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TOWARDS AGILE EMPLOYEE ORIENTATION

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ABSTRACT

Words like change, dynamic and unstable are often present when talking about today's business environment. In response of this hectic atmosphere, the concept of agility is taking over the HRM. Agility can be characterized as an ability to reconfigure resources seamlessly so that an organization can embrace the change instead of just surviving it. Agility can emerge in many areas of HRM but in this paper, orientation is the focus of the research. The purpose of this study is to find out how agility appears in terms of orientation.

The theoretical framework of this research is created based on the previous academic research of agility and orientation. The elements of the framework are dynamism, fast organizational learning, workforce scalability and adhocracy. Qualitative case study was selected as the most applicable research method. The research data was collected by conducting 10 semi-structured interviews and also secondary data provided by the company was exploited. The data was analyzed using the agile orientation framework.

The results indicated that in the case organization agile orientation appears in the use of multiple orientation tools, cooperation with the academic institutes and exact task-specific orientation. Also, in some parts of the organization, orientation was found customized and beneficial for the newcomer's possible future positions. The development targets were identified concerning feedback utilization, orientation as a shared responsibility, social assimilation and nurturing wanted behaviors.

KEYWORDS: Agile, Orientation, Newcomer, Socialization

1. AGILITY HERE, THERE AND EVERYWHERE

Rare are the news without stories about unstable political situations, legislation renewals, lay-offs, mergers and technological innovations. Temporary and change are replacing anything permanent. Economic turmoil makes companies struggle not with great success but survival. Financial crisis forces organizations to face sudden setbacks and companies take a dive from making profit to barely surviving. Out of nowhere orders and customers are gone, and production needs to be cut down. Keeping competitive requires constant movement and many firms do not have the organizational capacity to keep up (Dyer & Ericksen 2005). Also, institutions should be included to the environmental dynamics. Although the decision-making in the governmental institution might take from a year up to a decade, the changes in the regulations and laws might have a remarkable effect on companies' business making them vulnerable if institutional changes are not carefully followed. (Nijssen & Paauwe: 2012).

The modern business world challenges also HRM. The concepts of *flexibility, agility* and *resilience* are now emerging in the field of HRM. In this research agility is used as the key term. The new job performance that provides competitive advantage is not anymore only about well-arranged tasks; employee flexibility is required on today's constantly changing and unpredictable business environment (Beltran-Martin & Roca-Puig 2013). Controlling and managing the instability is not a way out, but agile organizations tackle the difficulties by cherishing the change. The ability to shape and transform the workforce is the prerequisite of the human resource efficiency (Nijssen & Paauwe 2012).

1.1. Selecting an Agile HR Practice

In this atmosphere of quick and multiple changes ideally also the HR practices would be flexible and agile. Shafer et al. (2001) suggested that agile- orientated Human Resource System (HRS) should be focused to study and develop a couple of specific desired outcomes instead of trying to include numerous programs and practices. In this study the spotlight is set to employee orientation, what it is and what kind of agile characteristics it could have. In Posthuma's, Campion's, Masinova's & Campion's (2013) Taxonomy orientation belongs to the training & development. Orientation is also selected as one of the key elements of organizational agility in Nijssen's & Paauwe's (2012) is fast organizational-learning. Employee orientation is a suitable HR practice to fulfill the criteria mentioned in the framework. An agile orientation process could be arranged in a way that it implements the knowledge alignment; learning the tasks and the organizational culture requires the newcomer to collect real-time information and observe the environment all the time. In addition, the orientation process could take advantage of knowledge creation, which contains sharing, discussing, experimenting, simulating and reflecting on knowledge.

1.2. The Need for Agile

Fast-paced environment calls for constant renewal and development of skills and competences. Hired labor and subcontractors has become a common form of employment. People work older and in most countries the amount of women working increases. The political and economic surroundings with social policies, labor markets regulation, pursuit of global business and the financial challenges are to be taken into account. Mergers and acquisitions cause enormous changes in the organization and organizational as well as individual resilience is required to tackle the problems (Cooper et al. 2012). Technology enables the organizational structure to be flexible and the company can be geographically widely spread. Innovation is vital to most companies' survival and it cannot be reached if the organizational culture is stiff and restricted. Employees need to able to expand their skill set, which requires the organization to be flexible. (Ferdandez-Perez De La Lastra, Martin-Alcazar and Sanchez-Gardey 2013.) Some of the drivers for agility from HRM point of view are listed in Table 1.

Table 1. Factors requiring flexible human resource management systems. Adapted from Ferdandez-Perez et al. 2013.

Socio-demographic factors	Longer careers, diversity of gender, age, and nationality
Political-legal factors	Policies and legislation concerning discrimination, labor markets regulation, and social security
Economic factors	Globalization causing more mergers and acquisitions requiring flexible organizations
Technological factors	Technology allows very flexible organization structures and helps to redefine the role of HR
Organizational factors	Innovation requires organizational culture that pushes employees to develop their skills constantly

In the field of business, usually one of the organization's main goals is to make profit. To make that happen, competitive advantages are aspired. Competitive advantage is one of the often-mentioned features when discussing the benefits of flexibility and agility of organizations. On the contrary to the common view of flexibility only as accommodating to the turbulence of the environment, it is said that by generating the uncertainty for the rivals the firm can achieve competitive advantage in terms of manufacturing flexibility (Gerwin 1993). From the HRM point of view, creating and maintaining sustainable competitive advantage is tightly attached not only to the ability to adapt to the changing environment but also to the level of exclusivity of the competences and skills of the human resource. The competitive advantage is not something that mystically just appears but its origins are in the managerial and organizational processes. If the target is to possess flexible employees, human resource management structures should be designed to enable the formation of flexibility within the organization. HR practices should enable the combining of capabilities in order to create competitive advantage. (Teece, Pisano & Shuen 1997; Beltran-Martin & Roca-Puig 2013; Fernández 2014.)

However, agility is not only something for large corporations to think of since also entrepreneurs constantly come across situations in which resilience would be useful. Resilient characteristics could be positive in terms of business but also in the personality of the entrepreneur as often they might be working and facing the challenges alone. According to Cooper et al. (2014) entrepreneurship is often linked to uncertainty and resilience-building is valuable asset when facing and recovering from setbacks. Economic crisis has created a greater volume of entrepreneurship for instance in the consulting business as the dismissed persons started their own business (Nijssen & Paauwe 2012). Both lay-offs and increased competition is adding up the demand for agility.

1.3. Roles of HRM and HR Practices

According to Ulrich (2007: 47–54) the four roles of human resource management (HRM) are (1) management of the strategic human resources, (2) management of the firm infrastructure, (3) management of employee contribution and commitment and (4) management of transformation and change. The core of strategic human resource management is about performing the business strategy through harmonization of HR practices and the general goals of the company. When this stage is achieved, it results in strategic partnership. The strategic partnership of HR professionals improves the legitimacy and the implementation of HR initiatives (Mitchell, Obeidat & Bray: 2013). The second role is to improve the administrative efficiency by creating and developing processes e.g. for recruiting, training, evaluating, rewarding and career planning. The role of management of employee commitment and contribution deals with supporting the employees to develop their skills and competences in a way that enhances the company to achieve its goals. Listening and reacting to the needs of personnel is important for the formation of the employee contribution and commitment. The fourth role is to perform as a change agent by identifying and solving the problems, building trust and creating and implementing action plans for the change. Hendry (2003) sums up the basic tasks of HRM as "getting, keeping, motivating and developing people".

