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GIVING ORIENTATION FOR YOUNG PEOPLE AT THEIR FIRST WORK- PLACE IN FINLAND

Case Example Varismäki Farm

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<p>The research was conducted to evaluate Varismäki farm's new employee orientation to create instructions of new employee orientation for the farm. A qualitative research was chosen to reach the result. It includes a theoretical framework based on a literature review of existing research and a research of the orientation process of Varismäki farm. Evaluation of the farm's orientation process was based on comparing the existing research and farm's orientation process in 2021. The emphasis was set on young employee orientation because most employees at Varismäki are under 21 years old. The objective was to recognize development needs, and the employees' experience of the orientation process, update management's (the author) professional skills and check that new employee orientation regulations are met.</p> <p>Working with youths has a challenging reputation. Due to it, it was chosen to use Varismäki farm's orientation process as a case example in the theoretical framework to give an example of a company where working with youths is found delightful.</p> <p>The results were that the 2021 orientation process of Varismäki followed good practices, and the 4C orientation model. It fulfilled the legal requirements set on orientation processes. The interview revealed that due to the lack of written instructions, interpreting wage slip had been forgotten from the orientation to work life skills, and the additional occupational health care services need to be discussed before an employee falls ill. The 2021 orientation method served the farm well resulting to a quality work, and gave the employees a good experience, which did not give a reason to change the orientation process, but emphasized the need of written plan. Instructions for new employee orientation were written as a result of the research, Appendix 2 and 3.</p> <p>Additional research could be made of the orientation of young employees, finding research was challenging. The clarity of the new instructions could be ensured by making a short survey for the employees of the farm.</p>	
Keywords New employee orientation, young employees, orientation process, young employee's experience and expectations on new employee orientation, giving orientation to young employees	

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1 INTRODUCTION

This Bachelor's Thesis will discuss orientation of young employees at their first job. The importance of well-handled orientation process is becoming increasingly important in the ever tightening competition of employees. It is the perfect opportunity for the employer to make new employees integrated to the working society, get them to enjoy their work, and utilize their skills efficiently right from the beginning of their employment. As the consequence of a well implemented orientation process the company will get more back in return of the resources used to the orientation process as the employees do not need to settle in their job for so long, but are able to give their full contribution earlier on than if they were not given proper orientation at the workplace thus becoming a profitable part of the work force. It also builds up the confidence of the newcomer and most likely slows down the employee turnover: if the result of good orientation is that people like their work and work community they are more likely to get committed to the company. Reducing danger and harm that might fall on an employee at workplace is the legal requirement, the main important thing that orientation process aims to do; important matter for the employee and employer alike. (Österberg 2014, 115.)

As Maritta Österberg (2014, 15) writes one of the cornerstones of successful enterprise is well and strategically led, skilled personnel. Well planned and implemented orientation process is an important part of human resource operations that aims to make the company successful.

1.1 Reason Behind Choosing the Topic of the Thesis

The chosen topic is specifying to orientating young people at their first workplace in Finland. The thesis research will support the authors work as an entrepreneur of Varismäki farm and help in developing the new employee orientation of the farm. The orientation process of the greenhouse operation on Varismäki farm, farm ID 762070493, from the years 1999 to 2021 will be used as an example when the process of orientating young people is gone through. The subject was chosen also because during the almost twenty years that the author has worked with young people, first as a team leader and then as an employer, the experiences of working with them have been positive. Working with youngsters is carrying a reputation of being a challenging task. The meaning is to give an example of an orientation where there usually is not difficulties between the management and the young staff. It has also been found necessary to document the orientation process to use it for support during the orientation process and to guide the future team leaders of Varismäki farm. Currently there has not been written instructions at the farm in how to orientate employees, especially young ones. This is because the task has been mostly led by the entrepreneur herself and thus there has not been an immediate need to delegate it forward and document it. Due to that it has been postponed. The last of the reasons is to learn how the orientation process has succeeded over the years. Conducting the research as part of her studies will give the entrepreneur an opportunity to develop her routine in giving orientation.

According to Anttila et al. (2021b, 1196 - 1198) every employer needs to conduct an inspection and evaluation of the dangers of the workplace. The information has to be verifiable but there is not a requirement to have a written document of it. Only the Rescue Action Plan has to be in such a form

that employees can familiarize it if there are more than 30 people present at the company simultaneously on regular basis. These people can be either employees or at the company facilities for some other reason, for example as customers. At Varismäki farm the evaluation of the dangers of the workplace has been conducted in co-operation with the personnel of occupational health care and documented in written form, but the actual written orientation instruction of what things need to be gone through with employees has been missing. Instead, management and shift supervisors have discussed the matters through in a meeting.

1.2 The Objective and Expected Results of the Thesis Research

The main objective of the research is to create written instructions for new employee orientation and develop the orientation process of the company, Varismäki farm, for the future. During the thesis process the missing instructions for the orientation process at Varismäki farm will be written clearly down to be used in the future as a tool in orientating young people at the workplace. The instructions are meant to be used in educating team leaders on the farm in coming years if need arises and to give a clear structure to follow in giving orientation. Reaching this goal requires the author to find out what is done correctly previously and what parts in the orientation process of the company could have been done better. This will be achieved through interviewing the former employees of the company from the year 2021; the author will be using thematic analysis on the interview in finding out the state of the orientation process during the interviewees' employment to collect ideas to develop the orientation process so that it better answers the needs of employees and the company in the future. The year 2021 was the latest when the author had employees and thus that year's employees are interviewed.

Second objective is to develop the authors skills at employee management by clarifying the topic and by familiarizing the previous research of orientating young people. Third objective is to offer thoughts to the readers in how better to co-operate with youngsters in working life and support their adaptation to work life.

Expected results are the case example of orientating young people; the knowledge of what parts of the orientation process of Varismäki farm used in 2021 need to be developed and what has been done well. The concrete result, written instructions will be formed based on that. Up-to-date regulation is checked, and it results in getting knowledge of new employee orientation. Feedback from former employees is also important knowledge for the company and it is gained during the research. The actual thesis report its presentation and maturity test are another of the results and they will complete the author's studies. The research process is also expected to enhance the author's employee management skills further.

Research questions that are used to guide the research during the thesis process are as follows:

1. What was the state of the orientation process used at Varismäki farm in 2021: the challenges, good practices, and communication?
2. What was the employees' experience in 2021 of the orientation process of Varismäki farm?
3. How to develop the orientation process of Varismäki farm?

2 COMPANY INTRODUCTION

Varismäki farm, farm ID 762070493, a sole proprietorship of Paula Makkonen is specialized in spruce plant production to retail and dry hay production to stables. The farm also profits from forestry and offered road maintenance services for privately owned roads in 2021. Turnover of Varismäki farm in 2021 was 155 000 euros, and it offered approximately 40 000 euros income for the family. Profit margin being 25,8 %. The firm is currently rented for another entrepreneur due to which the years 2022 to 2024 are not included in the research.

Seasonal help is hired yearly for the growing season's needs. Usually there has been one or two more experienced people working with the family from April to November and a group of 5 younger employees working during June. During some summers, there has also been a fall time help at the greenhouses. Approximately 2 – 9 employees total during the year. The employees are hired to handle the spruce plants, that is their main job. On some years they have also been asked to help at the fields collecting hay, but that has been on voluntary basis even though written in their work contracts. Seasonal workers have been allowed to choose whether they continue their work at the greenhouse without supervisor being present, which is not preferred by some younger employees, or come to the hay field with the rest of the staff.

The figure 1 that follows next presents the breakdown of the employees of Varismäki farm by age.

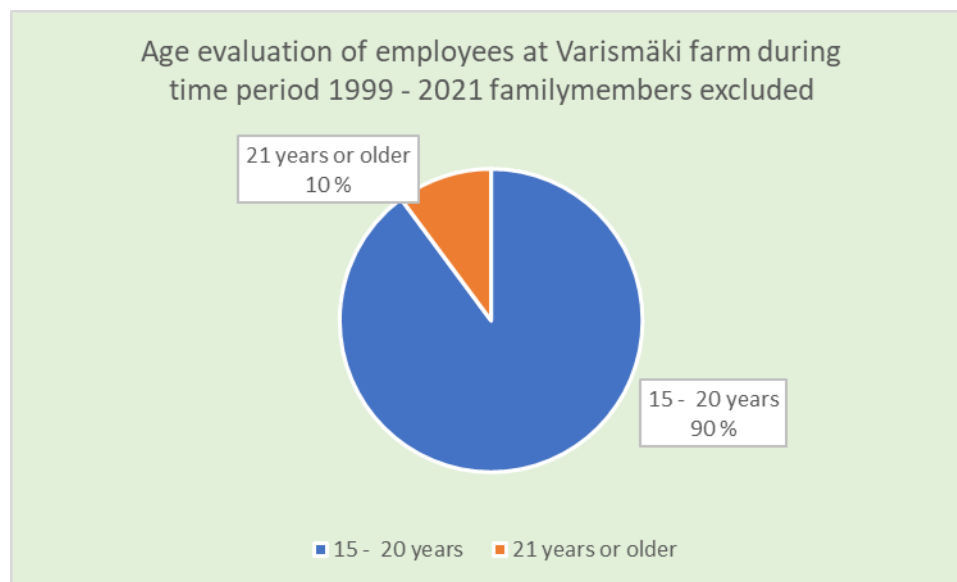


FIGURE 1. Age evaluation of employees at Varismäki farm during time period 1999 – 2021 (N=59) (Makkonen 2023.)

From the year 1999 until the end of 2021 there has been 59 different employees at the farm's service if family members are not included in the result. With family members the amount of personnel rises to 64. Of the employees 90 % were 15 to 20 years old when they started at the company's service. The rest of the employees were 21 years old or older. The ages of the family members that worked at the farm have not been included in the pie chart.

The figure 2 that is presented next shows the amount of work seasons, summers, that employees spent working on Varismäki farm.

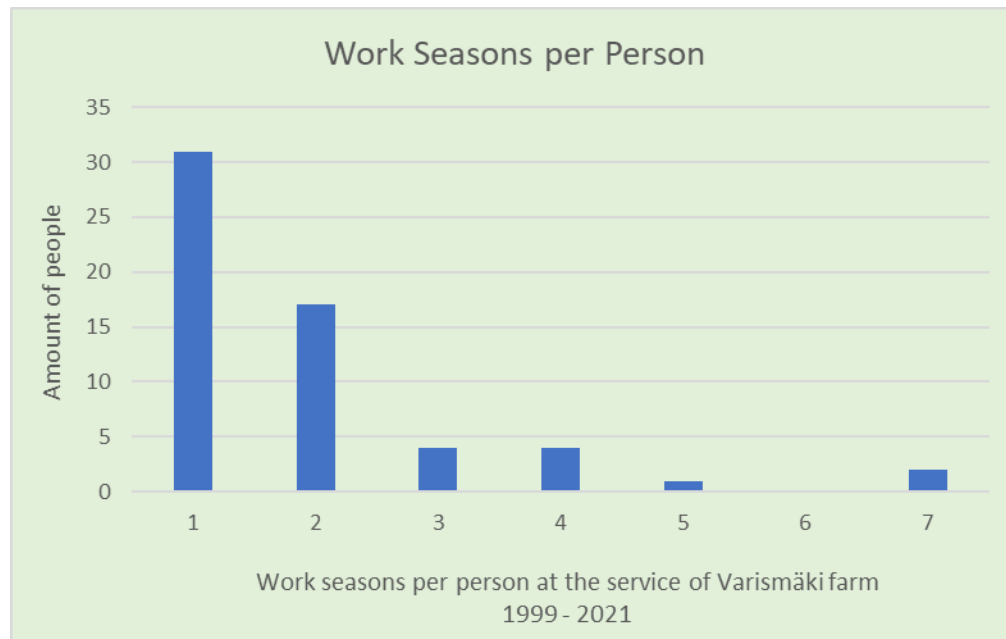


FIGURE 2. Work seasons per employee at Varismäki farm during time period 1999 – 2021 (Makko-
nen 2023.)

From the total 59 employees 47,5 % returned to the company's service after first season. Some of them worked at the farm during several summers. From the chart it can be detected that most of the employees have worked for one or two years. This is because they have been students at the time when they worked at Varismäki farm and going to school at Ylä-Savo region. Some were on holiday from ground school, some from high school or vocational qualification studies. After graduation they have moved on to work at the field of their professions. Most of them have also moved to another municipality after graduation. If the figures 1 and 2 are evaluated together, it can be noticed that of the 90 % of employees (53 students < 21 years old) 41,5 % returned to the company's service which in this kind of monotonous, physical job where salaries when in accordance with the collective agreement of the industry are not high, is quite an achievement. The author of the thesis has been working with the employees of the farm from the year 2004, first as a team leader at her father's service and then as an employer and entrepreneur from the year 2014 to 2021.

3 ORIENTATION OF YOUNG EMPLOYEES

This chapter introduces the literature review of the research and compares the existing research and legal requirements to how the orientation process is being handled at Varismäki farm to produce the case example of how the entire orientation process is performed in a single organization. To be clear of what is the meaning of the term orientation process of employees used in the thesis and what is meant with the term a young employee they are defined at the beginning. The legal restrictions for hiring a youth are also clarified. From there the thesis progresses to introduce the objectives of orientation process and gives two examples of theoretic models of orientation.

Orientation in the pre-entry phase of employment, on the job and what needs to be told of post-work process are explained next. From there the thesis continues by bringing up the good sides of working with young people and the expectations of young people that they set on the orientation process. The last topic of the chapter is of the challenges in orientating young people to work life.

3.1 Definition of the Orientation Process of Employees

Orientation process of employees means the obligation of employers to teach the new employee to do her or his tasks, learn to know the people and the work culture of the company, use the tools of the position and know the safety requirements of the job (STTK ry 2023). The Finnish Act of Labour Protection, Työturvallisuuslaki, from the year 2002 determines in the 14 § that in the planning of the orientation process of an employee the employer has to take to consideration the level of professional expertise of the employee, her or his previous work experiment and personal abilities. The reason why the orientation is ordered to be given is to avoid a harm and danger to the safety and health of the employee caused by the work, the work processes, working environment, the tools and their usage, and the working methods. The orientation has to be sufficient to cause the desired effect. Guidance in adjusting, cleaning, repair and maintenance of tools and machinery used; and correct behavior in case of disruption and exceptional situations, such as fire at the premises; has to be provided for the employees. This education concerning the work has to be provided for the employee when she or he starts at the job or starts a new unfamiliar task in her or his job. Orientating needs to be taken care of also when employee's position changes or the employer requires new equipment, tools, production lines or machinery to be used in the work tasks. (Finlex 2023b.)

Orientation process can be described to mean all the necessary functions that are needed to enable the employee to adapt to the habits, work culture, people, and expectations concerning his or her job. This is done by giving working instructions and guidance in which it is necessary to go into details on what work includes as a whole, and what tasks belong to the employee. Different companies use different methods to orientate new employees. A combination of using for example information in the Intranet and face to face teaching can be used in suitable shares depending on the work in question. At some positions it is necessary to show one's ability to work independently before one can work alone, because of safety issues or quality requirements. (Anttila et al. 2021b, 1201.)

Wanous and Reichers (2000) declare that orientation can be defined by answering the questions Who, When, What and How. By using this method in this thesis its orientation process is narrowed

to describe the orientation of people under 21 years old (who) that enter their first job and get advised on work life skills and the specific tasks of the job that they are hired to do (what). The chosen age limit is explained later in the thesis. How and when mean in this case the way the orientation process is implemented through employer's or superior's work performances before the work begins and first contact is being made, while job contract is written, at the work throughout the duration of the employment and giving information of what happens after the work contract has ended. Post-employment phase is not usually included in the orientation process descriptions but in this case the author will include it in the thesis research as part of orientation. This is because one of the main objectives of this research is to form clear instructions for the Varismäki farm in how to orientate young people entering the work life for the first time. Teaching the process of how employments end properly is needed since the young employees do not necessarily have that knowledge. It is natural to include it to the orientation phase since the work contracts for the seasonal workers at the farm are mostly for one month.

The case in most farms and greenhouses that hire youngsters for seasonal work is that most of the young employees will find jobs in the future that are according to their education when they have one and will not stay working in the farming or greenhouse industry. The role of farms and greenhouses is to offer the first jobs to young people when they have not chosen their careers yet and do not have any particular professional education. Because of these limitations in recruiting the author of this thesis sees the orientation process of Varismäki farm as the guidance to working life in general and uses the term orientation process in such meaning.

The alternative term that could be used instead of orientation process is on-boarding. Anna Baluch (2023) uses it in her article to describe the time from hiring to the moment when the new employee is settled to his or her position. Some Finnish companies prefer to use term on-boarding instead of orientating, for example Genelec Oy prepares on-boarding plan for new employees when they start their job (Pappi 2023). The author of this thesis does not use the term on-boarding because with young seasonal workers, as is the case in Varismäki farm, the situation never comes in the first work season when the young employees have settled to their job and do not need guidance, at least at times. This is mostly due to the short duration of employment. The youths are not expected to do their shifts independently without supervisor being present at the premises. They have to be capable of independent working, checking the work quality of theirs and directing their work after a while, but for example the responsibilities of keeping the deadlines of work phases and monitoring the work quality of the team belongs to the superior. They have the experience to notice when the team is falling behind in the schedule or if the working technique starts to slip to some direction, off the standard that should be followed. If the employment would continue for a longer period of time, these responsibilities would be moved for the employee and at the point when they would be handled well independently the author would consider the employee to be settled in.

Next two tables shortly clarify the purpose of orientation process and how it is used in different sources. The descriptions will be compared to the way the term orientation process is used in this thesis.

TABLE 1. Definitions of orientation process from different sources (Makkonen 2024)

Authors and source	The purpose of orientation	Timing of the process
STTK ry, Työelämään.fi (2023)	To teach the employee to do his or her tasks, learn the people, culture, tools and safety requirements of the work. To teach the way of working in the company.	On the job. At the beginning and if the duties change.
The Finnish Act of Labour Protection, Finlex (2023b)	To avoid danger and keep the employee safe.	On the job. At the beginning and if the duties change.
Anttila et al. (2021b), Työsuhteasioiden käsikirja II	To enable the employee to work correctly, with sufficient competence and to integrate the employee to work society. To clear what is expected from the employee. To keep the employee safe and out from danger.	On the job. At the beginning and if the duties change.
Maritta Österberg (2015), Henkilöstöasiiantuntijan käsikirja	To quickly adjust the employee to the work, and teach the tasks. To make the employee a productive part of the workforce in an efficient manner.	On the job. At the beginning and if the duties change.

TABLE 2. The author's way of using the term orientation process (Makkonen 2024)

Author and source	The purpose of orientation	Timing of the process
Paula Makkonen (2024), Bachelor's Thesis: Giving Orientation for Young People at Their First Workplace in Finland	To integrate the employee to work society and work life in general so that she or he becomes productive part of the workforce for any company. To teach the job, increase professional skills and clear what is expected from the employee and employer. To keep the employee safe and out from danger.	Before the job, during the job and after the job by teaching the process and taking care of the post-employment duties of employer.

Above of this paragraph are tables 1 and 2 of the differences and similarities of the term orientation process that were found from different sources compared to the definition that the author of this thesis has chosen to use in her research. The narrowest description for the purpose of the process can be found from the Finnish Act of Labour Protection (Finlex 2023b) that concentrates only on guarding the safety of the employee. STTK ry (2023) concentrates on employee's side of the orientation and does not mention that the new employee orientation is done also to the benefit of the employer. Anttila et al. (2021b, 1201) use slightly wider meaning that mentions addition to what was given for the purpose of orientation by other sources that the process can be used to teach the employee to perform his or her work with sufficient competence. Definitions consider mostly how they benefit the employees. It is understandable since the law is for the protection of the employees and other definitions are based on that.

Maritta Österbeg (2014, 115) mentions also the benefit for employers and their objective when she writes that the orientation is to make the employee a productive part of the workforce in an efficient manner. It is an advantage to get the employee to quickly adjust to working at the company and to learn the needed tasks. Orientating work takes always someone's time and is away from the other

tasks that the supervisor who orientates has on his or her responsibility. She mentions that orientation helps the employee to learn to do one's tasks with the set requirements ensuring that the quality is kept, so there is no need to re-do tasks during first workdays or weeks; it increases confidence and satisfaction towards the job; introduces how things are done in the company in general, for example who does what and what kind of communication is expected; and clarifies the job and responsibilities of the new employee. During orientation process it is also an advantage to get to know the new employee's skill level and personality, and to get to know the person on general level.

When new employee orientation is well-handled it is to the benefit of both, the employee and employer. In the author's opinion there is no reason to see only one or the other side of the big picture or limit it strictly to the workplace in question. Widest definition is thus given by the author of this thesis when the orientation process definition is widened to mean in addition to what was mentioned previously by other sources that the employee is to be oriented to work life in general not just to that specific job that the young person was hired to do, and to ensure that the employee becomes a productive part of the work force. The duration is also widened to include some of the pre-employment and post-employment duties of employers while the other fore mentioned sources restrict the orientation to be given on the job at the beginning and when duties change.

