations, trainings, or consulting projects. The characteristics mentioned above are only suggestive. In working life, these different characteristics often function simultaneously. (Toikko & Rantanen 2009: 14–15.)

Generally, developing is approached from two different interests. Some of the development projects are clearly practically oriented, and they do not aim to produce widely applicable or transferable knowledge. However, some development projects aim specifically towards creating new knowledge. These days, many approaches combine development and research. These development models are used for example in expertise tasks. Examples of developing research techniques are action research, developing work research, practice research, and working life development with the help of research. (Toikko & Rantanen 2009: 29–33.)

Methodological basis should be clarified in development work. Methodology defines the principles of development work. It answers questions such as what kind of reality surrounds the development work, what kind of knowledge production is desirable, what are the basic interests to start the development work, and what is characteristic to the specific development work. Development work often arises from everyday perception of reality. For example, if researchers have different kinds of perceptions of the purpose of the work, it is important to clarify the perceptions of reality before starting the development work. Development work produces knowledge, such as evidence-based knowledge, and tacit knowledge. Interests of the development work are for example interest of objective and independent knowledge. Development work can be understood as a planning oriented or a process-oriented activity. (Toikko & Rantanen 2009: 29–54.)

The development process itself has five main tasks which form the body of the process and guide the developer through the process. First task is to justify the development project. Justifying provides answers to the question of why this project needs to be developed right now. Justifying often relies on problem and vision. Basis of the development is often a current problem or a vision of an ideal future. A goal as concrete as possible, is beneficial for the success of the development project. Second task is organizing the development project. It is based on the approval and formalizing the goals set in the first task. For example, the approval of investors or organizational management, and informing the stakeholders is needed at this point. Organizing means also planning and preparations of the practicalities, such as schedule and resource planning. Third task is implementation. It includes generating new ideas and developing already existing ideas, prioritizing what can be developed, experimenting, and modelling, which leads to a clear end product of the development results. Fourth task is evaluating the development process. Purpose of evaluating is to reflect justifying, organizing and implementation. This task may generate a need for changing or improving some processes, therefore it is safe to say that this task creates new knowledge of the development work. To put it simple, evaluation task analyses whether the development reached its goals or not. Fifth, and the last task is spreading or mainstreaming the results. (Toikko & Rantanen 2009: 56–63.)

Development process forms from the mentioned tasks of justifying, organizing, implementing, evaluating, and spreading. Process that forms from these tasks can be perceived through models, such as linear model, spiral model, layer model, and a spaghetti model. Linear model is the simplest way to conduct a development project. In linear model the goal is defined, process is planned, implemented, and evaluated. Emphasis has traditionally been on planning, but lately there has been more room for experimenting as well. Spiral model views the development process as an iteration of cycles. The tasks form a cycle, where justifying phase is followed by organizing, implementing, and evaluating. However, the process continues after the first cycle with another cycle, where the tasks are repeated. In that sense, the spiral model can be understood as a continuous process which includes several sequential cycles. The development project’s results are evaluated many times, and the cycles supplement the previous cycles. Development project's results often depend on how many cycles there is time to conduct. Layer model perceives development project not only as a horizontal but also a vertically progressing project. In these models, process is thought to progress from level to level. For example, model can collect information from different stakeholders such as customers and management. Spaghetti model was originated from the criticism towards linear, spiral and layer models. (Toikko & Rantanen 2009: 56–63.)

Traditional research techniques attempt to decontextualize variables or be an invisible observer of a natural setting. This is desirable objectivity in qualitative and quantitative research methodologies. The best approach to describe this thesis is action research. Action research studies social reality by taking part in it and studying the effects of their actions. Action research creates knowledge out of a current problem in a social setting. This development project – which was an essential part of this thesis – was created in close cooperation with working-life partner. They needed someone to provoke a discussion about their current, malfunctioning orientation procedures. Action researchers can be for example outsiders who collaborate with insiders, who the problem concerns. If the researcher is an insider, they have the advantage of tacit knowledge, which is not possible to outsider researchers. However, being an insider may cause biases if the researcher can't step back and take an objective look at the setting. Action research presents action, or cycles of actions, that people wish to take, to address a particular situation. It can be described as an ongoing series of cycles that include planning, acting, observing the effects, and reflecting on the observations. These cycles form a spiral where researcher can build information on top of earlier cycles and do fine adjustments on research questions, resolution of problems, and changing the perspectives or researcher and participants. (Anderson, Herr & Nihlen, 2007:1–7.) This research-based development project included several cycles of actions. These steps will later be explained in more detail.