The position of this relatively new concept of agility in the strategic human resource management (SHRM) can be observed within the four perspectives defined in the SHRM literature. The universal perspective focuses on the best practice point of view with the simple goal of finding HRM practices that improves the organizational performance and can be generalized. The contingency perspective underlines the fit between HRM practices and the business strategy. From the configurational point of view, the HRM system is a multidimensional set of elements that can be arranged in various ways. The fourth approach; the contextual perspective takes also into account the influence of SHRM on the external and organizational context instead of focusing only to the pursuit of organizational performance. (Martin-Alcazar, Romero-Fernandez & Sanchez-Gardey 2005.) According to Nijssen & Paauwe (2012) organizational agility is closest to the configurational approach as it is dynamic in its nature and the multiple configurations of HR-practices can enable the organization to survive in the challenging environment.

1.4. HR Practices

Human resource practices have an important role regarding desirable employee skills and behaviors. (Beltrán-Martín & Roca-Puig 2013.) High Performance Work Systems (HPWS) aim to improve the organizational performance. Additionally, they are proved to lead to a better financial performance as well. Inside these HPWS, the individual practices need to be functional. Practices can be defined as specific methods and procedures that execute the principles and policies. (Posthuma et al. 2013.) Similar to agility, HPWP (High Performance Work Practices) cannot be rigid but aligned and paralleled with organizational systems and strategic goals.

Posthuma et al. (2013) suggest that obstacles hindering the wide implementation of HPWS might partly result from the lack of clear and consistent classification of the existing practices and their results in organizational performance. Due to this, the authors provide a taxonomy, which parallels the organizational and HR architectures. There are nine HPWP categories as Compensation & Benefits being the first. It includes e.g. direct and indirect rewards and in general money from the company to the employees. Compensation & Benefits helps to steer the employees to behave in a productive way. Second category, job & work design, contains job specifications, the synergies and connection of different job. That is, in a bigger picture, the organizational structure. Successful job & work design enables the employees to implement their individual skills on the job, which correlates with the experienced motivation and satisfaction. The category of training & development guarantees the skillful workforce. The organization’s performance is naturally also linked to the finding and acquiring the talented people, which is the target of recruiting and selection category. The fifth category of HPWP, employee relations, is related to the organizational performance through its role within organizational culture. The organizational outcomes may be improved if the employee relations are managed in a way that reinforces commitment.

The category of communication is about information sharing, which pursuit the avoidance of uncertainty that might result from the lack of communication. Proper communication assists in clarifying the goals and seeing the links between the work and organization's strategy. For enhancing this bond between job and strategy there is the category of performance management and appraisal. These HPWPs lead the way towards organizations goals both in individual and team levels. Promotions are also a tool for enhancing the wanted behaviors and motivate the employees. The final category of turnover, retention and exit management attempts to track the reasons for voluntary employee turnover and creating actions to keep the valuable employees in the company. (Posthuma et al. 2013.)

Table 2. Condensed taxonomy of High Performance Work Practices. Adapted From Posthuma et al. 2013.

HPWP Categories	Examples of HPWP
Compensation & Benefits	Incentive competence pay plans and bonuses
Job & Work Design	Enriched jobs and use of teams
Training & Development	Cross-functional and multi-skill training and training for firm-specific skills
Recruiting & Selection	Innovative recruiting practices and specific selection criteria based on organizational strategy
Employee Relations	Complaint and grievance procedures and opinion & attitude surveys
Communication	A formal information sharing program and providing employees strategic business information
Performance Management & Appraisal	Frequent feedback based on team and organization goals and managing objectives tied to organizational strategies
Promotions	Promotions as a reward for good performance, defined career paths and job ladders
Turnover, Retention & Exit Management	Exit interviews, employee retention strategies

1.5. Aims and the Structure of the Study

This research is topical based on the fact that organizational resilience and its connections to human resource management (HRM) lack proper conceptualization. Additionally, criticism is posed on the scarce empirical indication behind the theories of resilience. Human resource literature has only recently started taking influences from organizational resilience. It is stated that HRM is still rarely mentioned in terms of organizational resilience (Ho, Verreyne & Galvin 2014). Academic research lacks the understanding of HR practices, which enhance the resilience on the organizational level (Cooper, Liu & Tarba 2014). Organizational agility and the HRM enhancing it have been studied (e.g. Shafer, Kilty, Dyer, Amos & Fredricksen 2001) but agility within HRM is a concept more unknown. Ferdandez-Perez De La Lastra, Martin-Alcazar and Sanchez-Gardey (2013) point out that despite functional flexibility still lacks a clear definition, the relevance of the topic is obvious. However, Kozica & Kaiser (2012) argue that flexibility within HRM is a topic well investigated and the research gap exists in discussion of positive and negative effects of flexible HRM.

Business strategy and organizational models draw attention in the uncertain markets but very little knowledge exists about designing a human resource strategy, which enable marketplace and organizational agility (Shafer et al. 2001). According to Nijssen & Paauwe (2012) the situation of research has remained quite the same: agility is reviewed from perspectives like IT, manufacturing and supply chains but in terms of HR it is rather recent area of academic literature. As agility is just emerging in the field of HRM, the concept of agile employee orientation seems also to be unknown in the scientific literature.

New employee orientation is not put under inspection for nothing. Cooper-Thomas & Anderson note that the wide scale of socialization literature is missing the study focusing specifically to the first weeks in the new organization. This research opens up this early stage by drilling down to orientation. The existing academic literature about orientation is limited and usually studying only the phases and components of orientation in general. Further research is required on properly working and orientation programs which enhances the successful socialization (Schein 1977; Klein & Weaver 2000). The relevance of the topic of this research can be is visible in the Great Place to Work –competition as in year

2016, a company practicing agility both in general and also in orientation was ranked as third (Finland, small enterprise series). This company called Fraktio questions traditional approach to orientation is questioned. There is some written material about the basic must-to-know issues but the newcomer is able to read them whenever is the most suitable time. Also, some training e.g. about the clients and systems are held but still the emphasis is strongly in the welcoming environment and giving responsibility to the newcomer right from the beginning.

"For us it is more important to introduce the values, culture and ways of working to the newcomer instead of place of each coffee jars and how does the dishwasher work." -Fraktio

The purpose of this paper is to fulfill some of this gap in the research and study the concepts of flexibility, agility and resilience from the HRM perspective. Employee orientation is selected as a target of more specific investigation. What kind of orientation process is agile? The following research questions are set to find out suggestions to the research problem.

1. What characterizes the agile orientation?
2. What are the enablers and disabler of the agile orientation in the case company?

First the terms agility, flexibility and resilience are defined and compared. Agility is chosen as a key concept and it will be observed more thoroughly from a perspective of Nijssen's & Paauwe's framework for organizational agility as a dynamic capability. On the second part employee orientation and its goals, tools and challenges will be introduced. Theoretical part is followed by the empirical study. The methodology, research design and the case company are described. Results are presented and finally the conclusions, practical implications and limitations of the study and suggestions for the future research are introduced.