As working environments internationalize it has become even more important than before to orientate employees in proper communication and way of interacting at the workplace. People have their own expectations for example about leading, interacting, team working, responsibility matters and respectful behaviour. Those expectations vary depending on the cultural background. These views differ inside culture as well, but it is necessary to know how much they differ between the cultures of employee and employer to avoid unnecessary drama. It can be easily avoided by communicating these cultural differences. During orientating it is possible to somewhat standardize these expectations if matters are discussed openly. (Furman, Ahola & Hirvihuhta 2004, 7-8.)

3.2 Definition of Young Employee in the Thesis

In this thesis the term young employee means people under twenty-one years old without prior work experience, meaning that they are young not only by their years but also by their level of experience from work life. This definition is different than what is written in Nuorisolaki 1285/2016 (Finlex 2023a); the law defines the term young or youth to mean everyone under 29-years-old. In the authors view this is quite high age, considering that people come of age at 18 in Finland and are expected to decide of their own matters after that without the consent of their guardians: getting married and voting included (Suomi.fi 2023). Criminal liability in Finland starts at the age of 15 (Oikeusministeriö 2023). It is also possible to enter a work life with a completed professional education at the age of 18 in Finland. It seems wrong that a person that has gotten professional education from vocational qualification and earned his or her living for 11 years, maybe gotten married and had children etc. would still be called as a youth or young person and not an adult. Because of this the author has decided to limit the age to younger than 21 years. The assumption of the author is that after that it is reasonable to expect that every person with normal physical and psychological abilities has already had some form of work experience from summer work or internships. After such work period young people can be treated as employees with previous work experiment and that in

itself excludes them from the category of young people without previous work experience that are being discussed in this thesis and thus the age limit for young people in this thesis does not need to be any higher than 20 years.

Employees over 18 years of age are to be treated as adult employees by the law and only the working of youths between 14 and 18 years of age have restricted possibilities to work. In Finland a person can start working during the year when they turn 14. They can work 2 hours per school day or maximum 12 hours per week. During holiday season it is possible to work a half of the holiday, for example one month of two-month holiday. Also working hours are regulated. For a person younger than 15 maximum regular working hour is 35 hours per week during holiday season and for a person between 15 and 18 years of age the regular working hours are similar than for people over 18. Youths are not allowed to work during the night. Under 15 years old people have to have their shift somewhere between 8.00 AM and 8.00 PM unless there is compelling reason to start at 6.00 AM. Youths over 15 can have their work shift between 6.00 AM and 10.00 PM. (Finlex 2024a.)

Work contract with youths under 15 is written either with their guardians or with the youth with guardian's permission. Person over 15 can write the work contract independently. It needs to be noticed though that the guardians of a youth between 15 and 18 years of age can cancel or end the youth's work contract if they deem it necessary. It cannot be done on whim, but if the guardian sees that the employment causes difficulties in the youth's growth, creates health problems or difficulties in upbringing it can be done. Salaries and terms of employment are determined in collective agreements which are different for each industry. (Anttila et. Al 2021a, 618 -619.)

Other requirements for hiring a youth are that firstly, if work lasts longer than three months, a health check needs to be conducted in occupational health care. An exception to that is used if the work is light office work. Then health check is not needed in longer employments of a youth either. Secondly, the employer needs to keep a list of young employees that includes their names, date of births, contact details, the details of their employment, names and contact details for their guardians if the employment continues two months or over two months. Thirdly, dangerous jobs are not allowed to be given for youths. Finnish Ministry of Social Affairs and Health have listed dangerous tasks that can be taught to people over 16 years of age if education requires it to be done. Even in those cases the employer needs to apply a permission for it from Regional State Administrative Agency and give a thorough orientation. The employer is also obliged to inform the local labor protection authority of having a youth in dangerous job. Also suitable works for employees under 18 years of age are listed by the same ministry. (Anttila et Al. 2021a, 619; Anttila et Al. 2021b, 1256 – 1261.)

3.3 Orientation of Young Employees

Maritta Österberg (2014, 116 -117) writes that due to the duration of employment the new employee orientation is shorter when it is given for example for seasonal workers, which is usually what young employees are. The orientation still has to consider the experience of the employee in such a manner that an inexperienced worker gets more instructing than an experienced colleague. Even with shorter time available for going through the orientation process, it has to include all the

necessary information to ensure the safety of the employee and the quality of the work. Shortening the duration of the process could be done if the person giving the orientation sees that the new employee already knows how to perform the tasks and thus can start doing individual work sooner. The tasks meant for the employee could also be added gradually when the previous ones are learnt. Worktime of the person giving the orientation is then tied up differently in the orientation work. At Varismäki farm the orientation process is supported by someone more experienced working in the same team and thus being available for further questions and instructing after the actual orientation to work tasks has ended. In that way the team can start working right from the start and the orientation to work tasks does not need to last long.

According to law (Finlex 2024a), it has to be taken care of that the work does not harm the physical or mental growth of the youth and the orientation needs to be adapted thus. The responsibility and strain of the work has to be adapted to the youth's age and strength. It has to adapt considering the fact that the youth does not have prior experience, or professional skills. Due to these factors, personal orientation needs to be given. The employee needs to be kept out of harm and danger like older employees. The working of the youth is not allowed to cause any harm for colleagues.

Dangerous jobs that are not allowed for youths are listed by the Finnish Ministry of Social Affairs and Health. If the youth needs to learn them during education, that can be done after they turn 16 years of age. The local labour protection authority has to be informed of it, and before the working can proceed, a permission has to be applied from the Regional State Administrative Agency. The orientation requirement is that it has to be very thorough. (Anttila et Al. 2021b, 1256 – 1261.)

Employees between 18 and 21 years of age are adults and to be treated according to that. They might lack prior work experience still, and in such cases the new employee orientation has to take that into account. They might also benefit from orientation to work life skills, how to behave and what are the rights and responsibilities of employees and employers.

3.4 The Theoretic Models of Orientation

There are theoretic models of new employee orientation. In the Doctoral Thesis of Heidi Saarinen (2022, 25 - 29) she introduces two orientating models, Bauer's 4C and IWG of Klein and Hauser. Next the fore mentioned models are introduced and mirrored to the orientation processes of which the author of this thesis has participated in either as a person being given the orientation or as a person giving the orientation.

3.4.1 4C Orientation Model

4C's of Bauer's model come from words compliance, clarification, culture and connection; they are also the four phases of this orientation model. At the first phase, compliance, the basic rules of the company are taught to the employee. The second phase is clarification, and it is used to give an orientation of the individual work tasks of the employee. After this phase it should be clear for the new employee, what is expected of him or her in relation to his or her work. Third level, culture, is used to introduce the culture of the company; for example by going through the values of the company that people are expected to follow, and its code of conduct. Last phase is about what it is called: connection. The main people of each department, especially those that are important for the person

to know in his or her job are introduced to the new staff member so that the internal information needed in doing one's job is easily available, and it is clear whom to contact for example if one is ill and cannot arrive to work, needs advice or if one's tools break. (Saarinen 2022, 25 - 27.)

According to Saarinen (2022, 28) all companies do not use all four levels in their orientation process, but are satisfied in using three levels of 4C's. She refers the research of Meyer and Bartels that had shown that it is usually the fourth phase connection that is missing from the orientation processes. This practical orientation model seems to be close to the process that has been followed at Varismäki farm. In the farm's orientation process there are clear phases of compliance, clarification and connection. The most informally used phase of 4C's at Varismäki farm has been the third phase, culture. Correct behaviour, values, habits and work life skills needed in work life everywhere have been discussed at the beginning, and during coffee breaks held together, or corrected on the way if need has arisen. Since the company is so small, and the employees have more experienced staff members present most of the time it has been seen that the culture can be learnt from example instead of going through culture information as a lecture. To follow good manners has been enough, and it has been assumed that those would already be known by the young staff members, which has mostly been the case. They have been informed that they are expected to follow good manners at work. There are no complex projects or formal meetings in the farm that the employees are expected to attend in, so they do not need to be educated in formal protocol for the company's sake. Because the formal behaviour is not one of the strengths of the entrepreneur it has not been taken into schedule in teaching it as an important work life skill either. All in all in Finland the company hierarchy is informal, just like at Varismäki farm.

Strategical goals of Varismäki farm have not been opened to the staff members much either, as they most likely would be in a bigger company at the phase compliance or clarification (Saarinen 2022, 25 – 27) but since it is to bring a living for the family there is not much to discuss about it. It is the same goal that every adult has for their working regardless of the position they work in; employee and entrepreneur are both trying to make a living and get their kids fed and bills paid with the income they get.

3.4.2 IWG Inform-Welcome-Guide Framework

Klein and Hauser model IWG, inform-welcome-guide framework that Saarinen (2022, 25 - 26) introduces is conducted from three parts and consists as the name implies of informing phase, welcoming phase, and guiding phase. The organization is introduced for the employees at the first phase, and they are informed of their duties. This can be achieved through communication, given material, and education in the company procedures. The next phase welcoming can be for example a pre-arranged informal moment with colleagues, such as shared coffee breaks that are scheduled for the whole team for them to get to know each other. Work environment is introduced in guiding phase, and the new employee gets a mentor to be able to start smoothly in the service of the organization. The model was tested by Klein, Polin and Sutton (2015) and found efficient. The most useful part in respondents' opinion had been the naming of a mentor.

A fitting example of the use of IWG model in orientation process implementation is the orientation process of Genelec Oy. The author had her basic internship at the service of Genelec Oy 2023, and the model was followed thorough during the orientation process. The work at accounts payables included doing purchase bill handling and handling switchboard, turning bills and calls to right people according to the subject matter. Having the introduction of the organization, departments, and key people's responsibility areas was essential in creating successful performance. Every department took time to introduce themselves, and it created a feeling of being part of the work community from the beginning. On top of the onboarding process and introductions (Pappi 2023), the company offered the mentioned informal events for departments enabling people to get to know each other, for example a breakfast and brunch together. The team had a habit of shared coffee moments on daily basis which was a lovely way of being integrated to the work society, and it helped to pause the work. These were held remote via Teams and were not meant for business, but for social conversation and having a break together. A mentor was named, and spare mentors were appointed for holiday season. It made the work smooth and created a feeling of being included and welcomed in the team.

3.5 Orientation During the Pre-entry Phase of Employment

As it was mentioned in the chapter 3.1, most orientation processes do not give orientation at all in the pre-entry phase of an employment, or if they do give instructions of the recruiting phase, working in the company and what is expected of the employee it is not called of orientation but informing or recruiting. In the thesis it is included in the orientation since the youths without prior work experience do not necessarily know how the process goes forward and what to expect of the company and working. There has never been much of a need to recruit either at Varismäki farm; the employees make the contacts in due time and the first callers are chosen for work in an order of contacting because prior work experience is not needed. Thus the orientation can start immediately during the first contact.

Of recruiting StaffMill (2024) advises that it is important to use the same set of questions for all applicants, decide who does the interviewing for all, create relaxed atmosphere, introduce the company, the job that one is applying to, and the benefits. In the interview the prior work and study experience of the applicant is gone through with the CV that is usually delivered to the company during sending a written application. The interviewer can also ask other questions from the applicants if something relevant for the job interest them. A fictive situation that might happen in the job can be also presented and the employee has to solve it. Last thing is to inform the applicant of how the process goes on from there; when they are contacted to inform if they were selected for the job, walk the person out and thank them for their time.

At the pre-entry phase it is important to meet a young employee with time, concentration, and patience. It is typical for adults to bypass youngsters when they are amongst grownups and this behaviour model must be avoided by supervisors and employers when young employees are applying for a job, coming to work interview or to write the work contract to company premises. It should also be avoided during the employment. It does not take much to make young person to feel appreciated, or unappreciated. With the same amount of time, it is possible to create both effects. It is up

to the supervisor and employer to make a good impression on behalf of the workplace during pre-entry phase. When the author bought the farm 2014, she was instructed by the former entrepreneur that when meeting coming employees and interviewees stop what you are doing, do not multi-task as if the employee candidate would be unimportant and not worthy of your time; instead concentrate to the other person fully (Raatikainen 2014). If one is doing something that cannot be stopped immediately it is polite to explain why one keeps on doing what they are doing when the employee arrives. As the author gained experience, she noticed that to some shyer people it was intimidating to concentrate on them fully, and they preferred to be discussed while some other task was being carried out simultaneously. Polite introductions, firm handshake, and being addressed to before their guardian if a parent is with them are always necessary no matter the personality of the young employee. It is not the parent that is coming or applying to the job so the parent should not be the primary target of employer's interest.

Creating a relaxed atmosphere for the recruiting interview to build up trust, and confidence for the employee so that he or she dares to speak up when they need to ask something is important. It is also recommended by Anne Koivusaari (2024). For youths it is not always natural to speak up their mind at the presence of adults. It needs to be learned, and their confidence needs to be boosted for it for the sake of their wellbeing and to ensure the innovating processes of companies in the future. It can be started already in the pre-entry phase. At the farm it is aimed at by telling the applicants that they do not need prior experience and that everything will be taught, going through the work-day and tasks. In pre-entry phase at the farm the matters of who will be around at the farm, breaks, using phone, instructions in case they would get ill and other important information such as behaviour is usually cleared for the employee during the interview or at the writing of work contract at the latest. This is because the company is promoting itself for the youngster and his or her guardian as a good place to work in. To know where and to what kind of team and working environment one is coming to brings certainty to the choice of job and lessens the excitement of the first day at work. According to Koivusaari (2024) hiring is about selling and buying skills and performance, thus the company needs to make a good and truthful impression of itself in recruiting phase. It also gives the applicant a chance to back off if the job does not feel suitable.

At Varismäki farm the work contracts are written few weeks before the work begins, even if the employment would have been agreed with the employee earlier for example in phone call or via email which is also legally binding form of contracting in Finland. If the afore mentioned matters were not discussed with the employee before at phone for example, then they will be discussed while the contract is gone through in detail and signed. They are reviewed shortly anyway so that they are fresh in mind when the work starts. This is done also due to the fact that in that situation the guardians of the youth are usually present, and it would be good if they knew these matters before the work contract is signed. A person under 15 years of age can sign a work contract only with guardians consent (Työsuojelu.fi 2024), and the guardian can end the contract for a person under 18 years of age as was discussed in the chapter 3.2. It is also explained that they need to bring their tax card when the work begins, where they can get it, and what is the latest day to bring it. It is explained that it has to be brought on time because that way they can get paid on due date and

without the need to use presumptive taxation in salary calculation. An explanation of what presumptive taxation means in practice is provided at the same time.

Before the job begins the employees of Varismäki farm are advised also on what kind of clothing it would be good to wear at the work. This is due to the greenhouses being a hot environment to work in during sunny days. Neither the Collective Agreement for Horticultural Sector, Puutarha-ala-työehtosopimus 2023 -2025 (Teollisuusliitto 2024b) or the Collective Agreement for Agricultural Industries, Maaseutuelinkeinojen työehtosopimus 2023 -2025 (Teollisuusliitto 2024a) gives a temperature limit that has to be used in easing the work due to too hot environment. Instead they state that the instructions of labour protection authorities need to be followed in evaluating what is harmful level and how to reduce the harm. Clothing is a matter that can be used to make the situation more bearable. Labour protection authorities give a temperature limit of +28 degrees of Celsius after which the employer is obliged to try to keep the temperature level lower or to reduce the time that the employees spend in the heat nonstop (Työsuojelu.fi 2020).

3.6 Orientation During the Job

Raub, Borzillo, Perretten and Schmitt (2021) have conducted a research of new employee orientation that concentrated on people from 20 to 24 years of age that were doing their internship on hospitality industry. There are some similarities in that kind of work compared to seasonal work at greenhouse. Neither job needs prior work experience, they do not offer generous pay, and both are short term employments. The researchers confirmed a clear effect of new employee orientation on role ambiguity and role conflict. Good orientation process reduced both afore mentioned hindrance stressors, which in turn had a positive effect on job attitudes. They measured the effect of hindrance stressors to job affective well-being, job satisfaction, affective commitment and task performance testing a hypothesis of role ambiguity being a negatively related to work attitudes and performance. If there is unclarities in responsibilities for example due to unclear orientation (high role ambiguity) that affects work attitudes and performance by decreasing them; in other words, the motivation of an employee suffers. Role conflict can be reduced by letting the new employee know during the orientation whose orders to follow primarily and what is the order to do the tasks in.

At Varismäki farm the risk of role ambiguity and role conflict are not very big since the tasks are shared so that everyone has their responsibility areas to take care of. Even though the supervisor changes depending on the week, due them working in two shifts, the tasks of the seasonal employees do not, and the superiors have been informed of what is in the schedule. If the employees of all levels follow the instructions that they have been given there is no role conflict caused by how the young employees are directed. All greenhouse workers will be oriented to their tasks when the work begins. The tasks are new to most usually, but they are not hard to learn. The work is monotonous, but it needs attention to details and dexterity from the employee.

3.6.1 First Day at Work

Demonstrating the work first and then allowing the new staff member to do the work in practice while being observed is recommended as a good way to do orientation for it gives the employee a

sense of security to practice working in a safe manner without the fear of making mistakes. Orientation phase and welcoming new employees well gives a good picture of the hiring company. Short-time employees spread company's reputation when they change employer. Thus it is important to handle the situation in a professional manner so that it does not affect future recruitments negatively. Usually the orientation in a bigger company is divided so that HR gives orientation on general matters for example the company operations, organization, premises, payment, occupational health care, and company policies. The superiors, or closest colleagues give orientation for example in the actual tasks, shifts, working environment, workspace, tools, IT, and work community. (Österberg 2014, 116, 118 - 120.)

At the farm the seasonal employees start at the same day if possible. First day begins with showing the social facilities. After that, new employees move as a group to the greenhouse and are given the actual work orientation. It begins by showing the tasks to the employees and while demonstrating the correct way of working, the actual working method, the why's behind the correct way of handling the saplings are explained. After the employees have seen the technique, they get to start working themselves. Their working is observed first before they can start working without supervisor behind their backs, to make their technique correct right from the beginning. After 10 to 15 minutes of close scrutiny the method will be changed to working together in pairs and the person giving orientation starts to work alongside them. Supervising personnel keeps the work quality under an eye while working with the young employees and corrects in a friendly manner if need be. The seasonal workers are taught to check their own and their work pair's work quality, but learning to see the flaws takes a while. This teaches the employees a responsible way of working when they are required to do the work accurately and get caught on not being meticulous. They also learn to work in pairs in the manner used; method which needs some supporting at times if the natural working pace of work pairs is not the same.

3.6.2 Job Satisfaction

Furman et al. (2004, 14-15) write about the importance of creating a work atmosphere where one enjoys working in and feels joy of one's work. This can be started already during the new employee orientation. According to them it can be achieved by showing appreciation towards each other, only talking of appreciation while behaving so that it is not evident does not work. Acknowledging the importance of one's work is one of the things that they list as good behaviour models in creating job satisfaction. Giving positive feedback, talking with appreciation of the colleagues that are not present, and offering the opportunity to participate in setting working goals and making decisions of one's work are among the listed things as well. Aaltonen, Ahonen and Sahimaa (2020, 69 -70) highlight that nowadays people are looking for meaningful work or greater meaning from their current work. According to them the trend has been getting stronger during 2020's spreading environmentally friendly "profit with purpose" thinking.

At Varismäki farm the importance of the work that the young employees are hired to do is made clear for them. How the tasks benefit the company, and what would be the consequences in production process if the work was not done by anyone. This is to show the appreciation towards them,

and to their work. The environmental viewpoint has been seen as important for the young employees of the farm. In some years it has been counted with them how many hectares of forest the trees that they were handling would renew. The answer is approximately 400 hectares. Some were of course horrified of the extent of the area, especially when it is considered that it is about one eighth of the amount of the spruce saplings needed in North Savo area, but at the same time they were proud of the work they were doing for the benefit of the environment. Forestry was not a new thing for them, and they understood its meaning as a business and a source of finances and wellbeing to their families as well. The scale of forestry operations going on is huge though when it is opened up like that, in concrete example seeing yourself surrounded with the new growth.

According to Furman et al. (2004, 17 – 18), another way to increase the liking of work to which also orientation processes aim at is to be interested of each other's ideas and innovate together. Keeping up in the continuous change is important for the companies so creating a work atmosphere where everyone can speak up without fear of being laughed at or bypassed is very important. In new employee orientation process it is too early to start to encourage new staff members to innovate for they have no knowledge yet of what is the current state of the company that they have just started in, and changes should be based on data and knowledge. The atmosphere can be built ready though. Jaakko Luomaranta reminds in Fakta (1/2024, 14) interviewed by Anna-Elina Perttula that strategic decisions in companies are not made democratically; staff can make suggestions, but they do not get to decide. A new working method, or an innovation needs to be backed up by financial reasons and create an improvement to how things are currently done before it is sensible to implement it. In other words the employees need to learn how things are done before innovating new. Jabe (2017, 202 – 205) writes that people go through many different feelings when they need to adapt to changes at work. It is natural to be afraid of new, and people need time to adapt to new ways of doing things. She explains that people might try to stop the change due to their fear, resist it from happening. From those feelings when they are dealt with comes acceptance after which people can again concentrate on their working, and collaborating with each other when the situation becomes the new normal. The process is similar to when one adapts to a new job and new work mates.