Action research has several benefits. It has the potential for empowerment and the inclusion of wider diversity of different voices. Action research has the potential to disclose and validate informal theory and tacit knowledge, that otherwise would stay hidden. For example, if action research is conducted in collaboration with working community, employees participate in the active knowledge creation and, therefore, can feel empowered. From the beginning of the development project, it was clear that all board members needed to be heard. Board members were encouraged to participate in every suitable part of the development process. Anderson et al. (2007) believe that action research is best done by collaboration. Every individual who takes part in the research provide an emotional support group to the researcher and to each other. A supporting environment allows also critique and improvement ideas. (Anderson, Herr & Nihlen, 2007:7–15.) Traditionally, action research uses data collection methods such as surveys, focus groups, interviews, observations, and reflective journal writing (Edwards, 2018). As for this thesis, main data collection methods were surveys. Quality of action research is a little bit more complex to discuss than of traditional qualitative or quantitative research. Action research is full of choices, such as what is important to include in the research and in the particular moment. It is not possible to include every possibility in the research. Reason and McKernan (2006) argue that quality comes from awareness of the choices and transparency in the decision making. Quality comes from asking, what is important in the particular situation, how well is the research going, and how can the researchers show others how well they have done. Answers to those questions vary depending on the research. Sometimes, practical outcome is the most important result. Sometimes, bringing to light voices that are not heard before, is the most important result. (Reason & McKernan, 2006.)

Traditionally, action research is based on the role of an observing researcher. On the contrary, participatory action research emphasises the active role of the target audience as researchers. Nowadays, all development projects emphasise the meaning of participation because active participation of clients, employees and stakeholders is beneficial for the research. Including the main stakeholders in the planning and decision-making from the very beginning, is important regarding the success of the project. This approach ensures that different needs and interests are considered. A good way of increasing participation is building an encouraging environment on the foundation of open dialogue. It is desirable that stakeholders can participate in the development project based on their personal thoughts and experiences. In that sense, tools used to increase participation should be emotionally stimulating. Examples of these tools are open conversation and user experience. (Toikko & Rantanen, 2009: 30, 89–99.) Considering the information above, action research is a suitable approach for this development project.

4 Purpose, aims and objectives

Purpose of this thesis is to improve YSTEA association board members' orientation to their working environment. The product helps to clarify new members' tasks, rights, and responsibilities during their service in the board. Aim of the thesis is to create a solid guidebook for new board members in a digital form.

This thesis is a development project that will combine existing, scattered manuals into one solid, clear, easy-to-access guidebook that includes everything new board members need to know when they start to work in YSTEA board.

5 Setting and implementation

Yksityisen sosiaali- ja terveysalan ammattilaiset YSTEA ry is freely translated as a registered association for professionals in social and health care in private sector. It is a sub-association under Union of Private Sector Professionals ERTO, which is a trade union for employees working in expert positions in the private service sector. YSTEA registered association has approximately 3000 members. It regulates and improves collective labour agreements for professionals in social and health care services. The association mediates between social and health care companies, associations, community workers, field professionals and students, and regulates their professional, legal, and social rights, and develops their professional knowledge. The association is party-politically independent. Members of YSTEA work for example in private hospitals, research institutes, laboratories, eldercare units and private clinics. The association locates in Helsinki and operates nationwide. Executive committee oversees the association manners. The board includes a chairperson, who is elected by the board, 4-14 active members and 2-6 supplementary members. One must be a member of the association, to be elected to the board. The term of office is two years. Besides chairperson, other roles in the board are vice-chairperson, secretary, treasurer, and other necessary roles.