2. AGILE HRM

In this first part of the research, three terms describing the elasticity of organization are observed: agility, resilience and flexibility. According to Lengnick-Hall, Beck & Lengnick-Hall (2011) these concepts have similarities, yet they cannot be used as synonyms due to the differences in origins and results. These terms have roots in physics and when presenting e.g. resilience in a simple way it describes the ability to recover after being stretched or hammered. To be more specific in the field of human resource management (HRM) and to be able to discover the distinctions, each term will be defined separately and the terms and authors are compiled in appendix 1. However, it is not a straightforward task as resilience is just emerging in HR research (Ho, Verreyne & Galvin: 2014).

2.1. Flexibility

Out of the three terms defined in this research, flexibility is probably the one with the most previous academic literature. Kozica & Kaiser (2012) suggest that flexibility is rooted in HRM research from an early stage and in 1995 Sanchez described flexibility as the firms' abilities to respond to various demands from its dynamic competitive environment. The definition has not experienced strong turbulence; flexibility is modifying routines or resource bases in order to manage the uncertainty and dynamic environment (Kozica & Kaiser (2012). The scale of alternative uses, cost and difficulty of changing the resource's target and the time taken in switching it determines the resource flexibility (Sanchez 1995). Flexibility of HR practices naturally has the same characteristics. It is the capability and the speed of the organization to adapt the HR practices in different situations and in various units of organization (Bhattacharya & Doty 2005).

Flexibility's origin lies in resource-based view (RBV), which is a theory regarding organization's repertoire of valuable, rare, inimitable and non-substitutable resources. From a more developed aspect also resource flexibility could be considered as a resource itself. RBV was expanded to cover human resources as the workforce fulfills the criteria and may work as a source of competitive advantage. From human resource perspective, RBV observes which organizational factors results in favorable employee skills and behaviors. In the

1990's RBV started to reckon the dynamics of the environment resulting in a growing attention towards resource flexibility. (Beltran-Martin & Roca-Puig 2013.) Flexibly organized human resource systems produce unique, valuable and inimitable resources. An organization is capable of achieving competitive advantage in case its human resources possess exclusive competences and skills (Fernandez et al.). However, RBV has its pitfalls as it assumes that economic rationality is executed when in reality organizations apply actions that might at first seem to be unreasonable (Nijssen & Paauwe 2012).

In research the employee flexibility the terms skill flexibility and behavior flexibility are often mentioned. Skill flexibility is the extent that employee skills can be used to alternative purposes (Wright & Snell 1998). Behavior flexibility describes the repertoire of appropriate behaviors and the capacity to adapt accordingly to the situation. (Bhattacharya & Doty 2005; Wright & Snell 1998: 76.) Beltran-Martin & Roca-Puig (2013) investigate the effect of HR practices on these two perspectives of employee flexibility. HR practices were categorized into human capital-enhancing practices, developmental appraisal, equitable rewards and job enrichment. The result was that only job enrichment has remarkable effect on skill flexibility and indirectly on behavior flexibility. Yet, influence on employee flexibility occurs when HR practices are aligned with each other in order to achieve desirable interactive effects. According to Bhattacharya et al. (2005) skill flexibility may lead in to cost-efficiency. If the new or sudden situation can be tackled with the skills available in the organization and not having to hire more professionals, the savings are quite undeniable. Fernandez, Martin & Sanchez (2014) expands the research from HR practices influence to flexible HRM's contribution in achieving competitive advantage. They state that functional flexibility within human resource management is required in order to adapt to the changing environment and to create valuable and unique resource.

Another way of classifying employee-related flexibility is dividing it into resource and coordination flexibility. In this view, resource flexibility includes both skills and behavior repertoire with the addition of broadly usable of practices. For instance, management by objectives as an appraisal technique is considered as an enabler of resource flexibility. Coordination flexibility follows when these practices facilitate the redeployment of the resources in the value chain (Nijssen & Paauwe 2012: 3321; Wright & Snell 1998.).

It has been even stated that flexibility should be used as a measurement of organizational effectiveness. Present research is mainly targeted on individual resilience. Technological breakthroughs, regulatory and geopolitical turns call for strategic flexibility, organizational ambidexterity and high-performance work systems (Cooper et al. 2012). Yet also critique exists concerning flexible HRM. Kozica & Kaiser (2012) mention the reverse of beneficial flexibility by referring to research on job insecurity and stress, burnout rates, employment-related depression and physical health problems.

2.2. Resilience

In the field of psychology resilience is described as a capability to bounce back after a struggle (Cooper et al. 2014). It is the skill and the capacity to be robust under conditions of enormous stress and change (Coutu 2002). Resilience is characterized as continuous reconstruction (Hamel & Välikangas 2003). A resilient employee is capable of standing uncertainty, taking well-considered risks and in case something changes and the expected does not happen, bouncing back is done rapidly (Shafer, Dyer, Kilty, Amos & Fredricksen (2001). Definitions of resilience exist but clear understanding is not yet achieved about the term and its nature and characteristics (Ho et al. 2014).

Coutu (2002) parallels psychological and business related resilience. Key features in pursuit of resilience are facing the reality, finding the meaning for doing and ritualized ingenuity i.e. creating new purposes for existing resources. Where humans have a need to have meaning for life, resilient organizations possess value systems that are not dramatically changed as time goes by. Ingenious features occur in organizations where improvisation is nurtured as a core skill. In other words, resilience is an ability to spring after setbacks, being effective in demanding and difficult circumstances, and gaining strength in the process (Cooper et al. 2014).

Regarding resilience in a strategic level, it is not about recovering from a onetime adversity or single setback. The distinctive features are forecasting and accommodating to the trends affecting the business. Resilience on the organizational level is about the ability to dynamically reform business models and strategies in changing circumstances in which to change before the need is vital (Hamel and Valikangas 2003). Lengnick-Hall et al. (2011) includes also the financial perspective by stating that strategic flexibility is changing the course quickly at low cost. Strategic resilience has a whole new starting point compared to the traditional renewal thinking, in which the tools are benchmarking best practices, reorganizations and layoffs. In strategic resilience, the ideal destination is "zero trauma" – an organization possessing the skill to change and adapt extremely rapidly without dramatic and sometimes even devastating steering movements (Hamel and Välikangas 2003).

Ho et al. (2014) drew up a summary of research of organizational resilience in the literature of social sciences. Nature and purpose, context and outcomes, and HRM and organizational resilience were the perspectives investigated. The findings indicate that organizational resilience is conceptualized as a capacity or response for pre-and post-event readiness. However, there is also research stating that organizational resilience has a more continuous nature: organizational resilience is required in a dynamic environment, and inventive responses and taking advantage of change are the most important instruments for adaptation.

2.3. Agility

Organizational agility is considered as an essential dynamic capability for organizations that function in a remarkably dynamic environment (Nijssen & Paauwe 2012). In this context, also the term dynamic capability should be exposed. Eisenhardt and Martin (2000) have defined dynamic capabilities as processes that use and in particular integrate, reconfigure, gain and release the firm's resources in order to fit or generate market change. In other words, these organizational and strategic processes as dynamic capabilities allow firms to modify the appropriate composition of the resources to match the market situation in hand, no matter whether they are just emerging, evolving splitting or even dying. Changes in the formation of human resources need to be smooth if marketplace agility is aspired.

Teece et al. (1997) presents a model of dynamic capabilities in strategic management with the purpose of analyzing the reasons practices behind the companies that are able to reach and maintain competitive advantage in dynamic environments (Nijssen & Paauwe 2012). In this framework one element is the organizational and managerial processes. The processes are linked to reconfiguration & transformation, learning and coordination & integration. Nijssen & Paauwe (2012) expands the framework to the field of HRM. The processes form the competencies of scalable work force, fast organizational learning and highly adaptable organizational infrastructure resulting in organizational agility as a dynamic capability.