At Varismäki farm the job satisfaction, liking of work, is increased by encouraging employees to have fun at job instead of encouraging them to innovate. It is also mentioned as good practice by Furman et al. (2004, 28). Listening music together and joking while working at the greenhouse are noticed as good way to pass the time when work itself is monotonous. If the jokes stay even at somewhat proper level in front of customers, they have been fine. Usually, at the greenhouse the level of jokes gets worse towards Friday when people get tired of the early start of the working day and physical work. During fall after long summer and with fewer customers around the standard of joking is continuously on Friday level. That keeps the work entertaining when the tasks themselves do not vary much. The idea that the employees do not need to filter themselves at the presence of their superiors has been forwarded to them at Varismäki farm, because as people the management is no better than they are, and thus they can be as they are at the presence of the management. Politeness and respecting hierarchy are different matters, and so is insulting kind of joking that might be taken as offence by another employee. A bit of good natured teasing can be allowed

though, and it has to be accepted as a part of being an equal member of the team when it is pointed to each. Everyone has to get to the way of teasing though, otherwise it will seem like a bullying if only one person is joked of. Good manners and consideration need to be followed in joking. If the jokes get to too sensitive topics, they might cause a lot of bad feelings. The limit has been drawn clearly when needed and told that such behaviour that violates those rules is not allowed. Everyone needs to feel welcomed to the work society; ridiculing each other is toxic for work atmosphere. Aaltonen, Ahonen & Savimaa (2020, 338 – 340) point out that a sense of psychological safety is one of the features that combines successful work teams: the subject was researched by Google from inside their own work environment. One aspect of it is that people do feel themselves allowed to be themselves through communication: the feeling is created when they are allowed to be vulnerable, or smart mouthed, genuinely as they are. Sometimes we all are fallible, to allow that means that making mistakes does not become a monster to be feared so that it would restrict the creativity of people. Speaking up when someone's joking insulted you in person helps to readjust the jokes to a level that the working team can accept and enjoy. Totally prohibiting joking is wrong towards the person who enjoys good natured humour. A joke is a joke though and it should not be taken too seriously as an opinion or an attitude of the person telling the joke. For example, Finns have been telling jokes of Swedish and Russians for generations and mainly we still get along well with both nationalities. Same goes with other groups of people who might get the butt of joke directed at them, Finns themselves included. It has to be remembered though that all things said are not jokes either so correcting the level of jokes is needed when someone is being serious and trying to correct offensive humour. It is part of work orientation.

3.6.3 Rights and Responsibilities

Rights and responsibilities of employee and employer are based on legislation. At Varismäki farm they are also among the things that have usually been taken into discussion during orientation with the seasonal workers if they are young. Most are aware of their rights somewhat, but the rights of employer are not familiar to them. Those are related to the responsibilities of employees, for example the right to direct the work and behaviour of the employee can also be seen as a responsibility of theirs to do work according to the company standard, and behave in a professional manner. They need to behave as is required of them if requirements of the employer are reasonable, according to labour laws, and their work contract. Every employee has a right to refuse to do work that they have not been hired to do. Sometimes it is good to be flexible in these matters though, for every now and then the employee faces a situation where he or she needs the employer to be flexible in turn. Aaltonen et al. (2020, 83 -85) list the requirement for flexibility to be something that both, employee and employer, expect from each other. One might for example want to leave early due to kids birthday or a family trip; asking to stay over time to fulfil some need of the company such as catching the deadline in some certain day is an equal compensation in such case. The flexibility of employee should be met with equal flexibility of employer and vice versa if it is wished to be a practice that is used in the future as well.

After the orientation phase at Varismäki farm the employees are trusted to work individually for a longer period of time while the superior does other chores as well, joining their company for shorter

periods between tasks to check the quality and whether the work is progressing thus fulfilling the right to supervise work. Sometimes it is necessary to remind employees, that time is not supposed to be spent in telling stories or in choosing music while the handling of spruces stops. All in all, by author's experience the supervision should be offered for young staff members at least at intervals daily to give support to their work and to check how they are meeting the existing quality standard. This is because the required ability to self-direct and to assess the quality of one's own work and method of working settles on young employees gradually when they gain experience. If there are some problems with someone's working the employer needs to find out to get it corrected because not doing what they were hired to do is against their work contracts and can lead to them being fired. The colleagues do not need to solve such matters. The correct way is to let the employees know that if some disputes occur, they are obliged to inform their supervisor, or employer, and notify of what is happening during their work shift (Työpiste 2022). This is easy to do during new employee orientation. The complaint needs to be heard, and the matter needs to be solved with the team member who is the cause of the complaint. Rules at the workplace need to be same for all to ensure that people are equally treated and compensated fairly. If they all are expected to do the same kind of work and same amount of it approximately, the supervisor needs to be strict in seeing that everyone does their part of the job. That is the responsibility in that position. All need to be a productive part of the company.

Sometimes the problems in productivity are not the fault of employees but result from bad management, inadequate orientation process or both causing role ambiguity and not knowing the priorities of one's work as mentioned by Raub et al. (2021). If employee has the needed orientation, instructions, skills, tools and a possibility to do the job proper it should be done proper. That is the employee's responsibility, and it is what the employer has right to expect: that even the boring tasks are taken care of by maintaining the quality and efficiency of the work. (Järvinen 2020, 51.)

3.6.4 Giving Corrective Feedback

According to the research of Viljanen (2023, 17) some supervisors experience that giving feedback is difficult. It has been verified that feedback is meaningful and changes the behaviour of employees. How the employees take the feedback seems to correlate with how it has been given and if the feedback has been timely given.

Giving corrective feedback is not fun, but it is part of orientation when people are learning their tasks, and it needs to be done. Some consideration is needed. Hannele Laaksonen (2024) writes that clear communication, and calm attitude help. Calming the atmosphere with something positive at first can be used and the employee needs to be encouraged that they can learn the correct way. The aim is to get the employee to learn a new skill, or correct something, not to get him or her to adopt a defensive attitude by making them too intimidated to listen.

Henriikka Mustajoki was interviewed to Fakta (1/2024, 42 - 43) by Annika Korpimies about the research that she did of how having difficult conversations strengthens the work community. She found out that if difficult conversations are not had it decreases creativity, makes keeping schedules difficult, and increases employee turnover. Her advice to have an open dialogue where you aim to

understand each other by listening and talking, and to forget scripts of how the conversation should go forward can be used if the managers remember that they are in charge of the situation and there is a matter that they have to require to be corrected. Some managers prefer to use certain structure in these conversations so that they remember to discuss of all the aspects that need to be discussed.

Some things might be allowed for the management but not for the staff members and it might cause uncertainty and feeling of not being treated equally. Such things and reasons behind them could be mentioned during orientation: for example, remote work or flexible work hours might be allowed for the CEO of a company at times but not for the lower level employees because of different work times, or different nature of their tasks and responsibilities. Aaltonen, Ahonen and Sahimaa (2020, 170 – 171) present their model to lead meaningfulness in work life; care, authorize, equip with proper resources, communicate, and lead by example. They base their method to a previous research of Sahimaa, that the author of this thesis has not read, but according to Aaltonen et al. (2020, 170) employees value when they are given also the difficult conversations, corrective feedback, as part of taking care of staff members and developing them.

The following method has been found effective in practice at Varismäki farm on giving feedback that is hard to listen and give. When someone is doing something wrong the superior has to have a courage to say it clearly, friendly but strictly that the behaviour is not tolerated, or rules and techniques need to be followed and to remind the employee of a correct way to do things by advising. To do that the supervisor needs to know the topic and correct behaviour models well, and to follow those rules as an example as much as is required in his or her position. This naturally strengthens the authority of the supervisor and lessens the risk to end up in a quarrel with staff because his or her expertise is trusted. Listening is an important skill even when giving corrective feedback and it might be a good option to ask the reason behind why things were done in an unwanted manner. The staff member might have a very good reason behind his or her behaviour, a problem that needs to be solved or taken forward. Such might be for example a pain in back that causes the employee to use a bad technique in lifting thus risking damaging himself or herself further. The employee in this case would need to be directed to occupational health care to get rid of the pain to be able to do the work according to instructions.

3.6.5 Professional Behaviour and Good Communication

Professional behaviour, communication included, is essential at work. This is true also when orientating new employees. There has been problems in this field at the past in general, but the trend has been to try to get rid of unprofessional behaviour at work life. Pekka Järvinen (2018, 16 – 18, 21, 25) suggests that young people should be advised on professional behaviour during their education, and it should continue at work. He wishes it to become one of the major topics of management training. Traditionally it has not been taught at all. As he says, it is not an absence of bad behaviour, but professional skills added with empathy, independence, adaptability to changes, ability to tolerate frustration, and strong morality.

If people do not behave in a professional manner in a company it might lose the competitive advantage that it would otherwise have in the market, just because customers do not like doing business with them. Nor does the staff enjoy working in such atmosphere which might increase employee turnover, make them unmotivated, or perform worse than they would do under professional atmosphere. Everyone is obliged to pay attention to one's own behaviour, especially when one is tired, hungry, upset or stressed at work; such stimuli does enforce poorly thought out behaviour. The truth is that everyone is responsible of the consequences of their own behaviour so thinking before reacting instinctively is usually a wise move. Acknowledging one's own bad behaviour and apologizing when one has not been polite should be in everyone's tool kit.

Good communication requires participation from all the people that are present in the communication situation. It consists of clear speaking, concentrated listening and honest yet polite interaction. These are good to remember also during new employee orientation. Although descriptive language is beautiful and interesting, in work life it should be used sparingly. This is because the meaning that the speaker tries to convey might get lost in figures of speech. The listener might see the used figure of speech very differently than the speaker has meant it. Usually this is detected when mistake has happened already. The responsibility of clear communication does not belong only to the speaker. The matter instructed might sound clear in his or her own ears. If that is not the case the listener has an obligation to say of it and ask for a clarification. If the question is never voiced the speaker has no idea that the message was not understood clearly. Inadequate communication leads to many kinds of problems between colleagues and in customer relationship. Tense atmosphere, inefficiency, lost sales, shortened employee turnover, degraded customer experience, and reputation are among many things that are affected by rude or unclear communication. (Järvinen 2018, 120 – 121.)

Thomas Erikson (2017, 13 - 14) writes that the receiver has an effect on how the message is received. Also in new employee orientation. Peoples' perceptions, their view of the world and cultural background change how the messages is understood. This is something that needs to be remembered especially with young people and foreigners, for if they lack the context in which the explanation is set on, the message might not get understood. If the task cannot be done properly without knowing what it is based on, it is best to ask if the person getting the orientation needs to hear the explanation of the context first before trying to teach the task related to it. Also, communication style and terminology might need to be adapted if the way the instructions are communicated is very unfamiliar for the recipient getting orientation.

It was already mentioned in this thesis how important it is to build trust so that people dare to speak their opinions. Speaking one's opinion is very important part of communication process and a huge resource for the company. It is typical to try to please the work community by agreeing on things especially when one is inexperienced, but it is important to dare to challenge the consensus when it is needed. Otherwise, the decisions might be made in a bubble that might be far from reality and the environment of where the customers are living in or what employees would need from

their employer. That leads to bad strategic choices and could be destructive for the company. Because of this people who are brave enough to disagree with their managers and colleagues when necessary should not be silenced for example by moving them to another projects. They might be the only one voicing the most crucial details and mistakes in planning, processes, work culture, or management. If those faults get noticed only when the damage has already been done, the consequences can be costly or irreparable damage can occur. (Järvinen 2020, 97 – 98.)

Finns are not very social, and communication is challenging for us. It is creating challenges for orientation process. Good thing is that being social is not the same thing than having good social skills. Good social skills are for example the ability to speak and negotiate, giving and receiving feedback, telling one's opinions without insulting anyone, waiting one's turn, listening, making observations, and showing empathy. From using non-verbal communication, it can be advised that look the person that you are listening to at least at times, also in the eyes; do not move restlessly as if you wanted to be elsewhere; and try not to isolate yourself from others with distance by sitting in the other side of the room, fiddling with your phone, or by being passive if you are meant to communicate with them. These skills are very important to utilize during orientation by both parties, the person receiving and the person giving the orientation, and should not be forgotten to be used in other times either. All this can be practiced, even if it would not come naturally and utilizing them becomes easier when the skills are being used. They are already part of the skills that children and youths practice at school in Finland. Also basic good manners are important to utilize in communication situations. (Terve koululainen 2024; Heikkanen & Sipilä 2020.)

The challenges for social persons are different in practicing good communication than they are for introverted person. Social people do not need encouragement to speak up, and they join the company of other people much more easily than introverted people do. Instead, they need to pay attention to give others a chance to speak too even if the quieter people do not have much to say, to listen, and not to get engaged on conversations so that work does not get done or other customers wait in queue while someone is entertained with lengthy conversation. When orientation is given for a group and superior works with the team this kind of behaviour models come to the knowledge sooner and they can be discussed. (Järvinen 2020, 99 – 100.)

At the farm the lecturing and inclusive way of orientating the staff is combined so that after the explanation, they need to answer questions at times of why you chose this plant over the other for example. It helps them to learn and creates a habit of having a communication. What is worrying in this current time and might be something that needs to be taken into consideration in the orientation processes in the future is the use of language. The worry has been brought up by young people themselves also. School social worker Annamari Mäkelä was interviewed to Yle Uutisluokka article by students Wathen and Lamminen (2019). She points out that using inappropriate language is making it more difficult to get a summer job due to it giving a bad first impression of oneself. It brings a bad reputation for a company to have personnel at their service who speak inappropriately so they are not hired. The inappropriate use of language in the way of making fun of people under the guise of humour is in her opinion unpleasant. Mäkelä lists swearing, calling names, using fuck you, and evaluating aloud clothing, looks or manners of other people as inappropriate language. Yelling and

screaming in response to almost everything that is said is something that should not be used. Language education in terms of what is acceptable language needs to start at home and continue at school on topics such as teaching criticism towards sources. Mäkelä believes that it is only a phase in peoples' lives. As Jabe (2017, 36) writes, person will never develop a good career without the ability to be polite; politeness cannot be replaced with an education.

3.7 Orientation to Post-work Process

There are different kind of employments, permanent and temporary employments and they end in a different manner. Temporary employment ends on the day when it has been agreed on to end or when the job that the person is hired to do ends for example if one is hired to take down a building, the work ends when the building is taken down and all the tasks mentioned in the work contract are finished. Temporary employments cannot be ended during the work contract's duration if both parties do not agree on it. One sided will to end the employment for example the employee's will to change to a better paid job is not enough. Permanent employment can end to a person leaving a resignation or employer giving a notice of dismissal and the term of notice has to be followed in both cases. If employment has a trial period the work contract can be cancelled by both parties without the term of notice so that it ends immediately when the announcement of ending the work contract is given by either of the parties (Mäkelä 2024; Työsuoja 2024b.)

The last salary with possible holiday remuneration needs to be paid on the last day of the employment or if something else is agreed on the work contract then according to that agreement. The wage slip has to be delivered for the employee, it is mandatory duty of the employer. Of the writing of the work certificate it has been stated that it needs to be asked by the employee. The employer does not need to write it automatically, although that is a commonly used custom. Not giving a work certificate after it has been asked is not allowed and will lead to fines. It can be asked in a short version where only the employment's duration and duties are listed or in a longer version where the reason for ending the employment is given and / or the employer gives a truthful evaluation of the performance of the employee. (Työsuoja.fi 2023a; Työsuoja.fi 2023b.)

At some point of the employment, usually on some coffee break, the young employees of Varismäki farm are informed of the employment end procedures; they are getting wage slip and work certificate in the mail. They are told that if there is something wrong in getting salary they have to contact the employer immediately. This is because of mistakes in payment have happened few times during the years of having employees at the farm due to different reasons. To avoid the situation where the staff is uncertain of what to do in such case, the info is given beforehand. The problem could also be about missing work certificate; either unsent or saved so by the recipient that it cannot be found anymore. Work certificates can be asked even after several years have passed after employment; employer is obliged to write work certificate ten years after the employment has ended (Österberg 2014, 77).

It is also explained what deductions will be made from the salaries, so that they do not expect to get the exact amount of money that was agreed in the work contract. For youngsters with zero per-

cent tax card the amount paid is usually a positive surprise for they will get a remuneration of holiday days on top of the agreed gross salary, and as only health insurance and unemployment insurance payments are withheld from the salary, they end up getting more than the actual gross monthly salary.

For those who have asked for unpaid day-offs it will be explained during post-employment orientation how it will affect their salary. It is also explained to all that when being absent without agreeing to it in advance occurs it will cause a warning if it is not due being ill and announced before the shift begins. When unexplained and unauthorized absence happens, it will have direct effect in the salary. An employer has a legal right to withhold the payment from workdays when the employee has not appeared at work, does not announce of not coming and does not have medical certificate of a longer absence; thus the employee has not followed the work contract and does not need to be paid of work that has not been done by the employee according to a lawyer Virtanen (2023). This information is delivered for the employees at Varismäki farm so that they are fully aware of the consequences of their behaviour. For a month's working period the employees of the farm have not been laid off even if they have not come to work although it could be done if it happens repeatedly, and warning is already given. The lesson of reduced payment has been seen as an appropriate lesson. It has seemed to be the first time when not taking care of one's responsibilities has had an actual consequence for the person being absent from duties. Participating to work that one is hired to do is mandatory, so it should be at all education levels if not by attendance as is the case in higher education then at least by participation in sense of doing tasks, keeping deadlines and communicating with the possible project team one is in. This is the case at work also and it should be clear to every student that it is so and not delivering the work performance that one has agreed on when accepting a job or a student place will lead to consequences. It is good to mention of the consequences of being absent during the orientation at work for the matter does not seem to be clear for all youths.

3.8 The Good Sides of Working with Young People

Maija Porali (2022, 8) writes in her thesis that the orientation process can mean different things to a mentor participating in the new employee orientation process. The orientation of new employees can bring a sense of finding one's own work meaningful and fill an inner need to shape and raise the next generation which is exactly what people seem to be looking for from their employment nowadays according to Aaltonen et al. (2020, 69 -70) as was mentioned in the chapter 3.6.1 Job Satisfaction earlier. It certainly has been a meaningful part of the author's job during her work career.

Receiving the seasonal workers, starting with a new group, and seeing how they relax and gain confidence during their work period is always exiting. It brings nice rhythm to the year, and gives an opportunity to see what is going on in young peoples' lives on general level in the current time. The author also appreciates a lot how the employees have helped in creating a good reputation for the company as a good employer so that there has always been new young people offering to work at the service of the farm.

Jabe (2017, 36) mentions that young people are motivated to learn new, communicate openly, and do not resist change. In the author's experience youths follow what they are told to do. It is more difficult to adult people who have had to learn to schedule, prioritize, and modify their working. After learning to work that way it seems to be hard to go back to monotonous work that is organized and directed by someone else. All aged employees of the farm are told why things are done in certain way, so not getting the information is not the reason why older people do not follow the working methods as earnestly and resist doing things by following given instruction. Youths understand authority and the employers right to direct their working very well.

It is common for adults to link terms such as meaningfulness and being able to shape one's work to how well one likes one's work and how appreciated and part of the work society one feels in a job. Maybe emphasising such things has gone a bit too far to be practical anymore. Expecting it to be a norm when it cannot be so causes disappointments and it would be healthier to emphasize other things when good work environment and good workplace are being discussed. The idea is explained through Maslow's hierarchy.

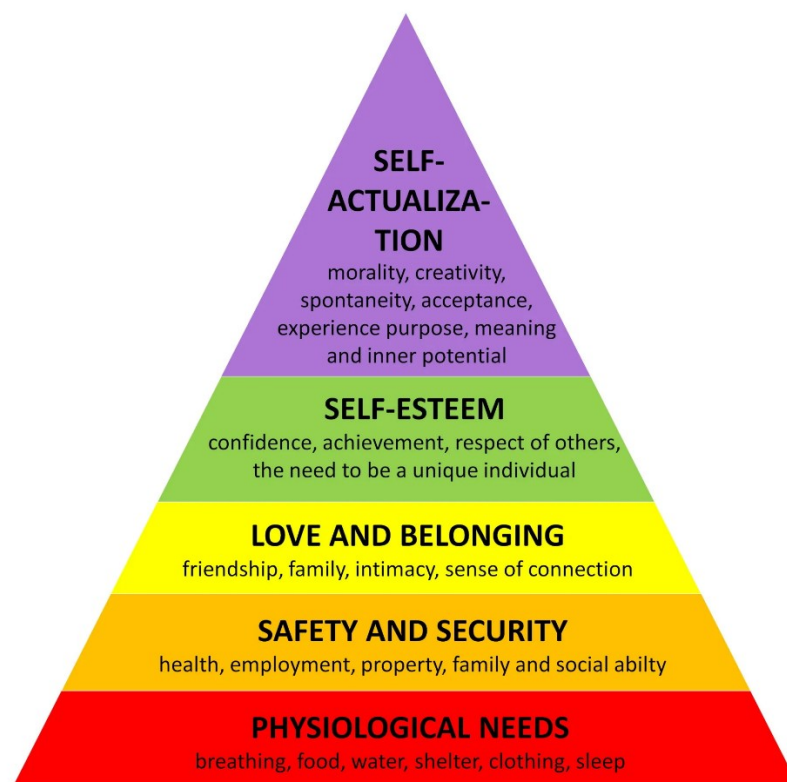


FIGURE 3. Maslow's Hierarchy of Needs (SimplyPsychology 2024)

Maslow's hierarchy of needs that is shown in the figure 3 visualizes clearly the universal needs of people. At work life the importance of having a meaningful work where we can be creative, moral, feel accepted and free inner potential is talked about often. Those features of work are good to have but in Maslow's hierarchy they come only on a fifth level of importance and thus are not

enough to leverage against missing sense of belonging to a work community and having social relationships there. The need of belonging and a sense of connection are on a third level of importance; feeling safe, being employed, and having social relationships are on the second level of importance. It could be said that the needs on these levels should be given more weight than meaningfulness and creativity of a work; the social aspects, and the sense of connection should come first in importance when the wellbeing of the people in work community is considered and enhanced. They should be fixed first and given thought when new employee orientation is planned; how to create a work culture that ignites the feeling of belonging in the employees. (SimplyPsychology 2024.)