6 Materials and methods

Goal of this thesis was to create a guidebook for the working life partner. Therefore, this thesis was carried out as a development project. Developmental methods are action research, design research, service design and user experience research. The best approach to describe this thesis was action research, due to its scientific way of gathering information and developing theory in a way that also improves positive social change. One of the characteristics of action research is the concurrency of theory and practice. Action research often raises tacit knowledge next to conscious consideration. This workplace orientation guidebook was created not only on the foundation of existing orientation methods, but also on new information that was created during the development project via surveys and rounds of validation. Action research aims to improve interaction between practical and theoretical research, while being still critical. Research method is inclusive and focuses on practical issues. Action research aims to create new knowledge. (Puusa & Juuti, 2020: 227-229).

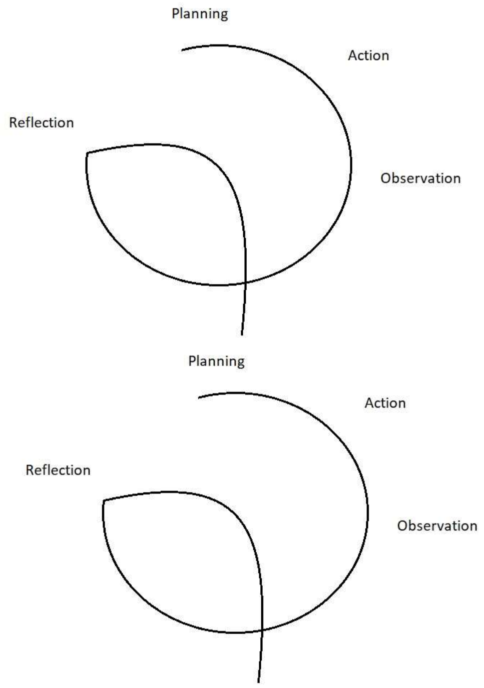

Image 1. Spiral structure is characteristic to developmental projects. (Modified from Toikko & Rantanen 2009: 67.)

Characteristic to developmental projects is the spiral structure of development. Development work's phases create a cycle of grounding, organizing, implementing, and evaluating the project. After the first cycle, the researcher returns to grounding and organizing, and so another cycle begins. Central part of the spiral model is evaluation because development happens through reflection. Thus, spiral model includes various cycles of iteration. Considering this, one could say that development work is an ongoing process. The spiral structure of development process is especially highlighted in action research. The spiral emphasises the interaction between concrete actions (observing and implementing) and planning and reflection. (Toikko & Rantanen 2009: 66.)

6.1 Methodology

In their discussions, members of YSTEA board agreed that they are missing an overall guidebook for new members of the board to support the orientation to the new work in the labour union surroundings. YSTEA has separate folders and loose instructions but nothing solid to hand out to a person who is serving board activities for the first time. The guidebook is useful for experienced board members as well since they can check and recall information during their work. Result of this thesis is a guidebook in a digital form that YSTEA can hand over to anyone who is about to serve the board. The guidebook includes union's mission, rules and the board members' responsibilities, duties, and job descriptions. The theory part of the thesis describes union activities in general and in health care and social services. Theory about orientation to working community and board activities is also included.

6.2 Data collection

Data collection process of this thesis consisted of three parts: first survey, collecting existing YSTEA ry introduction materials, and follow-up survey. These data collection methods were selected based on the nature of the project, literature that supports the methods (Anderson, Herr & Nihlen, 2007:7–15; Reason & McKernan, 2006; Toikko & Rantanen 2009: 29–54 and 89–99; Wanous and Reichers 2000) and conversations that took place between the researcher and YSTEA board members.

First survey was sent to current YSTEA board members regarding the desirable content of the guidebook (Appendix 1). Aim of the first survey was to receive first-hand information regarding board members' thoughts about the most important things to be included in the guidebook. It was important to find out what is necessary information to include in the guidebook, and what is excessive. First survey included three open-ended questions with a lot of writing space which encouraged the participants to answer widely. One aim of first survey was to engage participants and encourage them to participate in the future phases of the project.