Workforce scalability enables organization to change the structure of workforce continuously. As Dyer & Ericksen (2005) phrase human resource scalability, it is about having the right number of right types of people to the right places at the right times. The number of full-time employees, knowledge and skill division, tasks across organizational units or physical locations and the value of the assignments performed by employees are the four factors affecting the transformation process among human resources. In other words, those are: headcount, competence mix, deployment pattern and employee contributions. (Nijssen & Paauwe 2012). Dyer & Ericksen (2005) suggest that human resource scalability has two dimensions: internal fluidity and numerical flexibility. Based on this definition, workforce scalability is also divided into workforce alignment and workforce fluidity (Nijssen & Paauwe 2012).

The goal of workforce alignment is to form a temporary steady state. With a successful workforce alignment, a state-of-fit between the personnel and the strategy of the organization can be achieved. Workforce scalability eases the way towards the strategic goals. The requirement is that HR planning and business planning co-operate. Under the pressure of dynamic environment, both planning processes demands fast decision-making and employee involvement while still maintaining a stable core and sense of direction. (Nijssen & Paauwe 2012.)

Workforce fluidity means the speed and ease of reconfiguring the human resources (Nijssen & Paauwe 2012). Dyer & Ericksen (2005) relate self-organizing systems to the concept of fluidity. Hierarchy is an obstacle for achieving fluidity so forming a static organization chart should be avoided. Self-organizing systems occur in spontaneous situations or might be linked even to a crisis but the reactions required are similar to agile organizations. Co-operation skills, acquiring necessary resources and information, improvising in surprising situations and disconnecting input when needed are features of agility. At some point even agile organizations must add and decrease the headcount. This requires numerical flexibility; guidelines that makes the inflow and outflow of talent as smooth as possible (Dyer and Ericksen 2005).

The second element in Nijssen & Paauwe's (2012) framework is fast organizational learning. Learning in agile organization is not only processing of the information, it is also creating it. It is based on Nonaka's & Takeuchi's (1994: 10) view of knowledge creation, which states that organizations should also produce and not only process information when encountering the changing environment. To achieve fast organizational learning, agile organization should have practices that enhance knowledge alignment and knowledge creation. Collecting real-time information and observing the environment at every turn implement knowledge alignment. Knowledge creation require sharing, discussing and documenting the knowledge as well as reflecting on it. Also, experimenting and simulating are part of the knowledge creation process.

Dyer & Ericksen (2005) propose that fluid organization enhances human resource scalability. In the framework of Nijssen and Paauwe (2012) highly adaptable organizational infrastructure is not only a part of workforce scalability but an actual key competence for an agile organization. Based on Mintzberg's (1983: 253; 267-268) structural configurations, agile organization relates to the adhocracy, which is an organic organizational form typically operating in complex and dynamic environment. For example, research-based organizations tend to be adhocracy configurations as the business is competitive, unforeseeable and complex. The key features of highly adaptable organizational infrastructure are flat hierarchical organization, minimal formal authority, minimal routinization and standardization, and informal coordination (Nijssen & Paauwe 2012.) The framework of organizational agility as a dynamic capability is summarized in Figure 1.

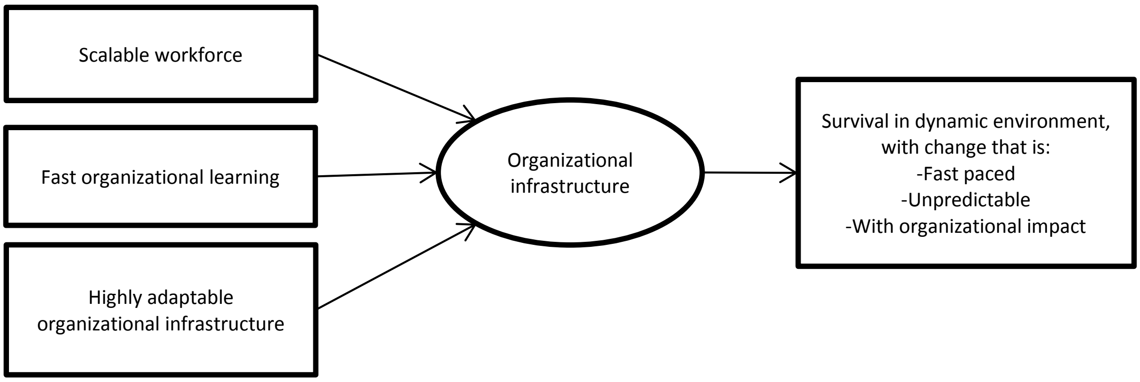

Figure 1. A heuristic framework for organizational agility as a dynamic capability by Nijssen & Paauwe (2012).

2.4. Challenges of Organizational Resilience

According to Hamel & Välikangas (2003) an organization will face four challenges on the way to becoming resilient: cognitive, strategic, political and ideological challenges. The authors have connected the challenges to resilience but they might as well be suggested to be linked to the other terms defined in this paper. The first challenge is cognitive: the focus has to be in evaluating the effects of changes in the environment instead of denying them and hanging in the nostalgic or even arrogant state of mind. Varity should be valued. Many organizations use assets to develop new products but only a few are experimenting on the strategic level e.g. with pricing, distribution, advertising and customer service.

The strategic challenge of resilience insists to create new options and workable alternatives to outdated strategies. It is more easily accepted to revive a worn-out strategy, which is not as profitable as it used to be than to start investing into something totally new. (Hamel & Välikangas (2003). Political challenge is to possess align resources so that the organization will not be left behind into the past. This requires extensive experimenting, capital and talent. The ideological challenge that organization might come across concerns optimizing, which can useful be up to a certain level. However, an organization that desires resilience must be able to identify aging business models and become free of the urge to continuously improve the existing processes. (Hamel & Välikangas 2003.)

Challenges come across also in decision-making, which is neither rational nor free of limitations. Mechanisms that effect organizations to result in solutions that do not fit in to the concept of being dynamic have been identified. Mimetic mechanisms may take over if decision-making happens in unstable situations, and is made accordingly to the latest hypes and trends in management. Institutional regulations and coercive mechanisms from legislation might lead to long-term employments instead of temporary workers restricting the flexible usage of labor. (Nijssen & Paauwe 2012.) Also, working time regulation needs to be considered. However, regulations are suggested to have positive traits as well, e.g. low job insecurity and benefits of employee training and development within long lasting employment. It could be said that organizational agility is also visible in the choice of reaction towards these regulations depending from is the response passive or active.

Yet the strict rules that in most cases are seen as hindering factors of agility might actually in some case be the opposite. When people are put under pressure, they regress to their most habituated ways of responding. In other words, the rules and regulations that make some companies appear less creative, may actually make them more resilient in times of real turbulence. In a real crisis situation, the organization have advantage out of routines and rules when everyone knows what to do and everything has its place. (Coutu 2002.)