The attitude should be that employees and owners of a company are a team working towards the same goal with the resources and skills that they have - thus everyone is important as they are, but it does not mean that rules are not followed. Creating that sense in a work community is important. People are not a bunch of individuals closed in the same space to work with separate tasks. That attitude should be gotten rid of for it does not do good. Team is always a stronger unit than an individual is alone. Sara Johnson (2021, 730 - 732) writes of teams ability to increase revenue and performance of an organization and mentions that the feeling of belonging fosters employee engagement. Including each other is a fast and free way of making people happy at work and enhance job satisfaction.

In author's opinion this afore mentioned positive behaviour that is more according to the Maslow's hierarchy is something that younger people do better on average. It might be due to the fact that was already written about, that social skills are nowadays taught at comprehensive schools. In the author's generation they were not taught consistently, and the effect of this excluding and unsocial behaviour can be seen today so that many people have not made close friends after graduating from first or second grade schools. It is very difficult to get to know other adults in Finland even for a Finn, because of unsocial behaviour. Nowadays people are expected to move after work, to find work, but it is not a tempting thought to leave one's close circle behind knowing that very likely one is unable to create a new social circle in a new city. It could be supported during new employee orientation and emphasized in setting the standard for desired work culture.

3.9 The Orientation Process Expectations of Young People

Linda Viljanen (2023, 7 - 8) writes in her thesis that youngsters are motivated to work in summer jobs which are usually the first kind of jobs that people have in their lives and those experiences from work life are meaningful in connecting them to the community. She explains that young people are no more similar with each other than what adults are in their age group and thus young people's expectations from work vary. Also, their experience and knowledge of what it is to work varies and it sets pressure on orientation process. Because people without work experience have not yet developed the skill to evaluate how they succeeded in their performance they need supporting supervision and feedback. Successfully orientated employee is more committed to his or her workplace than person who has not gone through proper orientation process. According to Viljanen (2023, 14 - 15) Kangas and Hämäläinen have conducted a research 2007 where they found out that people are very fast in deciding whether they want to continue in their workplace or not. That emphasizes the meaning of well performed orientation process. Their research encourages employers to give the

necessary amount of support for new employees to prevent them getting negative impression of the company. She writes that creating trust between employer and young employees is vital in how well they become part of the work force and how they experience themselves being welcomed. Also, the company image is being created during the orientation process and the employees spread their impression for example to their classmates at their studies; if they have had bad experiences at their summer job it will affect the availability of work force in the future.

Viljanen (2023; 3, 6, 18, 25 – 27, 34) interviewed ten grocery store summer workers that were between 18 and 22 years-old and four permanent workers whose duty it was to supervise their work. The aim was to get information on how young people experienced their summer employments and to find out the challenges and strengths that summer workers bring to the company. The seasonal workers felt that they would have needed a longer orientation period to their tasks and support in their duties at the company and that they would have wanted more feedback from their working. The summer employees felt that the orientation was hasty and that the feedback was not given in a positive enough manner that would have enabled them to learn more. Help was offered though when it was asked from supervising personnel. This implies the same thing than of what Maritta Österberg (2015, 117) wrote, young people need longer new employee orientation period than older or more experienced people do to gain confidence in their skills, and to find out if they are doing good work or not. If it cannot be lengthened, it would be very important to increase the amount of feedback, especially positive, so that they know that they have learnt all that is needed at that point and are actually succeeding well.

3.9.1 Expectations From Work Life in General Based on Previous Research

Jaana Tukiainen (2021; -1 – 1, 20 - 21, 25 - 28) conducted a thesis research based on Etsitkö töitä - project that had asked people trying to find a job through the project to fill a questionnaire and answer questions about what kind of expectations they had of work life, and what kind of experiences they had had so far. In her research she found out of the expectations that the most desired matter among the respondents was to find a good job. In more detail: interviewees wished to find a meaningful job, equality and appreciation of the job by self and others, encouraging and safe atmosphere where discussion can be had openly and mentoring is offered, calm and positive work environment that for some meant working without the presence of other people, and unhurried way of working. Based on the answers was concluded that people wanted to decide more freely of their work; for example, where to work and what is their worktime. The meaningfulness of a job was a big concept in the answers and that did not mean only saving the World and changing the future. In addition, it meant meaningful on a personal level, nice and inspiring work environment, where one can earn a living to do what one wants on free time, and ability to influence one's own work to keep it interesting. From the answers could be seen that different jobs are meaningful to different people. Because of this understanding among the recipients, they wanted to see an increased appreciation in the society towards different kind of jobs; also appreciation towards those that are not well paid or are done free of charge for example as charitable work. Jabe (2017, 37) writes that people experience meaningfulness through being useful to others and making the whole function better than it would without their participation. All in all, Tukiainen found out that there were no big and impossible to

implement wishes, and demands to change things totally in the answers. Expectations were reasonable and understandable, enhancing the importance of how people are met, accepted, and appreciated in the workplace. It also seems, based on the answers, that remote work is here to stay on some level. These things can be emphasized during new employee orientation, for example the importance of the work of the new employee can easily be emphasized, and the desired work culture needs to be made known as well. The next visualization, the figure 4, shows how answers were distributed when the question was what are the important things in work life in the future.

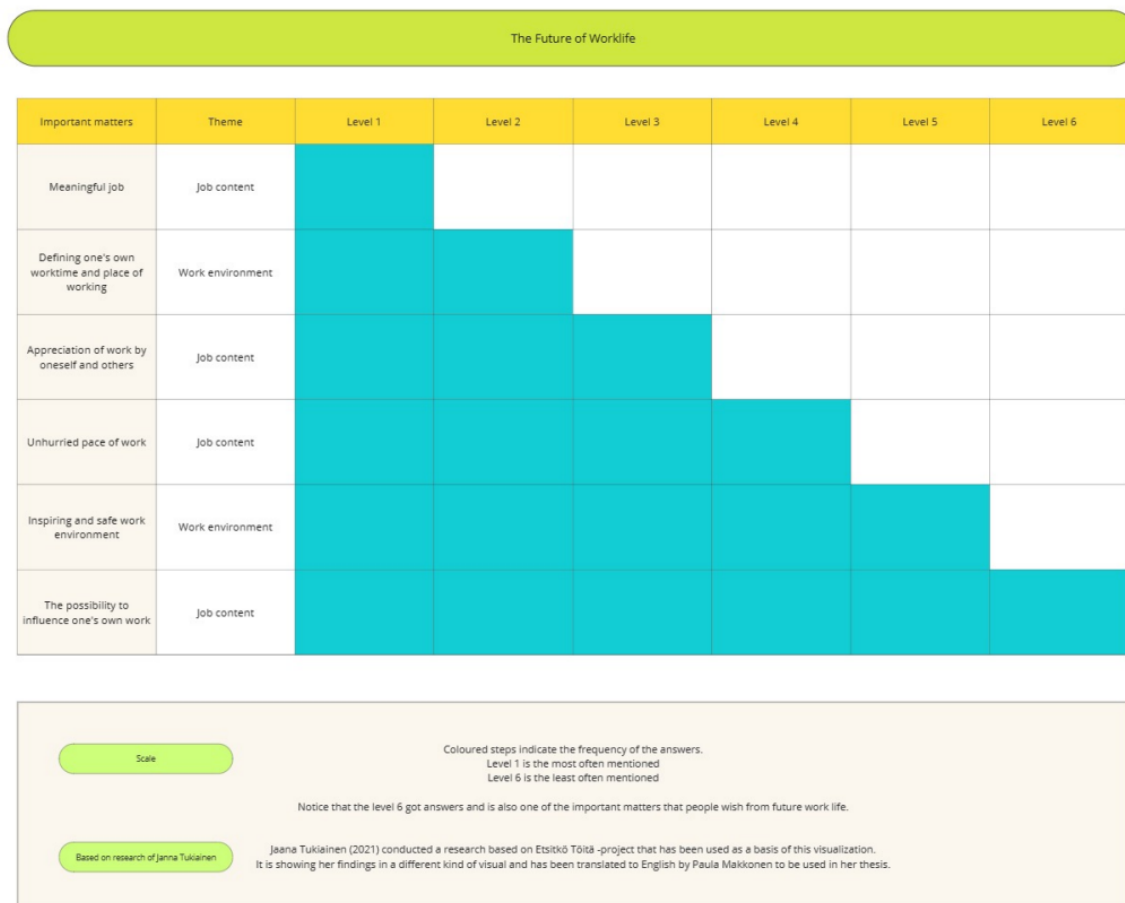


FIGURE 4. The answers' distribution for the question: what are the important things in work life in the future. (Tukiainen 2021, 23)

When the graphic of the answers distribution above, the figure 4, is inspected, it can be seen that the job that feels meaningful was mentioned most often (1 on the scale) as important, the second position of most important requirement from work life goes to defining one's own work time and work environment, third place is held by how work and different professions are appreciated in the society, the fourth most important is to have an unhurried job, the fifth most important is having an inspiring and safe working environment. An ability to influence one's own working was least mentioned (6 on the scale), but noticeable is that it does not make it unimportant for it still is one of the things that were mentioned as important by the recipients. (Tukiainen 2021; 21, 23.)

3.9.2 Experiences From Work Life Based on Previous Research

The findings of Tukiainen (2021, 15 - 19) that were formed of the already acquired work life experiences were based on the following questions. How would you like to develop work or work life, what changes you would like to see in work life and in peoples' general attitude towards work, and what is your dream work environment like. Research question of Tukiainen for this topic was: what kind of experiences do the respondents have about work life.

The answers were negative mainly, perhaps because of how questions were set to find out what people wanted to develop. Several different kinds of challenges were collected based on the answers. Lack of trust and bad treatment from managers, hurry and requirement to be performance oriented, lack of flexibility in terms of worktime and workplace, the difficulty to get a job, bad treatment from colleagues, and lack of appreciation were the listed shortcomings. (Tukiainen 2021; 16 – 17, 28.)

The findings can be debated as follows: the fact is that every company has to make a positive result to bring profit for the owners to compensate their risk of running a company, to invest in and develop the company, grow it, and to be able to keep the operations running and people at work even at bad times (Osaavayrittäjä.fi 2024). That cannot be excluded from work life and in peoples' lives it is bound to be seen as a requirement to be efficient, perform well and swiftly. Employees need to understand that it is what they were hired to do for the company. Too much is too much though, and one person cannot be expected to do three persons' jobs. There is a big mistake in pricing of the products if that is the only way for the company to make profit. The solutions to make a profit have to come from somewhere else than from exhausting employees. Another point that needs understanding from employees is the requirement to be allowed to work remotely. All jobs cannot be done at remote locations, and when the employee has recently started it is unrealistic to expect that option. It restricts the managers' right to supervise the work of subordinates. Supervision and demanding to know what each is doing is not lack of trust and it should be understood to be different than for example micromanaging. Because the supervisors are responsible of the departments performance, they have to have the timely knowledge of what is being done in the job by the subordinates. Thus they can coordinate personnel to those tasks where there is help needed and prioritize duties within the department to be shared if needed. Performance goals are met or failed as departments usually, not as every individual on their own. Keeping the set financial goals is a teamwork and leading people that are scattered to their homes to reach the goals set upon the department makes the task more difficult than it would normally be. If the company standards, goals and required performance were discussed during the new employee orientation it might reduce the feeling of disappointment in an employee when these matters would not come as a surprise.

Bad treatment from colleagues and managers, and an inability to show appreciation are shortcomings mentioned in the research of Tukiainen (2021, 16 – 19) that can be learnt away from, stopped, and at some parts should not be tolerated in the workplaces. Bullying and being treated badly does not belong to work life, and how it will be dealt with in the company should be mentioned during orientation process. Those steps also need to be used if something like bullying occurs.

3.10 Challenges of Orientating Young People to Work Life

Kivelä & Kolonen (2024) write that managers' leadership skills and employees' subordinate skills, how one takes to be led at work, are important in creating the relationship between superior and subordinate. Even though employees need to be led equally and fairly, every relationship between an employee and a manager is unique. The responsibility to create working communication belongs to the supervisor. This can be a challenging task. If the subordinates are shy to express their opinions, ask advice, bring bothering matters or for example work limitation matters to supervisors knowledge they are difficult to direct even if that is not their intention. Young people might be shy at first due to them being in a new situation. Good supervisor encourages his or her subordinates to develop for example their way of communicating, doing teamwork, co-operating, using company's resources, and in developing their prioritizing skills. Encouragement and expectations on having such communication can be made known already in the new employee orientation. It is easier to learn to do things in a certain way right from the start than correct the learnt communication habit later. The supervisor cannot develop the employee alone. Being able to help the employee to grow these skills requires active participation and the right kind of mindset from employee; a willingness to learn and develop oneself is required. The lack of motivation to learn can make learning new things harder (Porali 2022, 10). Similarly, if the person himself or herself believes that he or she is too stupid to learn something the learning can be very difficult.

The afore mentioned reasons are why it is necessary for a mentor to boost up the confidence of the new employee. An effective way to do it is to keep the way of communication friendly, and inclusive; to require the young employee to think and do himself or herself so that they get the idea of something themselves while being there as their support during the thinking process and tasks. Patience and willingness to mentor is required from the person doing the new employee orientation. The person giving orientation should be experienced and have an understanding of the organisation and tasks that are being taught. It should also be arranged so that the mentor is given time to do the orientation properly so that it is not an extra job that is squeezed in already busy schedule. (Pesonen 2020, 18 – 19.)

In giving new employee orientation the methods that can be used are lecturing kind of teaching, a way where the new employee does the tasks oneself and a combination between these two. Participating actively in the process improves the learning results. Knowing the skill level of the new employee is the duty of the mentor. He or she can steer the learning process with a correct speed that is individual for every person. Because of this difference in learning speed and prior experience it would be for the best if the orientation groups would not be too big when the work is being taught. On general subjects such as introducing company's strategy bigger groups are easier to use. (Pesonen 2020, 8 – 9, 17.)

When orientation is given for a group as it is done at Varismäki farm the aim is to make the whole employee group an effectively working team. Challenges in giving orientation for a team of youths can be for example that some would need more support to learn the task, have different kind of education as their basic training and skill sets are different, or language skills can cause issues. Even when the spoken language is the same, professional terminology is new. These challenges do not

mean that the required work standards can be lowered. The employees need to take an extra effort themselves to keep up with the group with the available orientation material and be shown patience by the more experienced colleagues and instructor when matters need to be explained again, in a different manner or in a simplified way. Pesonen (2020, 17) writes that orientation can be made easier by chopping the subjects to a smaller pieces and cutting off information that is at that point irrelevant for performing the job. Some might need a longer period when their working method is closely observed by the person giving the orientation. If the orientation group is planned so that their skill set is similar, the orientation is easier to give.

The interviews that Viljanen (2023, 28 – 31) conducted showed that the supervisors saw summer work as a very important phase in the lives of young people and were motivated to try to shape it to a meaningful experience that would give good base for the young people to develop in their work life in the future. They aimed to orientate all summer workers at one time which was seen convenient and hoped that they could spare more time from their own duties to do the orientation work with summer workers. The need to concentrate also on serving customers in other workstations created challenges for them. They had noticed the importance to adapt the orientation methods according to the personalities and learning abilities of the new employees and tried their best to remember to give praise when work was done well. It was clear to all that it was important to be patient with the new employees and to try to treat them in a welcoming manner. The skills that they wanted to see in summer workers were good work life and communication skills, being initiative in working, hard-working attitude, briskness, and an ability to take instructions without questioning.

At the farm the well-being matters have occasionally caused challenges with young employees. Due to it the orientation process of work life skills has often included an advise of how to take care of one's health and ability to work. Some advice is given to remember to take care of one's wellbeing off duties, to take time to recover from work and to sleep enough. Tiredness at work can be a result from trying to do too much on free time; it is not always a consequence of too much or too hard work. Regular day rhythm and enough sleep for recovery is something that is good to be discussed with young employees beforehand or at the latest when they look tired at work (Työterveyslaitos 2024.)

4 THE IMPLEMENTATION OF THE THESIS RESEARCH

This research is a qualitative research for Bachelor's Thesis. It is conducted to get an evidence of how giving new employee orientation to young employees of Varismäki farm has succeeded and should be developed to create instructions of the new employee orientation for the farm's use based on that. To achieve this it was decided to conduct a literature review together with an interview with the summer employees from the latest season of the author running Varismäki farm 2021. This chapter introduces qualitative research, the chosen sampling technique, interview and how it was conducted, the use of thematic analysis method, literature review, the reliability and ethicality of the research and collecting and storing information during the research.

4.1 Qualitative Research

Qualitative research collects for example the experiences, impressions and behaviour of people from the data that is being inspected. It answers questions such as how and why, and can be used in finding out answers that would be hard to answer in a numerical manner. The data can be collected in different methods for example by using interviews with a structured set of questions or in an unstructured manner. Also focus groups and observation could be utilized in collecting research material. (Tenny, Brannan & Brannan 2022.)

Qualitative research can be used as a tool for example in planning, development of solutions or processes, reasoning causality, and deepening understanding (Lim, 2024). Credibility of the research is ensured by using triangulation; different types are investigator triangulation, theory triangulation, methodological triangulation and data triangulation. In practice the options mean having several researchers to go through the data, comparing theories, using both qualitative and quantitative methods or using different data sources to validate the results gained for example by interviews from longer time period or from different regions, and conducting literature review of existing research that is used as a basis in evaluating the data from interviews. This enables cross-checking sources, creates a complete picture of the research topic, reduces research bias and enhances the validity of the research. Since triangulation is very time consuming and can be expensive, the type used needs to be selected so that it supports the research enough to give credibility and fulfils research needs with the budget and the timeframe available for the research. Some data sources can be against the research theories, which makes triangulation occasionally confusing, but also opens up ideas of further research to find out why some sources point to different direction. (Bhandari, 2022.)

In this research there is a need to find out the state of the orientation process at Varismäki farm in 2021, the employee's experience of given new employee orientation and the possible improvements that would be good to develop in the orientation process. Because of this the qualitative research was deemed more suitable than quantitative research would have been. Triangulation is used by planning the interview questions based on the theoretical framework that is first conducted by using literature review and by comparing the results of the interview against the literature review's information. Research questions that need to be answered through the qualitative research in this case are added below.

Research questions

1. What was the state of the orientation process used at Varismäki farm in 2021: the challenges, good practices, and communication?
2. What was the employee's experience in 2021 orientation process of Varismäki farm?
3. How to develop the orientation process of Varismäki farm?

It is clear that the answers to these questions cannot be formed as numbers; the answers need to be in verbal form. The tools of qualitative research chosen for finding out the answers are conducting literature review of existing research of orientation processes, the laws that determine what new employee orientation should hold in, other professional literature of human resource management and internet sources of the topic. Emphasis in selecting the sources and information to utilize in the thesis research was on giving orientation to young employees and how to conduct a qualitative research in a credible manner. For collecting data specifically of the new employee orientation of Varismäki farm the chosen methods are interview of former employees and going through farm's personnel data.

4.2 Sampling Technique

Non-probability sampling technique, and to be precise its subclass purposive sampling technique was used in selecting the interviewees. They were not randomly chosen, but picked instead. The method purposive sampling technique is often used on tiny population. (Amadebai 2024.)

Purposive sampling technique was chosen due to following reasons. The whole group of employees from latest available year was chosen to present the employees. It ensured that the data collected from the sample of the interviewees is most helpful for the study and reaching its objectives: developing the orientation process of the company and the author's skills in employee management. The chosen sample of interviewees has the most recent knowledge of the matter being researched since they are the latest employees that the author has had in her company, the experts by experience. The orientation process of Varismäki farm has been formed to as it was in 2021 over the years, so interviewing employees from further back from the farm's history seemed irrelevant. Since there was a possibility that the new employee orientation would have changed from previous years it was decided that it was better to choose only the year 2021 employees instead of interviewing employees from several years. It caused the potential interviewees population to be small, for the yearly amount of young people at seasonal work in Varismäki farm is five people. All employees from the year 2021 got invited to answer the interview and they all agreed to it.