Next, existing introduction materials of YSTEA board were collected via email. YSTEA had separate digital folders, which all were asked to be sent out to the author. They had several files from a long time span, but only up-to-date data was sent to the researcher. This part of the data collection ensured that current introduction and orientation material were carefully collected in the same place. A few members of the board were approached when collecting the current instructions together. These members were selected because they addressed interest in participating in the guidebook development process in the first survey. They sent out all the necessary information via email in separate documents.

The documents were not collected all at once. It is easy to say, that the guidebook creation process was cyclical, like a spiral. The guidebook creation process had several confluences with Toikko and Rantanen (2009) observations, that development work's phases create a cycle of grounding, organizing, implementing, and evaluating the project. After the first cycle, another cycle begins to build on the previous information. (Toikko & Rantanen 2009: 66.) The guidebook was built piece by piece, allowing the information to build up on the previous information. The first, quite raw version of the guidebook was sent to the selected board members, who gave their comments about the necessary improvements. At the same time, they sent new documents and information about topics that had insufficient information. The guidebook was developed based on that new information and comments. This approach not only provided important information, but it also increased the board members' engagement to the process. After the corrections were made and information was added, the guidebook was sent out to the same members. At this point, the guidebook was quite ready, and the feedback from the chosen board members was that there is not much to correct or add.

When the guidebook was ready, it was presented to all board members in their meeting via Teams. After the meeting, the guidebook was sent to all board members together with a follow-up survey. The follow-up survey structure was similar to the first survey, since they both consisted of short, open-ended questions. Questions in the follow-up survey concerned the views regarding the ready guidebook, such as what was good about the guidebook, how could it be further improved, and last question left space for other open comments.

6.3 Data analysis

First survey was sent to seven members of the board, including the chairperson. Six members responded. Answers to the open-ended questions varied, therefore, similar answers were divided into categories. Mind map approach was used to visualize the categorization (Appendix 2). With the help of mind map visualization, the answers could be divided into four main categories: association-related subjects, practicalities of the board activities, most important stakeholder groups and actuators, and other subjects. These categories were used for planning and creating the guidebook structure.

Next part of the data collection was an iteration of collecting the data, improving the guidebook, receiving feedback and collecting data again. All together seven different files were received from YSTEA board. The files covered following topics: rules of the association, job descriptions, financial and administrative management of the association, and travel invoices.

After the guidebook was ready and presented to the YSTEA board, follow-up survey was sent to current board members, seven in total (Appendix 3). Six answers were received. Answers varied, but there were some similarities that could be found. First question investigated what the board thought was good about the guidebook. Three participants answered that they liked that the guidebook provided relevant, clear, basic information about board service. Two participants mentioned that they liked the visuality of the guidebook. One board member felt that the guidebook combined all important things in one place and seemed that it could be easily updated if necessary. Other comments were that the guidebook brought to light the diversity of association activities and responsibilities of the board in a registered association. Second question concerned the potential improvements of the guidebook. One participant commented that the part of the guidebook, which concerned financial management, was heavy to read. Two participants answered that the guidebook is quite long and suggested that it could be compressed to a shorter version. On the other hand, another participant wished there were even more detailed information. One of the participants wished more clarity in the division of work and commented that some information was not up-to-date.

7 Results

The guidebook structure was planned and created based on the first survey answers, YSTEA's existing introduction materials and supporting literature. Leading themes in the developing of the guidebook were utility, clarity, and visuality.

The guidebook planning started from the thought that if board activities are totally unfamiliar to the reader, what sort of information should it provide? The guidebook was planned to provide basic information that someone with no previous experience of board activities, could find useful. In the first survey results, there was a repeated answer that practical work is a good way of orientating to the board activities. Therefore, the guidebook was not planned to cover all details. When planning the guidebook, it was kept in mind that many board members of the associations or labour unions are not board professionals. Most of them have their daily work, and board activities are a voluntary free time activity for the common good. When considering this starting point of the users of the guidebook, it was clear that it should be written in a reader-friendly matter. The guidebook was planned with quality and usability in mind. It was desirable that the guidebook was easy to comprehend, and structure would lead the reader in a logical order.