2.5. The Same Phenomena in Varying Words or Different Concepts?

When observing any of the terms defined here, it might be fair to say that all of them reflect to change and dynamic environments. Many features are similar and depending on the author the definitions may collide and even overlap. Naturally, comparing and separating the terms is challenging, as the definitions still are unclear at some level due to the lack in research. Unity is found e.g. when comparing the essence of resilience and agility. According to some authors, strategic resilience and organizational agility reflect continuous mindset instead of being just a unique, one-time recovery process (Hamel & Välikangas 2003; Nijssen & Paauwe 2012). In the research of Shafer et al (2001) agility and resilience are also interlaced, as one demand of agile organization is to possess resilient employees. These two concepts are connected through values as well since they are mentioned as key features in pursuit of resilience and agility (Coutu 2002 & Shafer et al. 2001.)

On the other hand, differences are found in the origins of these organizational attributes. A need for resilience is stated to be caused by an unexpected event and it sometimes is related to serious crises such as natural disasters, and the studies of resilience often investigate how organizations respond to external shocks and disruptions. Flexibility and agility often are something that already exists within organization's strategic capabilities resulting in growing adjustability. (Lengnick-Hall et al. 2011 & Ho et al. 2014) Flexibility and agility are often part of a firm's on-going repertoire of strategic capabilities leading to increased maneuverability. According to Ho et al (2014) the nuances in the target of emphasis has some disparity as well. Organizational resilience and individual resilience underline employees and affectivity whereas organizational flexibility weights systems.

Charles, Lauras & Waffenhove (2010) have studied supply chain agility and claim that it is different to resilience in terms of structural properties, issues to be managed and the goals of action. Agility's structural property is stated to be flexibility whereas resilience's is robustness. Agility deals with volatility and uncertainty, resilience tries to manage the identifiable risk of disruption. Agility pursuit quick satisfaction of customers while resilience aspires to guarantee business continuity. Differences may exist, but so does overlapping, as in this case flexibility is mentioned as a part of agility. Bhattacharya, Gibson & Doty (2005) states that similarly as in Nijssen'a & Paauwes (2012) framework, also HR flexibility is a dynamic capability because the purpose is to deal with the change by reconfiguring and modifying employee attributes i.e. knowledge, skills and behavior.

On the contrary, in some cases resilience is suggested to be the dominant concept. Flexibility and agility may be included to the capacity required in achieving resilience but they are not enough by themselves to create resilience. (Lengnick-Hall et al. 2011.) In the research of conceptualization of organizational resilience in the social sciences literature it is suggested that organizational resilience is influenced by capabilities of organization such as organizational flexibility, adaptability and agility. (Ho et al. 2014).

2.6. Agility in Practice

After having defined the terms of flexibility, resilience and agility the next step is to consider how they are put into practice in HRM. HR practices, which foster the capacity to prepare for, deal with and exploit the changes, are welcomed. As HRM is just emerging in the organizational resilience research there is no clear models of how to achieve a perfectly resilient organization. When HRM is mentioned in the resilience literature, it is mainly linked to the management of abilities and capabilities in moderating behavior and crisis. Management development, organizational training and development and recruitment could be suggested as HRM practices, which enables the organization to deal with change (Ho et al 2014). These are vast areas of HRM including numerous HR practices so more research is required in order to present fully valid arguments of enhancing the resilience.

Despite the lack of clear common understanding within the academic literature Josh Bersin (Bersin by Deloitte 2011) has suggested some practical implications for changing traditional HR practices into more agile form. Annual performance appraisals and traditional training could be replaced by continuous feedback and e-learning. Instead of annual rewards and bonuses there could be more continuous and social recognition. The traditional recruitment process might take a long time and it could be speeded up with agile techniques such as social and referral-based recruiting. Online idea factories and open blogs are agile suggestions to substitute the employee engagement surveys. These suggestions are connected to the organizational factors that Ho et al. (2014) argue to influence resilience: strategy, leadership, and organizational learning. Taking into account agility's extension to such a wide range, the strategic partnership of HRM could be suggested as a vital element on the pursuit of agility. One of the key competences in Nijssen's & Paauwe's (2012) framework presented is the highly adaptable organizational infrastructure. Practical implications considering agile infrastructure stems from fluid organization design, which favors e.g. team-based work and limited organizational boundaries. Also, flexible core business should be considered, i.e. empowering the employees to create and modify the processes self instead of routinizing and giving strict mechanisms.

Reconfiguring and redeploying the employees is one of the features of agility. From the HR practice point of view, this relates to the recruitment process.

Recruiting employees that possess diverse experience and skills with the tendency to cope with uncertainty and change fosters workforce fluidity (Nijssen & Paauwe 2012). The intake of new employees should be arranged in a way that minimizes the distractions in the organization. Ideally, huge mass of newcomers needing continuous assistance at the same time is to be avoided (Dyer & Ericksen 2005.) On the other hand, when considering newcomer orientation, some mass orientation tactics can be effective and smoothly implemented.

Agile recruitment process raises a demand for seamless workforce supply network. Talented employee candidates must be available already before the need is urgent. Fostering workforce supply chain e.g. with universities, training institutions and agencies allows the firm to acquire skilled employees easily in different situations. Opposite of recruitment, also agile outplacement process should be considered. Good relations with other employers, mobility centers and industry or region specific alliances are ways to ease the outplacement when other alternatives do not exist (Nijssen & Paauwe: 2012).

Achieving organizational agility in AEHN through HR initiatives

Albert Einstein Healthcare Network (AEHN) saw turbulence coming in their field of business and made a decision to pursuit agility. The organization set a vision of three strategic capabilities: initiate, adapt and deliver. The purpose was to add new services, anticipate opportunities and threats, and offer high quality services. It was realized that to implement these capabilities human resource systems should be included. Five HR initiatives were identified as a source of agility: 1) achieving contextual clarity, 2) embedding core values 3) enriching work 4) promoting personal growth 5) providing commensurate rewards. These HR initiatives were business orientated, synergized and they helped to choose focus the human resource programs and practices (Shafer et al. 2001).

Achieving contextual clarity relates to the organization’s vision. It was ensured that all new employees the direction and the current state of the organization in the pursuit of the vision. The employees knew the value both of their individual and the collective work for the organizational performance. The communication was intentionally designed to emphasize the change-approving atmosphere, e.g. the organization’s internal news was written with headlines like “are you ready to transform?” The management and other members of organization could meet in the expos that were arranged regularly. There ideas, problems and other information could spread without the hierarchical obstacles. Additionally, training and courses dealing with the change were available for all the members of organization. (Shafer et al. 2001.)

In the scientific discussion of agility, the values are quite often mentioned. Values are not something new within the business world but the intensity and true meaning of them seems to be on a different level in the agile organizations. In AEHN’s case embedding core values was a remarkable driver for agility. The themes of the values were compassion, professionalism, ever-higher quality and relying on each other. At first, a lot of team work was practiced around the values on the executives’ level. Time and effort were sacrificed in order to achieve mutual understanding about the values and the plan for implementing them throughout the organization. For example, it was settled that the first moment with the patient or patient’s family was to be handled compassionately. The values were heavily communicated to all employees, games, guidebooks and mentoring were provided to the staff with the purposes of values transforming from words into action. (Shafer et al. 2001.)

The CEO believed that strong core values are essential for agility as they build trust and continuity in the middle of turbulence and change. In addition, the strong values encouraged to terminate a few high-position managers, who were known to be obstacles for organizational performance and unaligned with the values. Rigorous value process also led into improvements in hiring, performance management, rewarding, promotions and training. In fact, new employee orientation was emphasized and a half-day session about values was added to the introduction program. (Shafer et al. 2001.)