The five interviewees that were chosen for the interview were all born 2005, and started at the service of Varismäki farm either in the summer 2020 or 2021 working for one or two seasons at the service of the author. In other words they all were between 14 and 16 years of age when they were employed, depending on the time of the year when they were born and the year when they were first employed.

Going through personnel data of the farm helped in selecting the interviewees and offered also background information of the employments of the farm that was used in company introduction chapter. The visualizations of Varismäki farm's employments from 1999 to 2021 were formed for the

introduction purposes and to explain why emphasis is set on new employee orientation of young people not on new employee orientation of all aged people or adults. The visualizations were created by the author during the research and are based on existing personnel data of the farm.

4.3 Interview

Interview is one of the methods used in qualitative research that enables a researcher to collect interviewees' experiences for analysing. Questions are constructed to get answers that are relevant to the objective of the research and research questions. The interview can be structured meaning that the same questions are presented similarly to every interviewee, semi-structured with prepared set of questions and a possibility to ask additional questions from the interviewees or unstructured interview. In the last mentioned interview type the interview is directed forward by asking further questions based on the answers of the interviewee so that the interview and answers stay in the research topic. Only the few of the first questions are predetermined. In other words, the interviewer has to know the topic well enough to choose relevant questions during the interview. The interview can also be a guided conversation for a group of people, a focus group interview, but in such format some might speak more than others, and everyone might get influenced by the opinions or communication style of other interviewees. It might create a situation where some individual's perceptions get too much weight in the analysis thus compromising its reliability. (Taherdoost 2022, 39 – 42.)

Interviews can be conducted either remotely during a phone call, or via computer for example in a video conference, in chat, or by email or face-to-face where the interviewer and interviewee meet each other. Seeing the person being interviewed either live or on screen gives the interviewer an opportunity to interpret also the body language of the interviewee thus giving more material to be analysed and hints of what subjects might need additional questions if the answer and body language of the interviewee are contradicting. (Taherdoost 2022, 42.)

Before the interview is conducted the interviewer has to prepare to it by deciding what kind of structure would best serve the objectives of the research, prepare open ended questions that need to be answered with longer than yes or no answers, recruit the interviewees, choose the location or tool for remote interview, agree the schedule with each interviewee, familiarize how to handle the collected data correctly and prepare to clarify the purpose of the research and the rights of the interviewees, preferably in writing. It would be good to be at the location before the interviewees arrive to check that tools for taking notes or recording the interview work properly and turn the recorder on before one starts the interview questions. The interviews are easier to analyse later if a transcript is made of the recorded answers. When one does not need to stress of the tools, creating a comfortable atmosphere for the interview becomes easier. Being polite and open to what interviewees answer without adding own opinions keeps the collected answers intact of the interviewer's influence. Concentrating on listening and encouraging the participant is polite and shows professional approach as does expressing one's gratitude of their time. (Dovetail Editorial Team 2023.)

The interview with Varismäki farm's former employees was planned ahead based on semi-structured interview. The same set of questions was used for all the interviewees, and it was decided that clarifying questions can be used if those would be needed. The interview included questions of five themes of which four first ones were planned to enlighten how the orientation was done on Varismäki farm, and the last one was to get an opinion of giving orientation to young people generally. The interviewees were also given an opportunity to give the author feedback from the time of their employment. The themes were: communication during orientation, practices used during orientation process of new employees, employee experience, challenges of orientation process, and generally of orientating a young employee in his or her first workplace. Interviewees were interviewed either at the author's home or at the library of Sonkajärvi and two of them were interviewed at Zoom. The interviewees could decide what location would be most convenient for them.

The interview was face to face situation and all the interviews were recorded which was made known for the interviewees. This was to ensure that the interviewer would not need to rely on sole memory in doing the analysis of the answers. The interview had 31 questions in it and the actual interview lasted about 15 to 25 minutes, depending on how widely the interviewees wanted to discuss of each topic. The data handling matters were discussed, and it was agreed on that the data would be handled solely by the interviewer, the results would be written to the thesis without their names being mentioned and that the collected data would stay at the possession of the author so that it would not be given to the use of other researchers later.

The atmosphere during the interviews felt slightly nervous at first, but after reading the questions through and seeing what would be asked during the interview, the interviewees relaxed before recording started and were comfortable and confident in answering the questions. Due to that there is no need to suspect that they gave embellished answers for their former employer. All interviewees seemed to be genuine, direct and clear in their answers and feedback.

4.4 Thematic Analysis Method

Thematic analysis method is frequently used in analysing qualitative data. It includes the phases of creating an understanding of the data, analysing the meaning of what was said in the interview, coding the data, finding out themes from the answers and analysing the answers. Final step is conducting a report of the findings. (Nicolas 2021.)

Thematic analysis is an effective way to sort complex data and often used in qualitative research. The stages aim to create an analytical and coherent results of the chosen data set that answer to the research questions and meet the objective of the research. The interpreter of the data should try to remain objective when analysing the answers and stick with what the data tells, adding personal opinions to the analysis should be avoided. The experiences of the interviewees should be accepted as they are whether the researcher agrees with them or not. The results have to be based on the evidence gathered during the data collection. Using transcription of the answers when conducting the analysis enables the researcher to verify later that the results are not formed based on

the personal opinions of the researcher by finding the evidence from the collected data. The researcher needs to critically evaluate the analysis and reflect on whether the objectivity has been maintained during the thematic analysis. (Lim 2024.)

The thematic analysis method was chosen by the author to analyse collected data and gather results because it was taught at Savonia University of Applied Science's course Business Research, and it was thus familiar for the author. It also seemed to be a method that would serve the research well since the data is collected through interviews, and that is one of the data types that is commonly analysed by using the method.

The thematic analysis for the interview that was made to find out the state of the orientation process of Varismäki farm to develop the process and how the employees had experienced it was conducted as follows. The audio and video recordings were transcribed to one text file so that the answers to one question were collected under it without marking who had given the answer. This was done to all 31 questions. The transcribed questions were read through one at a time to find out what the interviewees had said to each question and what it meant in the pig picture that started to form of the orientation process of Varismäki farm based on the answers. The next phase was to find codes from the answers to a single question and thirdly the codes of an answer were grouped to themes. Based on these phases the analysis of the answers was formed into the same file first one question at a time. After all the questions and the answers to them had been processed this way, the analysis that were formed based on the answers to a question were gone through as an entity.

During the analysis process it had been detected that some questions had gotten answers that fit better under another theme than what the question was originally meant to collect answers for. Due to it, some of the questions and the analysis based on them were re-grouped under another theme when the report of results was written to this thesis; it is the chapter 5, Results. The themes of the questionnaire were analysed one at a time and were interpreted to a separate subchapters to Results chapter.

Lastly, the results and themes of the interview were concluded to a Discussion, chapter 6, and a Conclusion, chapter 7. Writing these chapters required that the interview, and the analysis formed based on the answers was interpreted as a whole, not just a question or a theme at a time, to get the full picture of what the collected data implied. For these phases the result was also considered in regards of what the literature review had revealed of the research topic, new employee orientation of young people.

The process took at least as much time as conducting the literature review part of the thesis. While doing the interpretation of the answers the author did one's best to remain objective. She tried not to pad out the flaws that were detected during the research when writing the results, discussion and conclusion, for being realistic of them also gives her the opportunity to utilize the information when developing the orientation process of new employees of her farm.

4.5 Literature Review

Literature reviews in research are conducted to serve the objectives of describing the subject of the research, gaining further understanding of the subject, explaining and testing theories that are relevant for the research. The emphasis can be on one of the fore mentioned reasons. The result of a literature review can be either defining the topic, or creating a conceptual framework, a theory or a model. The aim of a research is to develop something, either the field of the study or some detailed matter with a problem focus. This is done by gathering and analysing data. (Rivard, 2024.)

Literature review gives an evidence to the answers that are given to the research question or research questions, and builds a solid base to build the rest of the research on. The extent of the review and what sources should be used as a database depends on the research topic and the purpose of the research. All sources need to be referenced in the text that is produced based on it to give credibility for the literature review and weight to what is being discussed in the research report, for example in thesis. Also in this part of doing the research the researcher needs to maintain one's objectivity. The findings need to be recorded as they are, even if they are conflicting to the theory that is the topic of the research. The reason why the evidence disagrees with the research theory needs to be analysed in that case. Lastly it is recommended to analyse the research methodologies, the results' reliability and whether the literature review could have been done differently to give more reliable results. If new questions that remained unanswered were raised during the research they should be documented in the research report as well. (Yale University 2024.)

The objective of the literature review in this case was to describe the theoretical framework by defining the topic, and with it give evidence and offer knowledge for the company level research and the interpretation of the interview. The research aims to develop the new employee orientation of Varismäki farm. For the thesis the literature review was conducted by using reference material from different sources. The effective legal requirements of hiring and giving new employee orientation were checked from Finlex. Libraries closest to the author's home, libraries of Sonkajärvi and Iisalmi, were very useful and most of the human resource management literature that has been referenced in the research came from these libraries. The author used a lot of time in listening e-books of human resource management topics and marked down chapters that might be useful to track down the parts from e-books. This was done so that they would be easier to reference and locate if reference check is later needed. This was done at Alma Talent Kirjat service. Internet sources were found with the help of search engine Microsoft Bing, several literature review materials came from Science Direct, Theseus, and Työsuojelu.fi. Also several authors were referenced based on one written output of theirs that got chosen as a reference material. The author of this thesis has done her best to use sources that seem reliable and are written for example by ministries or organizations controlled by the Finnish State, business professionals, the press or higher education institutions such as Savonia University of Applied Sciences. Also international research and texts by business professionals from abroad were used as a source to mirror if the matters were handled differently during orientation processes abroad, but that did not seem to be the case based on the information that was found and the orientation models that were introduced in this thesis.

As mentioned, the aim was to describe the orientation process reliably and check the current regulation and general practices used in giving new employee orientation so that they can be compared against the orientation process of Varismäki farm which was also done in the literature review by giving examples from the company's orientation process, although it is not the most typical way of writing a thesis, giving a case example of an actual process of a company on the side of the literature review. This helped the author greatly in forming the questions for the interviewees to be used in the interview part of the research and in evaluating the farm's orientation process from the year 2021.

At first the research began from the topic of giving new employee orientation and from that it was deepened into how new employee orientation should be given to youths. What was inspected most during the literature review were the topics of new employee orientation in general and from the viewpoint of giving new employee orientation to young employees, the legal requirements of both, the objective of orientation process, the orientation models, phases of orientation and what happens during each phase. Those were explained also with examples of the actual orientation process of Varismäki farm. The good sides of working with young people, their expectations on orientation processes and challenges of giving orientation to youths were also done research on to which the chapters 3.9 and 3.10 are based on. The material was referenced according to the instructions of the Savonia University of Applied Sciences throughout the literature review. The definitions of orientation process that were found from different source materials was compared in an author centric table, Table 1, and inspected in comparison to the definitions that the author of this thesis has used, Table 2. In the opinion of the author, the literature review was thorough for a Bachelor's Thesis and served its purpose in regards of the research objectives.

4.6 The Reliability of the Research

Tuomi and Sarajärvi (2017, 297 – 310) write that the matters that are considered when the reliability of the research is evaluated are the truthfulness and the objectivity of the research, the dependability, the validity and the repeatability of the research. The credibility and transferability of the results are also inspected.

The truthfulness and the objectivity mean that the previous research and the collected data is analysed as it is without affecting the data and previous research with the opinions of researcher in the process. The evaluation is based on the idea that the existing research is truthful and can be relied upon, thus it gives reliable evidence of the research subject. Objectivity can be explained so that the researcher describes the results and data free from bias and without taking sides on what is right and what is wrong. The research can be said to be reliable and objective if the researcher does not filter the results of the research according to personal opinions. Neutrality of the interpretations should be maintained when results are written. (Tuomi & Sarajärvi 2017, 297 – 299.)

The dependability means the credibility of the results; how reliable are the reference material and collected data, and how the use of it has been documented, referenced, to the research. If the source of information is referenced according to given instructions and can be traced to the original text or to collected answers, it increases the credibility of the research because another person can

confirm the findings. Validity means whether the research answers to the set research questions or not and does it reach the objectives of the research or not. The last evaluation point repeatability means whether the research can be repeated with the same results which makes it more reliable and thus more relevant. It can also be inspected if the results of the research can be transferred to another context or used by others than by the ones who ordered the research to be made. (Tuomi & Sarajärvi 2017; 299, 303.)

In this Bachelor's Thesis the literature review aimed to describe the theoretical framework of new employee orientation process in Finland, emphasis on giving orientation to young employees. Staying within the set limitations was challenging in the author's opinion, but the side tracks such as legal restrictions in hiring youths help to clarify that they are different kind of employee group than adults. Theoretical framework was described by using reliable source materials from multiple sources that were agreeing with each other. The biggest variance was seen in how the objective was determined: whether it was seen to benefit only the employees or also the employers. The information that was gathered from the literature review and from the interview was handled as it was read without adding anything to the findings or leaving anything off from them, reporting also the points that need to be developed in Varismäki farm's new employee orientation process. The author did her best to remain in the neutral role of researcher even though it was her farm that she did the research for. She did not filter, improve or other ways manipulate the results, and all findings can be traced back to the data that it was collected from. The interview data can be shown from request to validate the research and results that were formed based on it, even though it is not available for public or to be given to anyone's possession. Thus the research can be said to follow a good scientific practice, to be truthful, objective and relevant for the farm, the orderer.

Referencing according to the instructions of Savonia University of Applied Sciences ensures the reliability, the dependability, of the research as does the choice of source material that is explained in the chapter 4.5 Literature Review. The plan of the research was to conduct the literature review first so that the knowledge gained of that could be utilized in making of the interview. The course of the research followed the plan. Doing the literature review first benefited also the phase of conducting the thematic analysis and in forming the results of the research. The results are based on the literature review and to the experiences of former employees.

The questions of the interview were gone through and edited with the thesis supervisor to ensure that they would produce the most useful data from the interview in relation to the research questions and the objective of the research. Savonia's Business Research course and the evaluation of practice assignments that was given during the course helped to formulate the questions in a manner that would produce longer than yes or no answers from the interviewees. It did give the author a good understanding on how to form the questions so that they would be useful. The course also taught how to conduct a thematic analysis of the collected data correctly. The interview offered plenty of material to analyse and the transcription with the conducted thematic analysis is in itself 34 pages long.

The questions were based on the literature review and the interview can be thus considered reliable. From the chapter 5 one is not able to find referencing due to the text being based on the research

conducted by the author during the thesis process. The author was advised by her thesis supervisor to base the result part solely on the findings of her research. In chapters 6 and 7 the results are compared with the theoretical framework, and the chapters are thus referenced according to the instructions of Savonia University of Applied Sciences when it has been necessary. The knowledge that was gained by conducting the research and all its parts was utilized in developing the written instructions for Varismäki farm, to be used as a guide in the farm's new employee orientation process.

The research questions are answered in the thesis and the objectives of finding the state of Varismäki farm's orientation process, and development needs from it, checking how the employee's experienced the way the orientation was given to them, updating the knowledge on effective regulation and enhancing the professional skills of the author have all been met. The concrete result is the instructions for Varismäki farm to be used in the new employee orientation in the future. Validity criteria is thus met.

In the authors opinion the research would give the same result again if it would be repeated, because the author followed a good scientific practice in doing the research, the research is properly referenced and the order of doing the research is shortly explained. Also, the questions can be found from Appendix 1. and can be used to repeat the research. If these same steps were taken again it would lead to the same results. This makes the research repeatable and thus gives it credibility.

The results from the interview are specifically for Varismäki farm and due to it they are most beneficial for the farm, but the transferability of the literature review and how it describes the new employee orientation of young employees can be utilized by other companies as well. Also the interview questions could be used as a base in conducting interview for another company's employees, either as such or with little modification.

From the authors opinion the result is reliable and achieved what it was aimed to do. It might be argued whether the interview gave reliable results or not since the sample of interviewees was so small. For that argument the author would like to point out that the employees of 2021 summer had the experience of the orientation process in the form of what it had been developed to over the years. Interviewing employees from years back might have offered more material but the most recent data to analyse became from the employees that were employed latest. Usually, when something needs to be developed further or the need for the development is inspected, it is done based on the current or most recent information available, not on data from years back. For the author this sample of her previous employees is big enough to tell how the orientation process that she has utilized at Varismäki farm is viewed by the employees. It gives her the data to evaluate her own way of working and her communication skills and generates ideas how to develop the orientation process further thus fulfilling the need that it was aimed to satisfy. Also, if it had been chosen to interview employees from three different years it would have required to limit the amount of questions in the interview to make it shorter. That would not have given as comprehensive information. This is due to the time limitations that require that the author has to have her studies ready at the first week of the December 2024 to graduate on schedule.

The schedule of the research has been stretching from the intended twelve months to fourteen months total. It started at the September 2023 and is ending in November 2024. This is due to the research taking more time than the author thought beforehand and other duties taking time away from doing research. The author chose to stretch the schedule rather than cut the research shorter or narrow it, since the topic is relevant for her personally. The schedule did not stretch so much that it would have delayed the intended graduation schedule of the author.

4.7 The Ethicality of the Research

The ethical instruction of writing a thesis have been published by Ammattikorkeakoulujen rehtorineuvosto Arene ry (2019, 4). The instructions clarify the ethical perspective of the rights, the responsibilities and the duties of the thesis writers, their supervisors and people participating for example as interviewees. The author writes mostly from the viewpoint of a student, the person writing the thesis and how the instructions were followed in conducting this thesis research.

A thesis writer at the bachelor level studies in any Finnish University of Applied Sciences needs to take care of that she or he follows good scientific practice, knows and carries the responsibilities that come along with it, and familiarizes the general principles of doing research that focuses on human and follows the principles if the thesis research is focused on human research or involves for example handling of personal data. The thesis writer needs to understand why the ethical preliminary assessment is done, the necessities and basis of it, and the preliminary assessment procedure that is performed. A student gets an appointed thesis supervisor that is able to tell and instruct how the afore mentioned points are met, if there are exceptions in that research's branch of science, from where to find the information of ethical thesis writing to familiarize it, and if something needs to be corrected in the thesis to maintain the required standard and pass the evaluation. The students need to be informed of the consequences of not keeping the required standards. (Ammattikorkeakoulujen rehtorineuvosto Arene ry 2019, 5.)

For this thesis process a required thesis agreement was written between the author, who is also the co-operation partner that ordered the research, and the Savonia University of Applied Sciences, represented by the thesis supervisor, before the thesis process was started. It is done to prevent the potential disagreements in interpreting the duties, rights and responsibilities between the parties and to determine how publicly the thesis can be published once it is finished. In the contract the supervisor was named, and the student set the topic. It determined the ownership of the intellectual property rights of the thesis, its results and its research material. The validity of the agreement was clearly stated and general terms and conditions for a thesis project were stated there also. The intellectual property rights and honouring them is one of the reasons to follow the ethical standards of research writing. To acknowledge the importance of previous research in doing one's own gives it credibility.

During the thesis process the author was given proper instructing on how to develop the thesis, so that it would better meet the required standards; for example to utilize tables in clarifying the theoretical framework; to write of how the good scientific practice was followed in the thesis with more

depth; to use more formal language; pay attention to the quality of the sources used; and to reference all the information given in the theoretical part of the thesis, if it was not a case example from the farm. The thesis will be checked to see how the source material has been used to ensure that it does not include plagiarism which is one of the ethical rules that need to be followed. The instruction was offered usually in an online meeting, or via email.

The GDPR, General Data Protection Regulation 2016/679 of European Union and Finnish Data Protection Act 1050/2018 were followed during the thesis process. The interviewees were informed that their personal data such as names, and contact details would not be included in the research material or in the thesis. Their ages are mentioned from the time of the employment because it is relevant for the research, emphasising that they were youths at the time, but the interviewees cannot be identified based on that information only. Outsiders have not had access to the personal data of the participants of the interview nor to the company data of Varismäki farm. The recordings, interview and company's personnel data are held securely behind passwords or locked out of reach of people who do not need access to it. The interviewees' consent to participate the research was asked before they were interviewed, and the data was handled confidentially and securely as was promised for the interviewees. The personal data was anonymised in transcription phase.

The author read through the ethical instructions published by Savonia University of Applied Sciences before starting the thesis process to ensure that the work would meet the requirements of ethical thesis writing. The topic does not require a permission to conduct a research other than the thesis agreement with Savonia University of Applied Sciences.

4.8 Collecting and Storing Information

The data protection instructions for researchers that are published by Savonia University of Applied Science (2023; 2024) and deal with what kind of information can be collected of people for the sake of conducting research were read by the author before and during the thesis process. They advise on how to process people's personal data during the research so that General Data Protection Regulation 2016/679 of the European Union and the Finnish Data Protection Act 1050/2018 are met, and the rules were followed during the thesis process.