Contents of the guidebook formed quickly in the beginning of the creation process. List of contents includes information about association activities in general, which included purpose and goals of the activities, rules of the association, information about membership and closely related institutions. After the general association information, the guidebook proceeds to board activities, and introduces the reader to job descriptions of the chairperson, treasurer, secretary, and other areas of responsibility. Next, there is information about meeting practices, followed by the chapter that includes information about financial administration. Financial administration introduces the new board member to their responsibilities about board finances, budget, reimbursements and rewards, bookkeeping, yearly report, taxation, registering the association, and auditing the accounts. Last chapter includes other relevant information, such as members of honour, gifts and acknowledgements, arranging events, communications, workplace and school visits, travelling expenses, and relevant abbreviations.

The guidebook was desired to be visually pleasant. Colour theme was adopted form YSTEA's official logo, and the same colours guide the reader throughout the guidebook. Font sizes vary according to the level of chapter. Each wide chapter starts on their own page, which makes it easier to separate topics but also update the pages when necessary. Each topic begins at their own page, which makes the structure lighter and easier to follow. It also leaves space for necessary updates and makes overall updating easier.

8 Discussion

This thesis was a research-based development project. Aim of the thesis was to create a solid guidebook for new board members of YSTEA association. The research basis consisted of first survey, iterative guidebook creation and follow-up survey. The first survey provided answers to the board members' thoughts and desires about the contents of the guidebook. Answers were divided into main categories, such as association-related subjects, practicalities of the board activities, most important stakeholder groups and actuators. Dividing topics provided first hand structure to the guidebook contents. When board thoughts were collected and assimilated, the guidebook was created in an iterative way, which consisted of several rounds of grounding, organizing, implementing, and evaluating the project. (Toikko & Rantanen 2009: 66.) When the guidebook reached its final form, a follow-up survey was sent to the board. Follow-up survey concerned the success of the guidebook from the board point of view. It was discovered that board members found the guidebook to be clear, relevant and visually pleasant. Suggested improvements were compressing the guidebook into a shorter form and updating some outdated details.

This thesis consisted of several data collection methods and rounds of validation during the guidebook development. Considering the varying data collection methods and iterative nature of the process, this kind of approach provided space for different voices to be heard. Board members had many opportunities to speak their minds before, during and after the guidebook creation process. Therefore, it is safe to say that the guidebook was curated specifically for YSTEA board and all steps in the creation process were taken with their best interest in mind. As Wallace (2009) tells, successful orientation clarifies expectations on both employee and organization side and provides reliable information. It shortens the learning curve, increases productivity, and decreases mistakes. It also helps the employee to feel like a valued team member. (Wallace, 2009.) Concerning this, the guidebook for YSTEA has many qualities that support orientation to the board activities.

This research-based development process revealed the working-life partner’s need for a coherent orientation material. During this process, it came to light that there is a massive amount of existing detailed information, that new board members should internalize in a relatively short period of time, considering that the term of office is usually two years. YSTEA operates under bigger umbrella organizations, which sets guidelines to operations. However, all sub-associations have their own specific ways of working, their own practicalities, and tacit knowledge. Information regarding association and labour union related executive committee guides can easily be found on the internet, but they can rarely answer all the specific questions that new board members might have. That is why specific orientation guides are needed.

Gündüzalp (2021) emphasizes that in today's studying and working life, there is a lot of information available from different sources. Also, information changes often, which leaves a question, is there a need for memorization? Gündüzalp claims that information literacy skills, and especially digital information literacy skills, are important for individuals to navigate in the ocean of information. Information literacy includes many skills such as defining and finding information, problem solving, life-long learning, evaluating, and using the available information. (Gündüzalp, 2021). Results of the follow-up survey of the development project showed that some participants wished that the guidebook was compressed shorter. Some participants commented that the part about association financial management felt too heavy for them to read because the topic was not their responsibility. Regarding Gündüzalp's article, the guidebook is not compressed, and parts are not left out, but board members are called out for information literacy, an essential skill of today's working life. The product of this process, the guidebook, only shows its validity in practice. Unfortunately, during this development process, it was not possible to test the guidebook in real life, meaning that there were not enough new board members who could test it. During the conversations between the author and YSTEA, it was emphasized that when the project has ended from the author's side, YSTEA can and should update the guidebook regularly to keep it relevant and useful. If some part of the guidebook does not work, YSTEA can modify the guidebook themselves to better answer their needs.