AEHN saw that the personnel should be aligned with the vision, (initiate, adapt & deliver) core values and able to broad their skill set as well as use diverse competences. These targets were pursued by enriching work. Flexible assignments allowed employees to use same skills in different locations. It helped in situations with the changing staff need in different units without having to hire or fire as many people. Blended assignments transformed the old pattern of different specialists performing specified tasks. In the new model some employees were trained to manage variety of procedures so patients were not sent from place to place. Team-based work supported the new way of doing in which the patients could get a wide portfolio of routine services in one place. Additionally, through these changes organizational learning, employee flexibility and social networks were enhanced. (Shafer et al. 2001.)

Promoting personal growth was encouraging the staff in taking responsibility of their own development on the field, where rapid changes in the professional demands are possible. 360° feedback process was used in order to identify development needs in current assignments. Naturally, the future is hard to anticipate but AEHN tried to keep the personnel up also with the upcoming trends and treatments. Massive training investments were made e.g. in self-study programs. Career planning was enriched with content that helped to track down the skill development needs and future professional aims. For exchange to these inputs everyone was expected to fully commit in pursuing the development goals. (Shafer et al. 2001.)

The fifth HR initiative on the way towards organizational agility was providing commensurate rewards. The intent was to compensate the diligent work for the organizational goals. It was held as a risk that undersized rewards would overrun the accomplishments of the other four initiatives. Reward system is always a challenge and also in AEHN had to think thoroughly how they would compensate the staff in a cost-efficient yet committing way. Decision was made to focus on nonmonetary compensation. Giving positive feedback and recognition to others was encouraged to supervisors, peer employees and even the patients were enabled to commend successful performance. Both individual and team focused honors were included, such as publishing feedbacks from thankful patients and rewarding on risk taken with the right intention. However, concerns whether the rewarding was developed enough rose. Business-driven individual behaviors and increased responsibility due to the expanded assignments could be further considered in rewarding. Also deeper acknowledgement of team-based achievements may have been more intense. Therefore, the agile mindset of constant improvement drove a taskforce to advance these. (Shafer et al. 2001.)

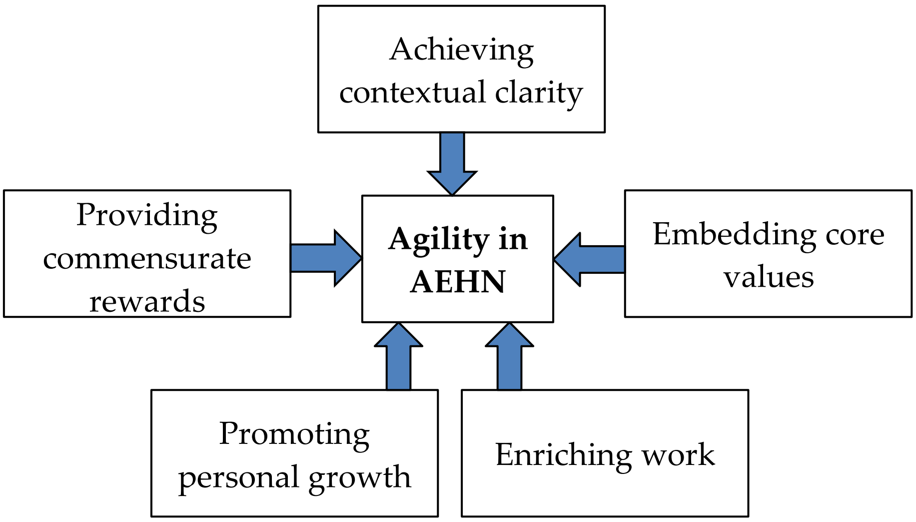

Figure 2: Achieving organizational agility in AEHN through HR initiatives. Adapted from Shafer et al. (2001).

3. ORIENTATION

To become as a part of an organization a newcomer has to learn several skills, ways of working and to adapt to the organizational culture (Schein 1977:60). The entry process is a challenge both to the new employee and the organization. However, orientation programs offer guidance for the newcomer to ease into the new work atmosphere and tasks. (Hicks 2000: 59.) Due to its obvious importance orientation is one of the most frequently used training methods within organizations. Orientation is also required when employees are reassigned to a new position within the same company. According to Kjelin & Kuusisto (2003: 164) orientation is also needed when an employee's tasks change radically, for example, due to an implementation of a new IT-system. The importance of orientation to the new role is especially high when an employee is given a superior position for the first time. Orientation has synonyms such as introduction and induction but these terms are not used in this research in order to preserve consistency.

3.1. Defining Orientation

Ku & Kleiner (2000) define orientation as a process in which a new employee is introduced to all the matters that contribute to the adaptation to the organization and enable succeeding in the task. Orientation is the first training opportunity, which directs the newcomer to become efficient right from the start. (Hicks 2000.) The significance of orientation is also acknowledged by the Finnish legislation. Law of occupational safety commands that an employee has to be taught sufficiently to the tasks, methods and processes required in the work and the safe usage of equipment. The law includes the concept of orientation, that is, all the procedures that gets the newcomer acquainted with the work surroundings, practices, colleagues, the task and expectations related to it. (Työturvallisuuskeskus 2009.)

Shafer et al. (2001) suggested that agility orientated Human Resource System (HRS) should be focused to study and develop a couple of specific desired outcomes instead of trying to include numerous programs and practices. In this study the spotlight is set to employee orientation, what it is and what kind of agile characteristics it could have. Orientation is selected because one of the key elements of organizational agility in Nijssen's & Paauwe's (2012) is fast organizational-learning. Employee orientation is a suitable HR practice to fulfill the criteria mentioned in the framework. An agile orientation process could be suggested arranging in a way that it implements the knowledge alignment; learning the tasks and the organizational culture requires the newcomer to collect real-time information and observe the environment all the time. In addition, the orientation process could take advantage of knowledge creation, which contains sharing, discussing, experimenting, simulating and reflecting of knowledge.

There are numerous opinions among researchers about where to place the orientation in the field of human resource management processes. Some researchers feel that orientation belongs to learning & development and others suggest that it is a part of the recruitment process, because orientation takes place during the trial period. Recruitment related events such as recruitment fairs, visits to academic institutions and job interviews are also good chances to start providing the basic information to the potential newcomers. Depending on the position, the orientation might even take up to a year; therefore it is crucial to make sure in the recruitment process that the candidate is motivated enough and likely to commit to the organization. (Viitala 2006: 175.) In an agile recruitment process, successful workforce supply management can result in reducing the orientation time. For example, cooperation with the universities enables the company to include students to specific projects. (Nijssen & Paauwe 2012.) In this situation, the company enhances the required skills already before the need for recruitment and orientation actually exists.

According to Viitala (2005: 356-359) there are four basic steps in a thorough orientation program: 1) informing before the start of the employment 2) welcoming and orientation methods 3) going through the practical and legal aspects of employment 4) guidance to the task itself. The first step is about providing information already before the actual orientation starts in order to make it more efficient. Step two includes the importance of the first day at the new company and the actual orientation tactics. In the third step, the newcomer is given information about the employment contract, working times, absence policies, wages, occupational health care and perks. The target of the fourth step is to teach the new employee how to do the required tasks. Newcomer's co-workers, tools and IT-systems are introduced.