As it was already mentioned, the consent of the interviewees to participate the research was asked before they were interviewed so that the interviews could be arranged. They were informed that their answers would be anonymised, and their personal data would not spread onwards from the author. Handling personal data in such manner was agreed on during conversation. The participants could have withdrawn their permission if they had wished to do so.

The most of the data that was collected for the research was recorded and stored temporarily to the author's OneDrive offered by Savonia University of Applied Sciences and has not been shared with anyone else. The voice recordings are stored at the phone of the author. Both are protected with passwords. The video and audio recordings, of which it can be traced down who answered what, will be deleted after the research is done and this thesis has been published. The transcribed answers with analysis that has been anonymised will be moved from Savonia OneDrive to the author's own file storage where it is stored protected by password for the company's, the orderer, use. The

empty questionnaire can be stored for later use in case the author needs it again. It will also be attached to the thesis as Appendix 1. The questions were formed so that the interview form could be used by other companies as well with some little modifications.

For the literature review the data was mostly borrowed from libraries or read from online sources and is not at the possession of the author. The source material is referenced according to good scientific practice and can be obtained by other people as well, except the transcription, one personal email and a conversation with the former entrepreneur of Varismäki farm that are also referenced in the thesis. They are a personal belonging of the author and remain in her possession, as do the answers to the interview.

5 RESULTS

This part of the thesis will analyse the answers of the interview theme by theme. Chapter 5 as a whole is based on the transcription and analysis of Makkonen (2024). The themes will be introduced in the same order as they were in the interview starting with communication during orientation phase at Varismäki farm and ending to the general subject of orientating young people at their first jobs and the expectations of the interviewees of the matter; what are the things that they consider to be good practices in orientating young people to work life. Each theme has a subchapter of its own. Some of the questions, and answers, got repositioned under another theme after the interview depending on what kind of answers were given to them. If the answers were of a more general situation and not directly of how things were at Varismäki farm, they were moved under the sub chapter orientating a young person at his or her first job titled as Opinions of the interviewees on giving new employee orientation for a young person. The questions in the original order can be found from Appendix 1.

5.1 Communication During the Orientation Phase at Varismäki Farm

The interviewees evaluated that the communication used during the orientation phase was clear, and it can be said to follow an existing good practice. The communication during orientation included clear examples and showing the work first which were considered to be a help in starting the new job. Employee experience was that they felt supported during the orientation phase, and were given help by advising when it was necessary. The orientation was said to have been a detailed and structured one.

The interviewees were unanimous in their answers to the question whether they felt themselves treated and met with appreciation. All had experienced that they were met and treated thus, no-one hesitated at all in giving the answer. Later in the interview it was pointed out by one of the interviewees that all in all the employment at Varismäki farm was a positive experience, and left her on a good mood.

The answers show that the entrepreneur and other people who worked with the younger employees guiding them in their work have succeeded well in their communication. The employee experience is ideal, for they were met in a manner that helped to create the feeling of being appreciated.

The third question of the theme got a clear answer from all the interviewees. They all had experienced that they are welcomed and gave reasons to what made that feeling. They mentioned examples such as: they were greeted every day; the atmosphere was good; they were included, and advised when they had something to ask; superiors were said to have answers to their questions; and no-one ever said anything in a mean way so that it would have caused them to feel unpleasant.

The former employees were satisfied with how they were made to feel welcome, and did not mention facing any challenges in that. Practices used at Varismäki farm are creating the feeling of being welcomed and are thus good ones. The aim to make the employees feel welcomed has been achieved.

Next questions in the interview were to check whether the entrepreneur had remembered to include all the matters that are usually clarified during orientation process at Varismäki farm with young employees especially. The list of the matters, on top of the actual work tasks, included going through work hours, and breaks; interpreting wage slip; when it would be delivered with their work certificates and the option of asking it later if they lost it; what to do if they got ill; and occupational health care.

The work hours were discussed clearly with the interviewees and there were no misconceptions there. At the farm the orientation process followed a good practice where it had been chosen to advise beforehand and not after mistakes happen in following work hours. The info of how to interpret wage slip had been forgotten from the orientation discussions. Apparently it had been discussed with one of the interviewees separately within some informal conversation, but the other interviewees had not received the information at all. Some of them had not received such information in their later employments either. This is a matter to develop in the orientation process of Varismäki farm: the process of orientation needs to be documented, so that there is a list of matters to go through that can be followed ensuring that any parts are not left out.

All interviewees had been told about how the work certificates would be delivered. They had gotten their work certificate soon after their employment ended and had not needed to ask after it. The practice used was to send it together with wage slip through mail after the latter had arrived from accounting firm that was used to compute payrolls. In the future the wage slips could be sent also electrically either directly to bank software or if protected email can be used via such connection. All of the former employees did not remember having received the information that they can ask a new work certificate later on for the next ten years if they lose the original. This needs to be included to the instructions also. The author assumed that this is something that had not been talked about with the former employees, and the result of the question did not come as a surprise, but verified her expectation. The question was included to help to evaluate if the information was known by all, and would it be valuable to give in the future. The answer was that the employees would need to be informed of it in the future.

The information of what to do if one got ill was gone through and they were informed that their own call would be enough to be away from work for a day in case of illness, after which they would need to appoint the sick leave and get a certificate from doctor for it. Occupational health care for one month employments was not organized so that it would have included health checks, which is not necessary in this short employments. In case something would have happened at work they would have been entitled to see the occupational health care's nurse and get forward in the treatment from that route. Also, the services of doctors and special health care were provided in the ongoing occupational health care agreement for all employees. The agreement was valid all around the year. Apparently this part of the arrangements of occupational health care had not been gone through clearly enough with the interviewees during their employment since this was not clear for them. It seems that it had been informed in the case of illness and not before. Explaining the services should be given more thorough consideration and systematic approach in the future. The interviewees that had been ill during their employment had more clear view about this since they had

gotten personally instructed on what to do. The work conditions and the working techniques that were followed at the farm were checked by workplace visit from occupational health care nurse and agricultural expert regularly according to the regulations which ensure that also the short-term employees have good working conditions and that they follow healthy working techniques like the rest of the employees.

5.2 Practices Used During Orientation Process

Some of the interviewees had learned something new of work life during their employment at Varismäki farm. The answers varied depending on the previous work experience of the interviewees. The work itself was new to all, but the range in having learnt new work life skills was that everything had been new to the ones that had not had summer work prior to coming to work at Varismäki farm to nothing had been new for the ones that had already been at work life prior to this employment.

The answers emphasized the importance of giving the orientation in work life skills since they are not something that young people would automatically know. If they do not have experience of being employed, a briefing given at home or personal interest towards such things, and if school system does not go through the matter in any course the young employees are unfamiliar with the matters of how to be at work, what is allowed and what is not, what can be expected of them and what they can expect from the employer.

Because the employer cannot be sure what matters have been discussed with the new employee before, and if the requirements have been similar during the previous employment, it is safest to go through all of them with every employee. That will reduce the potential differences in interpretations of what is correct and what is not. Disputes can be avoided altogether when required behaviour, and responsibilities of both employee and employer are clearly stated at the beginning of the employment. It is up to every employer to decide how well they want to integrate the employee to their workplace and work life in general to equip them with skills for their later work career since it is not regulated by a law.

Most of the interviewees had learnt useful skills at the farm that had been useful later in life but some experienced that nothing new in that sense had been taught. The skills that were gained according to the answers was learning the work itself; becoming braver in communicating with superior level staff when more instructions were needed; learning to take their colleagues into consideration and responsibility for example in taking care of being on time, and keeping breaks as was agreed on; learning to meet unfamiliar people and advising them in customer service situations when needed. The interviewees that already had this kind of experience naturally had not learnt as much.

The analysis of the answers is that the young employees in their first job had learnt skills that are needed in work life everywhere, thus the aim of orientating young people at their first job that the entrepreneur of Varismäki farm had taken on herself has been reached. Enhancing communication skills, getting used to in meeting customers and advising or directing them forward depending on

why customers came to the farm, managing own timetable, and taking responsibility of one's own working are all skills that are useful no matter what one ends up doing later in work career.

There are no development ideas for this, just that it is important to remember with every starting group that they need to be met on their skill level and in a way that they are able to understand and connect to. They need to know that the people giving orientation are there to instruct and teach them, just as they are at the farm to help in the work and learn the trait. Even if there are employees in the work group that have worked at the farm previously, the new ones need to hear this too. Otherwise the message of being a team that is expected to collaborate is cut and does not get forwarded to create the work culture that is aimed to exist. The superior is not there to shine on one's skills but to teach the others to do what she or he can already do.

The orientation phases had been given in a natural and relaxed manner. It was also mentioned that the orientation was clear in every phase, given interlaced with working. One of the interviewees opened up that she had been given quite clear picture of what the work would be like already before starting the work on the first day. She said that she had learnt a lot during the first days, the positive and corrective feedback had been given in a timely manner and in a constructive way, so that it was possible to adapt one's way of working when needed. In the answers there were no mentions of any challenges that would have occurred during different orientation phases and since the orientation was experienced as clear the practice used was a good one in this aspect.

There had not been any matters that the interviewees would have noticed later to have been absent from the orientation process, other than some odd looking plants that they had not known how to handle, but asking for clearance had solved that kind of problems. Elsewhere in the interview it had already been mentioned that the wage slip interpretation had been forgotten from their orientation information and that the information given about occupational health care needs to be clearer since it had not been clear or was given only after one got ill, and the information of an opportunity to ask work certificate to be given again was not discussed either. Otherwise it can be said that the employees were satisfied with the level of orientation that was given to them and that it follows a good practice. It enabled them to do a good job and learn to perform their tasks with a required quality.

It was asked if the interviewees had been given instructions on how to do their work ergonomically. All interviewees gave some kind of examples of how they had been instructed to make the job physically easier. They had been advised on using a growing platform under their feet when they stood in front of working table either at times to change the angle of arms or continuously if the table was higher than would have been good for short people. Instructions were given to stretch neck and shoulders during breaks, and to lift growing platforms from the ground ergonomically. They were encouraged to drink water for it is hot at the greenhouse in the summer, to walk a bit at breaks and move about to flex muscles that might get tight due to standing in working position arms kept over the table to handle spruces. A place to sit was also available for hourly breaks to rest legs and they were encouraged to use it.

Different heights of people cause challenges in creating ergonomical workspace for a team that is supposed to work together around the same table. Advice was given from the occupational health care to level up the height difference by using growth platforms, boxes, as an elevation for shorter people. It is a precaution against shoulder ache. The other advises of stretching, moving and resting one's legs have also been given by occupational health care at their farm visits. Giving instruction on ergonomical way of working is a good practice and needs to be remembered every year.

5.3 Employee's Experiences

The interviewees gave some examples of what they had experienced as a good way to give orientation. All did not rise up any single matter above others but most often it was mentioned that showing first and giving hands-on guidance in working methods was a way to give orientation that they had experienced as a good method. Other things mentioned were that the orientation had been clearly given and from the beginning there had been a feeling that it was not scary to ask for advice if one felt that it was needed.

The interviewees valued the practical approach of the orientation given. Giving a concrete example of what is expected and showing work methods first brought them confidence to start doing the work. The way their work technique was at first overseen before they were given permission to work individually brought certainty. The way the orientation was communicated, and the method used seemed to make it easier to ask if one was unsure of how to do the work. The chosen method seemed also to have increased the employee's positive experience and thus given them confidence and a secure feeling to ask advice.

None of the interviewees had noticed any negative approaches, or not nice way of communication that would have been used in their orientation at Varismäki farm. They sounded genuine in their answers, unbothered by the face to face interview situation; of which it can be concluded that their orientation was a positive experience and had not caused stress or bothered them in other ways. It supports the evidence that the orientation process that they received during 2020 and 2021 was good, performed well and fitted to the needs of the work and employees.

Interviewees were unanimous in their separately given answers: they had received a long and comprehensive enough orientation and were clarified what they were expected and offered the opportunity to learn the tasks. Due to this it can be said in confidence that the orientation process given matched the requirements of the job covering the tasks properly and offering the employees an opportunity to learn the skills to do their work properly. Employee experience was a positive one and does not give a reason to use different method in giving orientation to work at Varismäki farm. This analysis was confirmed by the interviewees when they answered in unison, that the employee experience had been good during the orientation, and they had no suggestions to give on how it could be improved.

Interviewees answered that the orientation had been given patiently and that they were not expected to perform more than they were capable of. One of them mentioned that the fact that we understood that it takes time to learn a new thing such as new work, left a positive feeling for her. The analysis is that the existing practice in the aspect of teaching patiently has been a good one,

since the orientation has been experienced thus and increasing responsibility has been well timed with the increasing skill level of the employees which makes it suitable for the work. Employee's experience was positive, the interviewees had not felt stressed by too difficult tasks. There seems to be no need to change the schedule of orientation or increase patience in how it is given.

Making the first contacts to apply to a job and starting to work at Varismäki farm had made the interviewees nervous. The way that they had been met during their phone calls and when they were first met face to face had been such that it had helped to reduce the nervousness. It was mentioned that getting the opportunity to see the employer, to talk with her and see the workplace brought confidence in starting at the job. The first phone call was said to be really exiting, close to scary, since it was the first time ever to give a call to a potential employer to ask after a job to get employed, but that it had went well. The stress and how the stress was relieved by the first successful contact could still be heard from the voice of the interviewee. One of them mentioned that it was exiting to start at the first day but after that the stress and nervousness was gone. It is clear that the work community at Varismäki farm had succeeded in creating a nice and welcoming environment and in meeting the young employees in a manner that helped to reduce their excitement and stress. It gave the employees a positive experience and their relief and pleasure of it could still be heard.

The former employees had experienced the atmosphere at Varismäki farm as a good one. They said that it did not change according to who were present, but it was mentioned that there was more discussion between the summer workers than with the older employees at the beginning due to them already knowing each other before starting at the job. Knowing other summer workers had made it easier to start. It was also said that the atmosphere had been ok, relaxed and all had gone well. It seems that all the people working with the young employees at the farm had followed the same good practice including them to the work society and taking them into notice, thus welcoming them with their behaviour. None seemed to have ignored the young seasonal workers. The inclusive and welcoming work culture had been adapted by all staff members; the entrepreneur included.

All agreed that corrective feedback had been given in a way that it was easy to take, and the matter was settled at one go since the work technique got fixed according to the advice. The corrective feedback was mentioned to have been constructive, and given in a friendly manner for all employees at the same time. Other kind of corrective feedback than of working technique was not needed with this set of employees, so they had not received privately given talking to that would have been given if some individual would have behaved in unwanted manner. Such corrective feedback would have been given to one person only, unless the foolishness was done together. Getting corrective feedback from their work had not caused any bad feelings for the interviewees; the experience had been positive one and been taken in a professional manner by them.

5.4 Challenges of New Employee Orientation at Varismäki farm

The interviewees answered that in the orientation during their employments at Varismäki farm did not include anything that should be done differently in the future in their opinion. All answers were no, there is no such things. In few answers the matter was opened up more. It was said that for the

interviewee the method that was used worked very well. Picking up the tools with the employees to show an example and checking the work tasks and technique together so that they saw what was expected and how to reach the desired result had been serving the interviewee well.

Another of the interviewees pointed out that how people experience orientation is an individual matter that is dependable of each person and thus even though she did not find any matters that should have been done differently it does not directly mean that there might not be such. It was a very good point, for personality has a great effect on how people react and take in orientation. They found the way used at Varismäki farm suitable for them, but someone else might want to be communicated or learn things differently. Communication, orientation of new employees included, is always about how the message is delivered and experienced or understood between people. The person listening is responsible of creating the conversation also in how he or she participates in it. They have a great effect on whether the orientation succeeds or not.

None of the interviewees had experienced that the orientation would have made some tasks seem harder than they actually were. The answers give more evidence for the claim that the orientation process of the interviewees at Varismäki farm had been clearly given, and followed a good practice since the employee experience is positive as can be found out from several of their answers.

The interviewees' opinion was that there was nothing so challenging in the work itself or learning it that they would have needed more support or orientation to learn it. The tasks required from the summer employees at Varismäki farm are quite simple and easy to learn without prior experience of work life. The orientation of the interviewees had been fitted to suit the needs of the job and was suitable for the tasks thus filling the purpose of new employee orientation.

The interviewees had been able to reach the entrepreneur of Varismäki farm without any problems. In their case they all reached her by phone explaining that they had heard that she hired young people for summer and asked if she would be interested in hiring the caller for the next summer. With one of the interviewees the interviewer forgot to ask the question, which was noticed during the transcription phase.

5.5 Opinions of the Interviewees on Giving New Employee Orientation for a Young Person

The interviewees had already known each other prior to starting the work at Varismäki farm so they had not needed any support in getting to know each other when they started their employment. That is not always the case and because of that it was asked would the interviewees have needed support from employer to get to know each other if they had not already known their closest work mates from school. The answers of the interviewee varied depending on the personality of the person and their confidence in getting to know new people. Two of the answers were certain yes, two were certain no and one was more cautious in speculating that to some people it might be important, but for her not so much. Suggested methods that they gave for supporting the young employees in getting to know each other were that the employer can make an effort by starting conversations with the young people and pulling them to the conversation in turn, or using practices that can be utilized in familiarizing people with each other, creating group spirit and sense of belonging to a group.

It could also be mentioned in the instructions that it is mandatory for the team leaders to include everyone in the conversation at times, so that the team feels included and welcomed at work. At Varismäki farm the work society is a small one and this is not a big thing to require from the team leaders that work with the summer employees at least at times. It does not require anything else than paying attention that they do not shut themselves for example behind headphones all the time while working with others. Giving a role model of social and inclusive behaviour and leaving no-one at the side of the community would do the young people good. Creating and keeping up a chosen work culture is easier for superiors and middle-level managers than for lower level employees and they should be taught to support it with their own behaviour; leading by example.

All answered that if a superior is present at the team and works at the teams side at least at times it did brings certainty and safety to a young employee. Some did not see it necessary after the beginning when work had been learnt, but some did not set any time limits in their answers. One of them preferred the option of the superior being present at times, not all the time, so that if there was need for clearance the matters could be discussed freshly and feedback could be timely given when things were going well or if something had occurred that would need to be corrected, it could be done in a timely manner. Based on the answers it seems that at the beginning it is important that the superior is present and while the employee gains experience, the presence can be occasional. It is worth noticing that it should not be forgotten to give feedback when superior starts to visit the team or employee at intervals instead of working with them all the time. Even when superior concentrates on other duties also elsewhere, they need to check on their team regularly and keep themselves updated on what is going on through communication and check-ups.

The practice recommended by the interviewees was used at Varismäki farm at the years 2020 -2021 when the interviewees worked at the service of the company. The method gave them the opportunity to carry responsibility of their working, and to talk more freely amongst themselves when the superior was not present and listening all the time. Although the conversation was usually quite relaxed even when superiors were present as it was encouraged to be. The method used also emphasizes that the employer or superior has confidence in the employees and to their ability to do good work individually.

The interviewees saw the presence of superior having an effect on the work quality, efficiency and concentration in a varying ways. Some experienced that they worked as diligently always thus it did not have any effect to their working and it was mentioned that work needs to be done well also when superior is not watching. In the beginning it was seen natural that the presence of superior does have an effect on work quality since the employees need to be advised at that point to be able to do quality work. Some saw that the effect existed also later due to the superior being able to advise so that pondering what should be done does not take time and eat away efficiency. Someone mentioned that at the end of the day the presence of superior did have an effect if it was hot, and they were getting tired.

The answers were honest, and showed that the interviewees had a good attitude towards working, and an ability to critically evaluate their working. It is understandable that difficult circumstances like

working in a hot environment for several hours even with added breaks causes challenges in concentration and keeping up the energy level. A superior can prompt the team, encourage them also by showing an example and give permission for added breaks if circumstances require it. Such practice was followed at the farm, and appreciated by the employees. It shows the professional employee management skills of a superior to react when seeing the team struggle and tire in a hot environment by allowing to keep shorter breaks in a tightened schedule so that they can get out of the hot greenhouse often enough during the hottest hours.

It would be good to put down a temperature limit to the instructions for the future team leaders to follow in changing the break schedule due to the hot weather. Adding a note of the importance of keeping an eye of the team to see if their motivation is decreasing due to the hot weather or for some other reason for example a lack of sleep. Such things need a reaction from the team leader.

In the interviewees' opinion it is important to take following matters into account in new employee orientation when it is given for a young employee without prior work experience. It would be significant to teach also other skills and give information on matters that are needed in work life not just of the tasks that the person is hired to do. The person does not have knowledge yet of how to be at work and basic things need to be said aloud. For example, be on time and check your personal phone during work breaks if it needs to be done. They also mentioned that the person giving the orientation needs to be understanding and patient towards young employees when a person does not learn everything at once due to the fact that there is so much to learn, and it takes time to memorize everything and adapt to the work life too. The work itself needs to be taught very clearly according to the starting level of the employee. The person giving orientation needs to listen what the employee asks and to advice when one sees that the young employee does not understand or does not know how to do something. This can be done even when the person has not asked to be advised. All very reasonable hopes and well noticed from the interviewees.