In their article, Society for Human Resource Management (n.d.) notes that the quality of new employees' orientation and guidance varies. They criticize some employers' habit of "handing new employees a pile of files", expecting the orientating to happen on its own, and therefore, leaving the new employees with insufficient guidance. In this development project, the guidebook was created as a tool to help in the orientation process. Everything cannot be included in the guidebook, for example small details and tacit knowledge. Therefore, YSTEA is encouraged to use the guidebook together with other orientation tools to enable efficient orientation and employee engagement. (Society for Human Resource Management, n.d.)

8.1 Trustworthiness

Reliability describes how well a test or a procedure, such as a questionnaire, will produce similar results in different circumstances, assuming other variables remain the same. In other words, it is about whether the same test can be repeated and still produce similar results. (Roberts & Priest, 2006.) The development project of this thesis was curated to working life partner YSTEA, and the survey questions addressed their specific working environment. Probably, the survey answers would vary if repeated, due to the qualitative nature of the survey. Despite that, the answers can be considered reliable since they reflect the current board’s thoughts about the orientation materials and guidebook’s desirable contents. Detailed notes on decisions made throughout this thesis process were kept, which adds to the project's auditability and reliability.

Validity is evaluated in terms of how well the research tools measure the phenomena under investigation. Potentially decreasing factor of validity is researcher bias, which arises out of selective collection and recording of data, or from interpretation based on personal perspectives. Being familiar with the research setting, and its processes, can be both advantageous and problematic. Familiarity may shadow any ambiguous issues that researchers from outside the field, might question. (Roberts & Priest, 2006.) In this thesis process, the author was not familiar with the issues under investigation, which potentially increases validity. Also, usability of the guidebook defines the validity of the development project. In development processes, reliability means usability. It is not enough that the information created is truthful, it should also be useful (Toikko & Rantanen, 2009: 121-122).

Reliability and validity are debated to be better suitable for quantitative research than qualitative research. Unlike reliability and validity, trustworthiness is not based on the assumption that there is one truth to be found. This qualitative research was conducted in social reality, where there are several interpretations of reality. There is no right and wrong, there are only people’s different perspectives. However, there are different techniques to increase trustworthiness in qualitative research. These increasing factors are that the researcher has enough time to do their research, the research process should be public, the researcher should report their investigation thoroughly, and the research should be peer-reviewed. After the research is published, public comments about the results are also one meter of trustworthiness. In this paper, all mentioned requirements are met except for the last one, public comments. (Saarijärvi, Tuomi 2017:)

8.2 Ethical concerns

This thesis process is guided by general ethical principles of research. All researchers in Finland must follow the guidelines of the Finnish National Board on Research Integrity

(TENK) which is appointed by the Ministry of Education and Culture, concerning responsible conduct of research. By following the responsible conduct of research, this thesis ensures ethical acceptance, reliability, and result credibility. (Finnish National Board on Research Integrity TENK, 2021.) The thesis is also committed to the recommendations of Arene (The RDI committee of the Rectors' Conference of Finnish Universities of Applied Sciences). Legislation, international and national principles, policy lines, and recommendations of research ethics are the foundation of Arene recommendations. (Arene, n.d.)

Regarding the data collection, collaborating and taking part in the survey was voluntary, and participants were free to withdraw at any time. Survey participants received and signed participant information and participant consent forms. Anonymity was secured by separating the answers from the participants. Data was saved in a browser that only the research team has access to, and it was secured by two passwords. Also, all collected data is deleted after the thesis process is finalized. Regarding data privacy of the respondents, European Union's General Data Protection Regulation (GDPR) was followed throughout the thesis process.