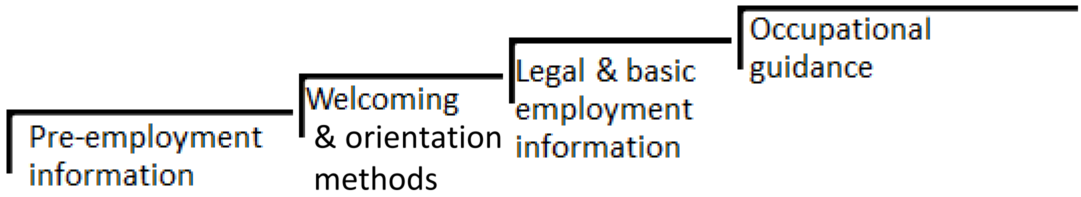

Figure 3. Basic Steps of Orientation. Adapted from Viitala (2005).

3.2. Socialization

Orientation as a supporting process for the newcomer is linked to a wider concept of socialization. Socialization process contains all the actions with the purpose of adaptation taken by the organization and also the newcomer (Tuttle 2002; Klein & Weaver 2000). Socialization is a vital channel of transmitting the organizational culture, that is, e.g. the values and beliefs (Mitchelle & Yates 2002). In this process the individual adopts information and adjusts to the work environment (Asfort, Sluss & Saks 2007). Van Maanen & Schein (1979) emphasizes the importance of acquiring the skills and knowledge required on the job. This goes hand in hand with the purpose of orientation. Socialization is difficult to measure yet some meters are suggested e.g. job satisfaction and intentions to leave the company (Cooper-Thomas & Anderson 2002).

A successful socialization process transforms an outsider into an effective member of the organization. This result is achievable if the newcomer is extensively offered information about the company and the specific job tasks. Also the emotional aspect is as important, the new person needs to feel welcomed. In other words, the goal of socialization is to have an emotionally committed employee who enjoys the membership and has a strong feeling of belonging to the company. (Antonacopoulou 2010; Filstadt 2010.) Orientation is a useful tool for implementing this goal right from the first day, or even before it.

Socialization tactics

Research has acknowledged socialization tactics as enablers of the adaptation and the learning of the newcomers. (Van Maanen & Schein 1979: Jones 1986; Cooper-Thomas & Anderson 2002.) The tactics also encourage the newcomer to behave in a desirable and predictable manner. There are two tactic categories; institutionalized and individual tactics. The institutionalized tactics are typically well planned with a specific schedule and program. These tactics can be applied into a big group of newcomers and the newcomers are able to monitor their progress due to the schedule. The serial and investiture tactics provide the support and example from the experienced colleagues that tends to create a comfortable environment and easily builds the commitment. On the other hand, institutionalized tactics do not encourage to act in a creative and independent way (Jones 1986).

The individual socialization tactics are quite the opposite of the institutionalized ones. The learning is based on practice and there is no strict timing or program. The newcomer has a very independent role right from the beginning that might result in innovative employees (Jones: 1986). The ability to cope with uncertain and even stressful situations could be suggested to link to the agility of the workforce. However, there is not yet academic research available on whether individual tactics result in agile organizations. There are downsides also in individual tactics as they might lead into role ambiguity because newcomers are unsure what they are specifically expected to do. (Jones: 1986.) To sum up, there is no absolutely right or wrong choice of socialization tactics. In an ideal situations both tactics could be combined in a way that supports commitment and aligned ways of working simultaneously encouraging the employees to create innovative solutions (Kjelin & Kuusisto 2003: 141).

3.3. Occupational Guidance

The term occupational guidance is closely related to orientation. In fact, they get easily mixed in everyday language but the difference between these two concepts has to be understood when studying orientation. Orientation is a wide concept of becoming a member of work community whereas occupational guidance focuses on performing the actual task. Occupational guidance occurs e.g. when new employees are being taught how to use the company's IT-systems or tools. (Kjelin & Kuusisto 2003: 234) The purpose of occupational guidance is to give the newcomer an understanding of the requirements, stages and principles regarding the task performance. The safe way of using and maintaining machines and tools are introduced. The quality criteria and surveillance along performance measurement are included. (Viitala 2007: 190.)

Pirnes (1984) developed a model, which takes the newcomer through occupational guidance by using four steps. The first one is about creating a general understanding about the job. The next step teaches the task by explaining and giving examples followed by the third step in which newcomers are allowed to try for themselves. Finally, in the last step new employees are given feedback and also opportunities to rehearse more. Four-step model is straightforward and reinforces the schema about the new task.

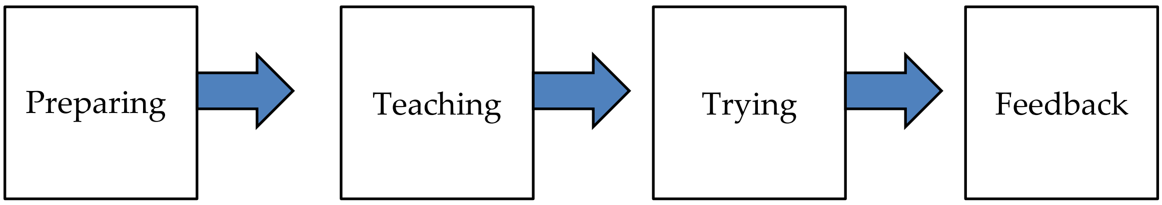

Figure 4: 4-step model of occupational guidance. Adapted from Pirnes (1986).

3.4. The Goals of Orientation

As in all human resource management and planning, also when the targets to the orientation are being set, it is essential that they are compatible with the company's general goals. Viitala (2007: 3 – 4) phrases the objectives of HRM: "Clear structures, principles and procedures are needed so that the fluency and stability of HRM are guaranteed simultaneously being flexible and prepared for the changes in business and operational environment." It is about taking care of the labor's competences and commitment in order to support the company's competitiveness.

The orientation process has several goals. With proper and well-managed orientation the company ensures that the newcomer will have the required knowledge and skills as soon as possible and thus creates revenue instead of costs. Leaving the financial aspect aside, orientation should build positive attitudes between the newcomer and the co-workers so that the new employee feels welcome and the others will not feel their positions threatened. Learning is a goal not only for the newcomer but also for the organization since the newcomer might have gotten the latest education and therefore has a fresh way of thinking. Also lack of routines might help to point out flaws in the old way of working. (Viitala 2007: 102 – 103). The ability to take advantage of this short period of new ideas depends heavily on the open atmosphere where the newcomer feels that it is acceptable to question the old routines.

3.5. Orientation Tools

There is not only one right way to do orientation, but the best practices depend on the organization. However, there are some typical features that many large companies use in orientation. Normally the orientation program is divided into two parts, the first one covering the general overlook of the company and the second focusing on the newcomers' department and the work task. The general orientation has a formal structure and may include e.g. a video clip about the company's products. Since quite often there are many employees starting at the same time, it is useful and efficient to go through some personnel policy issues such as employment contracts, insurances and safety rules. In addition, it is good to tell about the training possibilities and free time activities since they make the new organization feel pleasant. (Rubenowitz 1989: 173 – 174.)

Lists and brochures can be used when the specific task and surrounding organization are introduced to the newcomer. The list should include all the relevant points about e.g. the pay system, break policies, reporting sick, getting acquainted with the colleagues, learning about the duties of the department and its connections to the other parts of the organization and the value chain. These kinds of orientation lists and forms work as a support for the person in charge of the orientation but they are also useful to the newcomer as it is easier to learn the things, which they have read or been told before. However, a brochure or other written material should never replace orientation done by discussing and showing, since the newcomer needs chances to ask and try in order to truly learn something. (Rubenowitz 1989: 175.)