The things that the interviewees hoped to see in practice are also required by the law: the professional skills, prior work experience and other personal qualifications need to be taken into consideration when the orientation is planned for each person. For the person giving the orientation this means that if the orientation needs to be simplified by opening up the terms and work phases or slowing down the process it needs to be done to give the employee an opportunity to understand. The work life skills of a young person are just starting to take a shape, and it would be unreasonable to expect that they are known without giving orientation. The interviewees emphasized that everything is new, not just the work and it takes time to take in the rules of workplace and work culture. It is important to support the new employee in the learning process, but it does not mean that the work has to be done on their behalf, they need to learn to do it themselves. This was understood by the interviewees who asked for guidance for a young person, not help in doing the tasks.

The requests are also according to the Klein and Hauser model IWG, inform-welcome-guide framework. If IWG orientation model is followed, the new employee gets a named mentor to teach the job and ask questions from. Sometimes mentor is not named though as was the case at Varismäki farm. It does not mean that the employees would have been left without mentoring and guidance. Only that it was the task of the person that was at the same shift with the summer workers. Who

worked with them depended on the rotation of work shifts that were in two shifts for the superiors, entrepreneur included, and in one shift for the seasonal workers. This is due to the different kind of tasks that the superiors do at Varismäki farm.

According to the answers young people value most of all direct and clear communication from the person that is giving the new employee orientation. A communication style that does not leave room for interpretations but is clear in meaning, and friendly should be used. These were mentioned in all answers. Other things that got mentioned were correcting if needed but not in a judgemental manner. Constructive way of correcting is better; giving a correct or better way to for example do a task or communicate with a customer or colleague. Honest feedback that lets them know when they are doing good work and points out the things that should be corrected is good, for then they know what to do differently and can strengthen their skill set. As it was mentioned previously, the young employees are learning not just the work but also the work life and work culture. When they learn these new skills it is important to teach patiently, give consistent instructions and demand that the instructions are followed. Mistakes and misunderstandings happen when new things and skills are being learned but it is nothing to be afraid of. It is also important to learn to go over such situations, correct mistakes and take control of one's feelings in such case. They can be turned into a valuable learning opportunity where the young people also learn what are the consequences of making mistakes.

Intimidating a young employee by using too harsh or judgmental language when giving corrective feedback is bad behaviour and can slow down the learning process or stump the professional growth. The interviewees are correct, when they emphasize the need to keep the tone of communication on a friendly level.

The interviewees did not mention any such matters that would not have been utilized at Varismäki already prior to the interview. What was a surprise is how unified the answers were in what was seen important. It seems to indicate that young people do want to learn to do things themselves and need only guidance in learning to do challenging tasks as well. No-one asked that tasks should be made easier for inexperienced employees nor that difficult tasks should be made on their behalf. No-one asked to be able to influence on their work either.

The last question of the interview was to give feedback freely from the time when they worked for the author. The former employees are the experience experts in this research as it was already mentioned, and in evaluating the orientation process given. Their opinion matters in how the author can develop her professional skills in human resource management. All did not have anything else to say in addition to what had been said during the interview already, but some did give feedback. It was said that the author had used a good way of giving orientation that enabled a continuous learning and that it had been a big thing that they dared to ask questions from her. One said that the summer working period at Varismäki farm had been a really positive experience, the atmosphere at work had been pleasant, the work had gone well, and she had enjoyed coming to work in the mornings. One had liked to work at Varismäki farm, for there had not been work stress. It had been nice and relaxed to work at the farm.

It was delighting to hear the answers of the interview and analyse them, for they told so clear a tale of having succeeded in giving them a pleasant, sufficiently structured orientation and work experience. The new employee orientation of Varismäki farm has followed a good practice and has been communicated well thus giving a positive integration to work life in general. There are things to do better, but also a reason to be proud of what has already been achieved.

5.6 The Results of Literature Review

The literature review revealed that the new employee orientation of Varismäki farm follows the laws that regulates the new employee orientation and work safety of youths in all points. The orientation to work tasks is given for all at the same time. This method has been used to shorten the time that is used in the orientation process as is mentioned typical in seasonal work by Österberg (2014, 116 – 117). The experience level of the young employees and personal orientation is taken into account at the farm by following the working of each youth before they get a permission to work individually. In other words, they need to prove their skills before they can start working individually. Even after that they are not left to work alone for a long time. The supervisor of the shift works by their side at least at times during a day even after they have learnt their tasks to see that the quality and efficiency is maintained. The employees are kept out of harm and danger, and it is made sure that their working does not cause harm to their colleagues. (Finlex 2024a.)

Dangerous jobs are not included in the job tasks of the young employees at Varismäki farm. They are the responsibility of the entrepreneur or some experienced colleague. Due to this no special proceedings are needed. (Anttila et Al. 2021b, 1256 – 1261.)

Worktime that the youths have at Varismäki farm follows the law. Even though the work time starts at 6.00 AM and not 8.00, its so for a compelling reason. During the summer the temperature level rises to uncomfortable levels at the greenhouses after 1.00 PM, and due to it the starting time of a workday was advanced by two hours. The request for it came originally from the young employees years ago. (Finlex 2024a.)

It was also found out that the young employees that have been hired for a two month or longer period of time than two months, need to be listed so that also their guardians names and contact details, the starting times of employments and duties are listed (Anttila et Al. 2021a, 619). The author noticed that the list had not been kept in the required extent. The youths have been asked to share only their own personal details in a required extent, not the contact details and names of their guardians. Two months is not a typical length of youths' employments at Varismäki farm, but occasionally such employments have been used. Although the employees have been listed, the list has not been comprehensive enough and this needs to be corrected in the future if the employments last for two months or longer.

The new employee orientation that is given at Varismäki farm seems to be more comprehensive than most sources describe necessary. The conclusion is this because additional education on work life skills is given also on top of teaching the work that the person was hired to do, as is usually done to keep the employees out of harm and danger, to integrate them to the work society and make them an efficient part of the workforce.

The orientation models IWG, Inform – Welcome – Guide and 4c's orientation model were introduced as examples of orientation models (Saarinen 2022, 25 – 27). The new employee orientation of the farm has followed the orientation model 4C's quite closely and the written new employee orientation instructions got thus built based on the 4C's orientation model. The phase culture had gotten the least emphasis in the orientation process of the farm priorly, and the phases compliance, clarification and connection had been given more weight. That will stay as the emphasis in the future also, since the new employee orientation has been experienced as good by the former employees and the work quality, behaviour of the employees and the atmosphere at the workplace have been good also.

The IWG, Inform – Welcome – Guide model (Saarinen 2022, 25 – 26) was not chosen as the base of development, because at Varismäki it would be difficult to name a mentor that would always be at the same shift with the employees. This is due to the more experienced personnel's work shift system that does not follow the same schedule than the work shifts of the seasonal workers.

6 DISCUSSION

This chapter will analyse the results of the interview and how they can be used to develop the orientation process of Varismäki farm, what was considered as important to write down to the instructions for the team leaders, the need for additional research and how the author's skills were developed during the thesis process. Also the impact assessment and limitations of the research are given a thought. The paragraphs that are not referenced are based on the thesis research and the transcription of the interview written by Makkonen (2024).

6.1 The Usability of the Results in Developing the Orientation Process of Varismäki Farm

The people giving orientation for young employees at Varismäki during the years before 2022 have already been doing their best in trying to utilize the matters that the interviewees raised up in what would be a good way to communicate with the young employees. The general way of communication and welcoming the young people as part of the work community has been good according to the result of the interview and should be kept similar because the employees seem to appreciate it this way. Changing it would not bring additional good in that sense.

The communication follows a good practice, a professional way of handling communication during orientation process. What needs to be paid attention to in the future is how and when the additional occupational health care matters are discussed with the young employees so that they are clear for all. The research brought it to the attention that this matter had not been communicated clearly enough and on a timely manner as it should have been. No laws have been broken in this, since the work of the youths was planned according to the occupational health care's advices to keep it as light as possible, youths were informed of how to work safely according to the instructions that had been developed together with the occupational health care professionals, they were hired for such a short time that they are not entitled to have a health check (Anttila et Al. 2021a, 619) and organizing additional health care services, the option to get treatment from nurses or doctors, is voluntary for companies and thus having not known of them before getting ill is not against a law (Anttila et Al. 2021b, 1318). Since the services existed, not knowing of it did put them to unequal position compared to the staff members that were hired for a longer period of time, and in the future that needs to be avoided. The matter was communicated clearly to the interviewee who had become ill during the employment, which proves that the matter seems to have been unintentionally unclear and the additional health care services were meant for the use of all employees, summer employees included.

It was good to hear that the method in teaching tasks and working technique that has been in use, observing the working of the youths after showing how the tasks are done; also recommended by Maritta Österberg (2015, 116), has been appreciated and noticed as a good practice by the employees. It gives certainty that the orientation process has been on a right track already and the biggest flaw is that it has not been put on paper which has caused challenges in keeping the orientation process systematic. This implies that it needs to be written down. It would ensure that the orientation process remains consistent and is similar every year.

Creating a new employee orientation plan is useful according to Österberg (2015, 118) for it makes giving orientation easier for the personnel that is responsible in giving it. She reminds though, that it needs to be updated every now and then to keep it up to date. Creating such plan with up to date procedure, the written instructions for new employee orientation, is one of the reasons for choosing this thesis research topic, and it will ensure that none of the information on work life skills part gets forgotten in the future as had happened. How to interpret wage slip was forgotten to go through during the orientation of the interviewees. Also, the information of what to do if one loses work certificate had not been discussed, as was the presumption of the author, but should be added to the instructions. The written guide for giving new employee orientation would also make certain that the afore mentioned information of the additional occupational health care services are communicated in a timely manner, not after someone falls ill.

The information on how to give working instructions, what to include in work life skill orientation and how to support the working of new employees would be hard to pass forward for someone else without putting the instructions in a written form so that it can be passed on easily, returned to if need be and structured so that no parts of it get forgotten. Making notes of how to communicate with the young people can be also described in the instructions, so that the orientation maintains the existing work culture and employee's experience remains in a good level also in the future making them feel themselves welcome.

The structure of the orientation and the way of giving orientation do not need to be changed, for based on the results from the interview the employee's experience of it is on an excellent level, and they learnt to do their tasks in a way that they and their employer can be pleased of. The orientation process fulfils the requirements of law and legal reasons do not give a cause to change the way the orientation process has been handled. The employees are kept out of harm and danger with the help of orientation as is required at the Työturvallisuuslaki 738/2002 14§ (Finlex 2023b).

The literature review revealed that the information on the farm's list of young employees, if they are hired for two months or more than two months at a time, needs to be updated to meet the requirements of regulation since it did not have the contact details and names of their guardians in it as is required (Anttila et Al. 2021a, 619). Since the youths have been local in the rare cases where the employments have been that long, their guardians have been known though. Nevertheless the list needs to be kept as is the requirement and the matter will be corrected now that it is known of.

Shortly put, the research implies that the existing practice is mainly a good one and functions well. Biggest challenge is that the orientation process has been based on a plan in the entrepreneur's mind and even though it has followed certain practice, some parts of work life skills information that the entrepreneur would like to teach for the new employees have been forgotten from the new employee orientation of 2021. For the part of orientation where working technique and safe way of working is taught, the one that is usually seen as an orientation process as was described in the TABLE 1, the orientation works well as it is. All necessary parts were taught since work has been done successfully, with good quality and employees consider having had comprehensive orientation that has enabled them to do their work properly and without stress. The experience of the employees has been positive also. The work of young seasonal employees has helped to increase the amount

of products that can be sold yearly thus having a positive effect on contribution margin and profit, and enhanced the quality of the products. The positive feedback of good quality has come from the customers of the farm, and it has been noticed also by the entrepreneur.

According to the answers the employee's experience of the orientation process of Varismäki farm was very positive and the future aim is to keep the experience positive. It was delightful to hear the comments of the former employees during the interview and hear that the summer work was remembered as a positive experience and that coming to work had been a pleasure.

6.2 Impact assessment

Reetta Muhonen (2021) writes about the challenges of impact assessment that is required from the researchers. She mentions that the ways of measuring the impact of the research are able to measure only a narrow part of the impact to science and society. The researchers have to do the assessment beforehand either prior to doing the research or after it is finished, but always prior to the moment when the potential impacts happen, which makes the impact assessment only an estimation, a speculation of potential impact that might or might not be realized in the future. Recognizing and verifying causality, the complexity of social impact as a phenomenon, recognizing what part of the impact would be caused by the research of the author and not by the researches that she or he used as a reference material and the inevitable dilemma with the possible impacts happening sometime in the future make conducting an impact assessment extremely challenging.

The impact assessment can be evaluated either from the direction of the direct impacts that a research causes in a society by the research contents, its strategical potential and problem solving or through the indirect effects by clear conceptualization of the research subject, thus creating a deeper understanding of the research subject. (Muhonen 2021.)

The author agrees that it is challenging to make an impact assessment of the research and its social impact before it has been published, when there is not any evidence even of the matter how many times the research will be read let alone of the matter how many times it will be referenced by other researchers in the future. At the moment it is realistic to say that the direct impact is significant for Varismäki farm's new employee orientation process development. It solved the problem of not knowing how the former employees of Varismäki farm had experienced the new employee orientation given to them. The research clarified what had been the state of the orientation process 2021 at the farm and revealed development targets that were developed during the research. It offered knowledge of whether the regulation had changed from the last time it was checked. Since the author's farm ordered the research, it can thus be evaluated to have had a direct impact on the operations of the ordering company, which the author at this point of her career considers to be the most important impact that she can hope to achieve through the research. The professional skills, such as conducting qualitative research, of the author have been developed during the research project which has had an impact on a personal level and the research changed the way how the author will conduct orientation process in the future. She will base it on a written list of important matters to go through during the orientation of new employees, the instructions that were created during the thesis research.

Of the social impact of the thesis research it can only be speculated that hopefully it inspires debate or evokes thoughts in the reader's mind, perhaps even makes a hiring of a youth to seem a better and easier option than the person has thought of being before reading the research.

6.3 Forming the Instructions on Giving New Employee Orientation for Varismäki Farm

It was decided to make a written description of the whole orientation process and to write in the process description what parts of it are the responsibilities of employer and what does the team leader do if such person is named from the seasonal workers. The instructions are included in the thesis as Appendix 2 and 3. Most tasks of the orientation are such that at Varismäki farm they would not be expected from the team leader, if she or he is not the entrepreneur or the shift manager. In a bigger company they might be the responsibility of a superior, or a human resource personnel. Since the entrepreneur has led the working at the farm herself, only limited amount of work tasks in regards of leading the employees have been left for other people to do. Keeping the employer informed is one of the important responsibilities of the team leader if such person is chosen from among the employees. In case the responsibility areas are changed in the future, the instructions clarify the responsibilities of team leader and employer.

When the instructions were planned and formed the important matters that would need to be included were put down when they came up during the research. The notes included for example: add information on tools maintenance, include everyone in conversation, add temperature limit for increased breaks, make description of the work task orientation, describe responsibility areas of team leader and employer, make a check list using 4C's orientation model so that all parts are gone through when it is time to give the new employee orientation, and add info for the team leader to what kind of matters he or she needs to pay attention to.

6.4 The Need for Additional Research

The orientation process and its development has been covered well for the needs of Varismäki farm. Additional matter that could be researched shortly, for example by having a short conversation, is how clear are the new written instructions. Do they need to be clarified in some way if they cause role ambiguity or role conflict in the form that they are now put down. It could also be asked if the employees would wish to get some material of the orientation process that would be given to them.

While the theoretic framework was being created the author had challenges to find research of giving new employee orientation for young or inexperienced employees and it might be a viewpoint that could be taken more often by the people writing guidebooks and professional literature of human resources topics. Currently in Finland there is a lot of competition in labour market in finding experienced employees for companies. Since all need to start somewhere to become experienced, it would be beneficial for all the parties of the labour market to get clear instruction for how to handle orientation process with inexperienced employees to ensure smooth integration to work society. That could be written more often to spread the information of how to make it efficiently. It might make a hiring of an inexperienced employee seem a less risky move for the employer if one could read of the experiences of other employers. The option of hiring someone that has potential for

growth instead of being a ready professional needs to become a good option for the companies if they mean to get empty vacancies filled in the tight competition of employees.

6.5 The Development of the Author's Professional Skills During the Thesis Research Process

This was an interesting project in the author's opinion. It was challenging and rewarding at the same time to conduct the research by following a good scientific practice and write the thesis accordingly. Doing a research that follows a good scientific practice, answers the research questions and has credibility takes time, even more than the author assumed. Keeping the limitations that were set for the topic in the beginning was a challenge due to personal writing style that has a tendency to wander. Describing the theoretical framework gave a feeling of satisfaction when the theory gradually confirmed that many things at the farm have been done as they should. The regulation had not changed much from since the author has last checked the details although it has been years ago. Due to it, and also due to going through orientation processes in practice many times over the years as an employee and employer, much of new matters of orientation process and its regulation did not come up during the research. Some did though and they will be introduced next.

The author learnt that planning a research well is important in how the project succeeds; the more detailed the plan is and the more scheduled, the better it becomes and the easier the project is to handle. The researcher needs to make space to her or his calendar for creating a solid theoretical framework that describes the chosen research topic well and gives credibility for the results of the research. Answering the research questions, how the theory relates to the topic, needs to be remembered when the theoretical framework is being described. The author also learnt, that using case example in a qualitative research as she did is not a typical way to do a thesis research, and it does not give more freedoms in not having plenty of verifiable source material to support what is written based on experience. This led to even more reading of research material, which was fortunately like-minded with her own musing and did not present contradicting evidence. Doing the extra research for this reason and referencing the source material correctly made the thesis research more credible than it would have otherwise been. The process was at times frustrating and slow, but since the topic is interesting and useful for the author personally, doing good work paid off.

The theoretical models of orientation were not familiar for the author before conducting this research. They were familiarized during the process. It was rewarding to see, that they were not very far from what had been done in practice at Varismäki farm. The farm's system has been developed by the entrepreneurs in turn based on what they knew of the regulation on hiring people and work safety matters, and from practical experience of what is needed to get the work functioning as it is intended to function while making people feel welcome and included. It has also been developed according to how the author herself would like to be met at any workplace and the wish seems to be common since the used practice was evaluated as a good practice by the interviewees.

The technique of using author centric tables to compare existing definitions of orientation process and its timing within the employment was new for the author, and will be useful in the future projects. It was also good to review the legal requirements that are set on orientation processes and produce an academic writing in the form of thesis. That will ensure that the author remembers the

requirements well and if the future changes in the requirements are updated to the instructions of the farm and thus to the author's professional skill set, the basis that was strengthened during the thesis process will surely serve the author well for a long time.

This was the author's first time in writing a Bachelor's Thesis and the requirements were different than on a lower level studies putting more weight on the theoretical study. It challenged the author on a good way to read a lot of the topic of orientating new employees, employee management and young employee orientation. The author set herself the objective to do the research thoroughly, so that it would best serve her company, enforce her professional skills at employee management, and be something that she can be proud of. The objective was given a support from the superior and the author is very happy about result, the thesis.

Conducting an interview to collect data for a qualitative research purposes is something that the author has done previously in work life but in a different form. Planning the interview questions and the course of the interview, and then conducting face to face interviews was a new method. Also, the thematic analysis method was a new tool. Since the interview was so long, 31 questions, it gave plenty of material to analyse and perhaps the thesis process could have been made in a shorter schedule if the thematic analysis had been done little less thorough or if the amount of questions would have been cut. Since the collected data and analysing it was the part of the qualitative research that the author saw most beneficial in developing the orientation process of her company and collecting information on her company's orientation process and how it had succeeded 2021 she decided to do the thematic analysis thoroughly as well no matter how much time it took. Due to using the thematic analysis for the first time, if the course assignment that was done for practice is not taken into account, she felt that it would be risky to cut corners and do hasty work in that part of the research. Because of this, conducting a thematic analysis for the data was given a lot of time and attention. How to conduct a research so that it follows the scientific practice needed to be checked at times during the process which gave important information and developed the authors professional skills, but it slowed down the research.

Giving a presentation of the thesis in a seminar for an audience online was a very good practice and creating a presentation for the event in Power Point helped in outlining the main points of the research. It led to a new round of editing the thesis, which undoubtedly made the end result better, but slowed down the process.

Microsoft Word was used to conduct the thesis on a Savonia Thesis Template, and the writing process honed the skills of the author in using the software. The author gained confidence also when she successfully created the tables and figures for the thesis in Microsoft Excel.

The best of all in the thesis process was to hear a feedback from the former employees. It is good to build working on the basis what was learned from them and hear that the author has been on a right track in the way she has handled her employee management duties. In the future the orientation process that she will be running will be based on written material due to her learning its importance during the thesis research process. Hearing the opinions of her former employees has given the author professional confidence as an employer of which she is grateful.