9 Conlusions

In every workplace there should be an employee orientation plan and material. Good orientation requires open conversation in the work community and continuous developing of orientation plans and instructions (Finnish Institute of Occupational Health 2017). Comments from the board regarding the guidebook were positive, that the guidebook was relevant, clear, and visually pleasant. During this development project, there was little turnover in the board, and only one new member gave feedback about the guidebook. The real testing of the guidebook happens only when given to new board members. The guidebook for YSTEA is a tool among others, which desirably makes orientation easier for the new employees. This tool, like any other, should be regularly updated to respond future needs. It requires an active work community to keep the guidebook relevant throughout coming years. Including board members in the guidebook creation process was one way of ensuring that they are interested in updating the guidebook and keeping it fresh and relevant after the development project ends.

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Kysely YSTEA ry:n hallituksen jäsenille perehdytysoppaan sisällöstä

Tämän kyselyn tarkoituksena on toimia pohjustavana tietona hallituksen perehdytysoppaan rakentamisessa. Mikäli sinulla herää kysymyksiä, otathan yhteyttä tutkimuksen tekijään: Emilia Multanen, emilia.multanen@metropolia.fi.

1. Kun aloitit hallituksessa, mihin asioihin kaipasit selkeyttä?

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2. Mitä asioita oppaaseen on mielestäsi tarpeellista sisällyttää?

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3. Onko jokin aihe, jonka haluaisit korostuvan oppaassa?

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4. Muita kommentteja:

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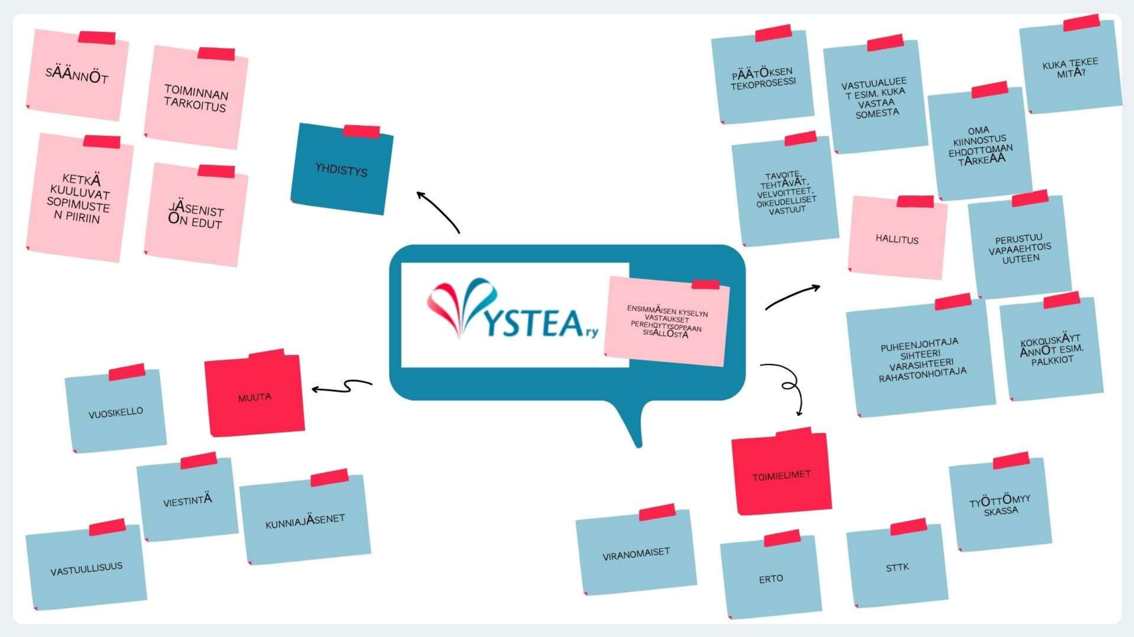
Mind map visualization of first survey answers



Kysely YSTEA ry:n hallituksen jäsenille valmiista perehdytysoppaasta

Tämä kysely antaa mahdollisuuden antaa palautetta perehdytysoppaaseen liittyen. Mikäli sinulla herää kysymyksiä, otathan yhteyttä tutkimuksen tekijään: Emilia Multanen, emilia.multanen@metropolia.fi.

1. Mikä oppaassa on hyvää?

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2. Miten opasta voisi vielä kehittää?

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3. Muita kommentteja:

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