6.6 Limitations of the research

Limitations of the research can be matters that are caused by for example, limitations in funding, time, and chosen design (Hassan 2024). They could also be a lack of knowledge, non-existent research of the topic that is being researched on which would create challenges in finding reference material. Development needs in professional skills of the researcher doing the analysis could also be a limitation which might make the interpretation phase challenging and slow the process since the matters of how the scientific research is done need to be confirmed before the research can continue from one phase to another phase. The last limitation was slowing down the writing of this thesis.

Since the sample of the interviewees was from the employees of the year 2021, it remained unclear whether the matters that had not been included in their orientation process were in the orientation processes of previous years. The flaw from the year 2021 has now been noticed though, so knowing the matter from other years is not a very important detail in developing the new employee orientation. In the future the orientation process can be done better based on the information of 2021 year that was gotten from the gathered data during this research.

Another limitation was, that most of the research and literature that has been written from the orientation of new employees is about giving orientation to experienced people and most of the texts do not consider how the orientation differs when it is given for a person that is starting at the first employment of his or hers. There are guides and lists for youths for example Työelämään.fi (2023) to what kind of instructing they are entitled to get during orientation, but not much of the viewpoint of employers and of their experience of the matter. One clear list of what to remember in hiring a youth is given by Työsuojelu.fi (2024), but the matter could be done more research on as is mentioned in the chapter 6.4 that discusses the need of additional research.

The new employee orientation development ideas that were generated based on the interview by comparing its results to literature review cannot in itself be directly generalized to the use of other companies since the data that enabled the idea generation was company specific. If the research is used to develop other companies' new employee orientation they need to conduct an interview with their personnel, current or former, to find out what is the state of their orientation process and develop it based on the accurate information that the interview will generate. The questionnaire attached to the Appendix 1 can be used as a basis of such interview with additions or in a shorter form if that is seen more functional.

7 CONCLUSION

The research questions were answered during the thesis research. The state of the orientation process in 2021 is now known, it was found out how the interviewees had experienced the new employee orientation that had been given to them at the farm 2021, and development ideas were created.

The objective of the research was to recognize development needs, which was achieved; find out the employee's experience of the orientation process of Varismäki farm, which was achieved also; update management's professional skill set, objective achieved; and check that regulations are met, objective achieved.

Key findings of the research are that at Varismäki farm the orientation model that has been most closely followed is 4C Orientation Model (Saarinen 2022), and that the orientation process had not been as uniform with previous year's new employee orientation as it was thought to be. This was due to it being led without a written plan of what all needs to be gone through with the new employees. The matters that need to be in the orientation process from legal point of view had all been there which is a very positive matter but not all of the fore mentioned work life skills that had been chosen as important matters to discuss had been included in the schedule. Interpreting wage slip had not been explained to the youths during the orientation process. A thing about communication during orientation process that needs to be corrected was found during the research; the communication on the additional occupational health care services will be corrected due to the research. The way that it had been done had caused uncertainty according to the interview's answers. Clear instructions had been given only in case of illness. This needs to be fixed in the future.

It was also found out based on the information (Anttila et Al. 2021a, 619) gathered for the literature review, of hiring a youth, that the youths who are hired for two months or longer time period than for two months need to be listed so that the list includes their guardian's names and contact details also. This finding has a direct impact on the farm's practice of listing the young employees which will be done in the required extent from now on. This lack alone is an important finding and correcting it is a concrete result that has been achieved through the research. It is not new employee orientation process matter, instead it is a matter of meeting the requirements in hiring a youth. It makes it a side finding in the authors opinion, but it is still a remarkable find and has to be corrected.

Corrections have also been made based on the findings from the state of the orientation process of Varismäki farm in 2021, to avoid some parts of the orientation process being skipped. This matter has now been corrected by

- Informing the interviewees of the forgotten matters that are still relevant for them, such as that they can ask work certificate to be sent again if it is lost.
- Writing the orientation process instruction for Varismäki farm so that any parts will not be forgotten in the future.

The state of the orientation process was mainly good according to the interviewees and compared to the theoretical framework. So is the communication used during orientation of new employees except in the matter of the additional occupational health care services. These do not need to be changed. In the future the written instructions can be used in ensuring that all parts are included, and that the information of the additional health care services is given on a timely manner. Whether the available occupational health care services are understood or not can be found out on yearly basis by asking the new employees if the matter was understood after it has been explained. Additional explanation can be given if the employees say that the matter sounded complicated or was not communicated in an understandable manner.

Different personalities can cause challenges in the communication by affecting how message, in this case the given new employee orientation, is interpreted. There had not been such problems at Varismäki farm considering the orientation to the work tasks and duties of employees according to the former employees from the year 2021 (Makkonen 2024). Due to this difference in people's personalities it cannot be generalized with certainty that all employees from the year 1999 to 2021 that have worked at the farm would have necessarily experienced the given new employee orientation in a similar manner. On the other hand, negative feedback of the orientation process and how it has been handled has not been received over the years, not from the young employees nor from their guardians; and the data that was collected during the research from the interviewees told that the orientation process had followed good practice. The employee experience was a very positive one at the sample group. The interviewees remembered their employment with appreciation and did not have a corrective feedback to give due being pleased on how they were treated during the employment. They felt appreciated and included in the work community which has been one of the aims of the orientation process at Varismäki farm. Due to these matters the author feels confident in speculating that it might indicate that majority of the employees have been satisfied with the new employee orientation that they have received at the farm.

The orientation process of Varismäki farm got developed during the thesis research when the written instructions were made. They are attached in the Appendix 2 and 3. With the help of the written plan the orientation process will be consistent in the future. The new point of work life skills to teach, telling of the opportunity to get the work certificate if the original is lost, is also added in the instructions.

It has been a long journey from deciding the thesis topic, planning the qualitative research, conducting the literature review based on the plan, forming the questions for the interview that was planned as a way to collect data from company level, conducting it, utilizing thematic analysis method and finding out the results. It is a journey that the author has been delighted to take. The thesis research that was conducted is a reason to be happy of.

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APPENDIX 1: THE QUESTIONS USED IN THE INTERVIEW OF 2021 EMPLOYEES OF VARISMÄKI

Appendix one lists the questions that were used in conducting the interview with the chosen sample of interviewees, the 2021 employees of Varismäki farm. The questions are translated from Finnish, which was used as the language during the interview, and are presented in the order where they were asked from the interviewees. Themes are used as headings to clarify the structure of the interview.

Theme 1, Communication During the Orientation

1. Was the way that you were instructed and given orientation during the orientation process at Varismäki farm clear in your opinion? Can you clarify by giving the reasons behind your answer?
2. Were you met and treated with appreciation during the employment?
3. Did you feel yourself welcome at the workplace? Can you open up why, please?
4. Were the worktime matters: work hours, and breaks explained to you?
5. Was it explained how to interpret the wage slip?
6. Was the work certificate / testimonial sent to you in decent time (within couple of weeks) or did you have to ask after it?
7. Were you told that it is possible to get a work certificate later if the original is lost? For ten years according to law.
8. What was told of the correct procedure in the case you would have fallen ill during the employment? Did we discuss of the additional occupational health care services that were available for the employees of Varismäki farm when you were given the new employee orientation?

Theme 2, Good Practices in New Employee Orientation

9. Did any such work life matters occur during the employment that would have been totally new to you, something that you had never heard of before? For example of the rights and responsibilities of employee and employer.
10. Did you learn such skills during your employment that have been useful to you later?
11. How did you experience the given orientation and its phases: before your employment began the work contract was written, and you arrived to work for the first time, during the employment and the orientation given on the post-employment proceedings? Was the way orientation was given natural and relaxed, or did it feel somehow forced?
12. Did you notice after the orientation to work tasks and work life was given, if there had been matters that were not discussed during the orientation? Did any such matters cause you a surprise later?
13. You all knew each other before your employments during 2021 summer, but if the case would have been such that you had not known each other prior to the employment, would you have needed support or encouragement from the employer to get to know each other? What kind of support you would have wished to have, if you would have considered it to be necessary?

14. Do you think that at least periodic presence of supervising personnel / employer in the work team, working beside the others, brings certainty and a safe feeling to working?
15. Does the supervising personnel's presence have an effect on the quality of the work, efficiency of working or concentration?
16. What kind of instructions you were given of ergonomic working methods, or did you get any?

Theme 3, Employee's Experience of the Given Orientation

17. Was there something in the new employee orientation of Varismäki farm that you did experience as a good practice in giving new employee orientation and advise unfamiliar work tasks?
18. Was there something in the new employee orientation of Varismäki farm that you experienced as a negative way of giving new employee orientation and advise unfamiliar work tasks?
19. Was the new employee orientation that you had at the farm comprehensive enough and did it last long enough in your opinion?
20. How I could improve the way employees experience the given new employee orientation, or do you think that the experience is good as it is?
21. Was the orientation given in a patient manner or did we expect you to handle too much or too difficult tasks too soon?
22. Were the first contacts for example a phone call such that they helped in reducing the excitement of starting at the job?
23. How did you experience the atmosphere of the workplace? What is was like and did it change according to who were present?
24. If we had to correct for example your working technique, did we give the corrective feedback in such a manner that it was easy to accept, listen and learn from it? So that there was no need to bring the matter up again?

Theme 4, Challenges

25. Were there parts in my orientation process at the farm that should be handled differently in your opinion?
26. Did I manage to make some tasks more difficult, or did I make them sound more difficult than they actually were due to how they were communicated?
27. Was there something so difficult in the work that you would have wanted more support and orientation to learn the task?
28. Was it challenging to get a hold of me to ask after being employed?

Theme 5, Generally of Giving New Employee Orientation to a Young Employee

29. What, in your opinion, would be important to take into consideration when the orientation is given for a young employee without prior work experience?
30. How the person giving the orientation should speak to the young employees? Do they appreciate direct kind of communication, friendly treatment or something other?

Theme 6, Other Feedback

31. If you would like to give me some other feedback it would be very welcome. As my former employees you are my experts by experience in how I have given new employee orientation and your opinions matter in how I can improve the way how I meet and give orientation to young people in the future, no matter what kind of work I end up doing later in my career.

APPENDIX 2: ORIENTATION INSTRUCTIONS FOR THE FUTURE TEAM LEADERS OF VARISMÄKI FARM

In this chapter, there are the instructions for the future team leaders and people responsible of the whole orientation process in a written form. The instructions are listed at the end in Appendix 3 by using the 4C's orientation model, so that the main points to go through during orientation process of new employees can be checked quickly. The text part covers the subjects team leader's responsibilities, communication and feedback, legal requirements, what to pay attention to as a team leader, orientation to work tasks and to what to pay attention to in supervising the work, what to do if there are problems with the team members and how to give feedback. It will also be pointed out what kind of tasks are not the team leaders responsibility but need to be handled by their employer.

Team Leader's Responsibilities

Simply put, only the actual work tasks and supervising that the work is done and done with correct technique are the responsibilities of the team leader. The orientation to work tasks is usually given by the entrepreneur or together with the team leader, but it would be good if the team leader would know how to do it individually, just in case something keeps the entrepreneur from attending the orientation of work tasks. The team leader should also follow that the work hours are kept, and breaks start and end on time, if the employees forget to follow the time. Communication and informing the employer of how the team has succeeded are also responsibilities of the team leader. If the team is not able to keep the given schedule of how the work should progress, and falls behind it, let the entrepreneur know. If you are ahead of it, tell of that also. The usual reward at the farm has been that the salaries are paid for the whole month even if the team gets their job done quicker, but the quality has to be maintained, hasty and negligent work is not accepted to achieve such bonus.

All the matters with hiring and the pre-employment time duties are for the employer to take care of and team leaders do not need to worry of taking care of those matters. That is if the employee candidates do not enter the farm to ask for the employment face to face. In that scenario, they are served as any other customer, directed to the entrepreneur by following good manners, and being polite. If the entrepreneur is not at the premises at the time the person talking with the applicant can take down the phone number of the person and agree to deliver the phone number and a request to be in contact for the entrepreneur. When message is delivered the responsibility to be in contact is the entrepreneurs.

Communication and Feedback

First of all, all communication needs to be well mannered and polite. See that instructions are followed and remind in a friendly manner when something is forgotten, or instructions are not followed. Consistency needs to be kept so that the instructions are followed all the time and by everyone. If your corrective feedback is not taken seriously take the matter to your superior for that option is not accepted. Making the hierarchy clear is the duty of the employer. If getting the instructions through needs the use of unpolite language the situation is already out of control and should result to a warning for the people that did not listen the polite communication if it was first given by the team leader. The team leader should not resort to yelling or rude language in any situation.

To create the desired work culture take contact to every member of the team by involving them in the conversation in turn. If some are shy to have a conversation at least talk directly to them too do not leave them as outsiders. There is no need to talk all the time, but it is important to communicate to create the sense of being a work team instead of being a bunch of individuals thrown in the same room. It increases job satisfaction and enhances the feeling of belonging to the work society.

Give feedback regularly while there is an opening for it during work. If you notice that something is done well, work has progressed smoothly, there has been nice conversation going on or the team has otherwise shown good attitude let them know it by saying it aloud. Forward the information for the employer also every now and then. If something needs to be corrected, do it then and there when the situation is on. Working technique is something that all need to follow and know so it can be corrected in front of everyone but make sure that it is done in a good spirit and politely. Do not judge in a negative manner or embarrass the employee that has done a mistake. That can be lessened by saying that we all make mistakes occasionally, but it is important to learn from them and correct the technique.

Legal Requirements of Orientation

The legal requirements of the orientation state that the most important thing to teach are the matters that keep the employees out of harm and danger. In practice it means that the correct lifting techniques, breaks, adjusting the worktable to a correct height by adding a platform to stand on for the shorter employees, informing of work time exercises to prevent the strain of work causing pain, tools maintenance and explaining the procedures related to using pesticides are the most crucial ones at Varismäki farm. Tools maintenance in this case means that the employees need to learn to sharpen their scissors themselves. To clarify the procedure of using pesticides, the summer workers and team leaders do not use pesticides in any circumstances at Varismäki farm, but they need to be aware of that they are used and when they are used because they need to know where they should work during those days to prevent getting exposed to the pesticides. The information where to work will be offered by the entrepreneur before pesticides are used and the employees need to know that it is so.

What to Pay Attention to as a Team Leader and Orientation to Work Tasks

The orientation requirements that are caused by the work itself and learning to do it are what are the tasks, how to do them correctly and what kind of clothing to wear to make the task easier and successful. For example, wearing shirts with long loose sleeves will lead to the sleeves damaging the plants. The aim of the summer workers is to ensure that in every growing platform there will be 81 spruces growing one per screen. They have been sown with more than one seed per screen so in some screens of the growth platform there are several spruces growing and in some there might be none if the seed did not germinate. The aim is to go through approximately 9000 growing platforms during June, the amount varies a bit depending on how much has been sown.

While working with the team pay attention to the correct work technique: the employees need to keep their hands on a level where the tops of the plants do not get broken due to their clothing or

wrists touching the plants. The orientation to tasks speech goes like this. First lift a growing platform from the floor of the greenhouse on the table, weed out the growing platform of other plants than spruces. Leave only healthy spruce plantlets, sickly ones should be weeded out as well. Then check if there are empty screens in the growing platform, such that do not have a spruce plantlet growing in it. If also the peat is missing from some screen, put in peat first and then plant a new plantlet in the screen as follows. The plantlet that is picked up to be planted in an empty part of the growing platform is quickest to pick up from the same growing platform. Take it from a corner of some screen that has more than one spruces in it. Take a hold of the stem, pull gently upwards and use your other hand to push the peat gently so that the plantlet left does not get pulled up but stays rooted in its place. If a snap is felt between your fingers when the plantlet is lifted up, the root broke. If most of the root is left, the plantlet can be used for it will root and fixes what snapped off. (A former employee of Varismäki farm Kari Kvist did a thesis research at the farm with growth experiments of the matter and proved it to be so. Unfortunately it was before Theseus was taken to use and I was not able to find the thesis.) The plantlets of spruces need to be planted to the exact depth of what they were picked up or slightly deeper to ensure a good rooting. The correct depth, if one forgets to check it can be seen from the stem's color change. Planting is done by pushing the root in the peat with a wooden tool from the end of the root. Or with a help of a spoon and a technique where one is placing the peat around the roots if the roots are bigger. The peat around the plantlet's stem needs to be tightened level with a light touch to keep the spruce upright and to ensure it getting water. When all the empty screens have a plantlet growing in them it is time to start to cut the extra ones off. Do it systematically from your end of the growing platform towards your colleague standing at the opposite side of the table. From every screen of the growing platform choose a plantlet that is healthy, the biggest, has straight stem, and it grows in the middle of the screen of the growing platform. Cut off the other plants from the same screen. Pick up the ones you cut and put them aside on the table or directly on the trash bin that are below the table for the purpose. Once all 81 screens are handled, check the quality. Do that also for the half of the box that your colleague handled for mistakes are easier to find when at this phase you look the result from a different angle. If everything is ok set the growing platform on the other side of the table and check that they are in straight rows on the floor. If mistakes were found during the inspection phase fix them before setting the box down.

In addition to the example speech show what kind of spruces look healthy, and what kind of do not. Spruces look different depending on how old they are so take examples of different level of growths that can be found. Show what pines look like, for they are weeds too in this case if few seeds have been gotten mixed with the spruce seeds for example during drying them at the seed producer's facility. Since the pine seeds' origin cannot be verified at the farm, they cannot be sold to customers even though the pinecones were most likely collected for commercial use in the beginning and delivered for drying thus being of prime quality. Show also how weeding is done efficiently so that peat is not wasted and most of the roots come off for the weeds that spread from roots. When someone's working pace suddenly slows down check what they are pondering and let them know what to do with the plant that is causing them to pause. If someone's time is spent on having a conversation, make it known that while you talk your hands need to do the work. It is not a task of anyone's

work pair to work on the talkers behalf on continuous basis. Talking is a very good thing but from talking alone one does not get paid in the greenhouse job. Same thing goes if time is spent with some other thing unrelated to work.

Show the place of the aisle that will be formed between the growing platforms when they are put down, for it is where it is because water drips at the edge of the ceiling hatch if rain is hard or has been collecting on them when they are open and start to close. Large amount of water or drops coming on the same screens on regular basis would kill the plants left under. Also, the floor needs to be swept when the worktable is moved forward so that the cut plants are not left under the growing platforms when they are put down on the floor. This is done to prevent the growing trees from catching mildew that would ruin them. Cleaning will give the mildew less surfaces to grow on and reduces the need to use mold control. Worktable and surroundings need to be left clean after each shift. Teach also how to sharpen the scissors used at the work tasks.

Worktime

Go through breaks, 10 minutes in every hour is the normal break cycle to enable efficient work for the whole workday. If temperature rises over + 28,0°C even with the automatic ceiling hatches open, start the fan of the heaters on both ends of the hall if their automation is turned off for some reason. The break cycle can be changed to 5 minutes in every half an hour and the break has to be spent outside of the greenhouse. If the heat rises over + 40,0°C contact the superior for more instructions to hear if there is optional outside work for the rest of the day, a possibility to work in the shadow or an option to end the day earlier and compensate the lost work hours on some cooler day. If the weather stays hot for days the worktime can be modified to be on cooler hours temporarily with employer's permission and if it suits the employees. For example from 5.00 AM to noon. This option cannot be used with youths for their worktime is restricted to start at 6.00 AM at the earliest if there is a cogent reason to start before 8.00 AM. Normal work hours for the young employees at Varismäki farm are from 6.00 AM to 1.00 PM due to the heat that makes working in the greenhouses unpleasant later in the afternoon.

If some member of the team does not appear to work and you have not been notified upfront that the person has announced himself or herself as ill, contact the employer so that the employer can try to call for the employee to find out what's up.

The employer gives the new employee orientation with the team leader and informs the team of matters related to human resource management, for example introduces the facilities that the team needs, work hours, breaks, expected behavior, possible absences during work hours, sick leaves and occupational health care, wage slip interpretation information, and work certificate matters.

APPENDIX 3: ORIENTATION MODEL 4C'S, ORIENTATION PROCESS OF VARISMÄKI FARM

ORIENTATION PROCESS CHECK LIST FOR VARISMÄKI FARM

Compliance

- **Welcome**
 - **Basic rules**
 - **Introducing facilities**

Clarification

- **Work tasks**
- **Correct technique**
- **Work hours and breaks**
- **Being absent from work**
 - **With permission for example to go to the dentist**
 - **Without permission**
 - **Sick leaves**
- **Occupational health care**
- **Interpreting wage slip**
- **Getting paid**
- **Work certificate**
 - **Lost work certificate**

Culture

- **Expected behavior**

Connection

- **Introducing staff members and their responsibility areas**
- **Giving contact details that are needed in the job**

For the team leader: Take contact by including everyone in conversations, keep an eye on the team and its work technique and work quality as well as the efficiency of working. Remember good manners and remind the others of good manners if need be. Contact employer if there are problems with these, if you do not know how to solve them or if the team is disobedient. Give feedback for the team, both positive and negative. Try to give both for everyone if it is possible. Let the employer know how the team is doing work. Both positive and negative information need to be forwarded for the employer so that the evaluation of employees is based on facts.