Nonetheless, written material can also be individual and activating if it is not only a brochure but more like a map, which includes tasks to be performed by the newcomer. The idea is that the new employee follows the map from one co-worker to another and learns specific parts of the task from each of them. This map method encourages the newcomer to be more independent in information acquisition and it is a fine way to enhance the new employee's socialization into the organization. Of course in order for this method to work properly, the people attending the map orientation have to be carefully guided and supported by the manager. (Rubenowitz 1989: 175 – 176; Viitala 2006: 261.)

In some cases, mentoring can be a suitable tactic in implementing orientation. Mentoring means an arrangement in which an experienced person tries to transfer his/her knowledge to someone in the beginning of the career. Mentoring can be recommended for example when a young professional is going to be in a superior position for the first time. (Kjelin & Kuusisto 2003: 228.) Something very close to mentoring is a method called the buddy system where a close colleague is responsible for the newcomer's orientation. Research shows that the buddy system makes the newcomer feel safe and it is easier to admit to a fellow worker if something feels difficult or unclear. (Kjelin & Kuusisto 2003: 221; Castro & Kleiner 2000: 64.)

Orientation should not be a passive, one-way process where the newcomer just listens and reads information about the organization. Methods that activate the new employee might be more challenging compared to the traditional orientation lectures but more effective also. The mentor and buddy system are good examples and also create a situation where a newcomer acting as a teacher can be very productive. Newcomers can be divided into groups and interview representatives from different business units and then present what they have learned to others. Besides learning, this kind of orientation method has positive side effects: newcomers get a chance to get know each other and they get experience from team work simultaneously having to be able work independently. Of course there are limitations to this method also: some people might be really shy and they are under stress if forced to perform in front of other people.

After having said that the most suitable way to execute orientation depends on the company also the individual factor needs to be taken into account. One of the traits that effects on the success of the orientation is communication apprehension (CA). It has been claimed that a new employee with high CA are likely to end up in a failed organizational entry because they are not comfortable with communicating with superiors or co-workers. The crucial information acquisition and asking for feedback is lacking so their uncertainty in the new atmosphere will probably not reduce. (Mignerey et al. 1995.) Newcomer assertiveness also has a role in assimilation to socialization tactics as it affects how an employee reacts e.g. to unreasonable requests or unfair treatment and whether s/he can express disagreeing opinions and be initiative.

3.6. The Challenges of Orientation

Once the work community is given a new member, s/he is assumed to take off part of the workload. This expectation is not going to turn into reality, if the newcomer does not get the support needed from the fellow workers. Orientation easily becomes something that is just about the newcomer, but attention should also be given to the fellow workers and prepare them to be part of orientation. There is a danger that other employees see the newcomer as a competitor and therefore are not willing to share their knowledge (Kjelin & Kuusisto 2003: 242). It is vital that the colleagues understand that by helping the newcomer they serve the interest of their department and the whole company so that supporting the new employee does not feel as a compulsory duty.

If there are many new employees starting at the same time, it might be beneficial and simple to organize common orientation training. The challenge is to remember that the newcomer should have contact also with the people in his/hers prospective department in the early stage of orientation. Otherwise after spending all the time in a group of newcomers it might feel exhausting to start performing the actual task among unfamiliar colleagues. Asking for help can be difficult, as the new employee would like to give an effective and capable impression after participating the training. (Castro & Kleiner 2000.)

Orientation does have an enemy, which unfortunately occurs almost in every organization, that is, the rush. Employees are tied to their own projects and schedules so there is only a limited time for helping out the new colleague. In the middle of hurry it is easy to think selfishly; why should I teach the newcomer, could not someone else do it? To minimize the risk that the new employee is neglected, hiring new people in the peak season or in the middle of an extensive project should be considered carefully. On the other hand, this kind of situation can be turned into a benefit, as a challenging atmosphere is also a great learning opportunity. (Kjelin & Kuusisto 2003: 241–242.)

Making the right choice about the person performing orientation is essential. The line manager needs to pay attention in the selection of a mentor or a fellow worker in charge of orientation if this kind of method is used. That person has to be patient, kind and able to create an atmosphere that allows the newcomer to ask questions. A quiet trainer who focuses only to the task may make the new employee feel insecure and wonder, if s/he has done something wrong. The trainer should not only instruct how to perform the task but also praise and give constructive feedback. Negative comments in the entry phase slow down the learning and development of professional independence. (Castro & Kleiner: 2000.) It is beneficial that the trainer takes time to explain everything thoroughly and get to know the newcomer's personality and existing skills.

3.7. Evaluating the Orientation Process

Like any other organizational processes, orientation can also be monitored. The program may be thoroughly planned and scheduled but the full capacity will be achieved by reviewing the results. One option is to measure and modify the orientation program based on five steps. (Ku & Kleiner 2000.) These five themes are relevant despite what the specific tools and procedures used in orientation are.

Table 3. Key Considerations Of Orientation. Adapted from Ku & Kleiner (2000).

1.	Orientation Policy and Skills
2.	General and Specific Accountability
3.	Session Timing and Duration
4.	Involvement and Interest
5.	Follow-Up

The starting point of this five key considerations framework, Orientation policy & Skills, is that the executives are committed to the orientation policies and the content of the training. The presence of top management in the formal orientation lesson is appreciated by the new employees enhances the achievement of organizational goals as the newcomer learns about the expectations of the company and also the commitment the company makes towards the employees. These sessions are worthwhile learning opportunities about orientation for line managers also.

The framework encourages using different learning mechanisms during the orientation process. Lectures, brochures, guided tours and videos take some time to plan but once done, they can be used for many groups of new employees. (Ku & Kleiner 2000.) Verbal, written and audio-visual approaches has differences in terms of time and cost but they create a balanced package that takes into account the newcomers' different preferred ways of learning.

The second consideration, general and specific accountability, instructs to clarify the responsibilities of orientation in pursuance of avoiding information overlapping and confusion. It is stated that the HR department is in charge of the planning and follow-up of the program, whereas the immediate superior provides more occupational guidance including the department-specific matters. (Ku & Kleiner 2000.) This outlook represents a rather traditional perspective on orientation in which the superior is the teacher and the newcomer is the student. However, it does not have to automatically be that way, also the other team members can actively take charge of the orientation and more importantly the newcomer's active approach on information acquisition matters.

Session timing and duration is a simple but an important aspect of orientation effectiveness. The amount of information can be overwhelming if all the details are squeezed into a one giant package. Everything is new in the beginning of employment and thereby also harder to take in, so the formal orientation should be divided into reasonable sections. Therefore, Ku & Kleiner suggest that the optimal duration of one orientation session is less than two hours in order for the newcomers to achieve the full benefit. (Ku & Kleiner: 2000.)

The fourth consideration emphasizes the fact that giving orientation does not automatically lead into the newcomers learning anything. The new employees need to be involved to the subject being taught, which means that the orientation session should be interesting. Long, carefully prepared speeches about the company get easily wasted, if the newcomers are not focused. Instead of one-way communication, the audience should be allowed to participate. For instance, one possibility to customize a group lecture is to ask each participant what they already know about the subject. Mapping the newcomers' knowledge does not only make the lecture more interesting but also increases the quality of the orientation as the trainer finds out which topics need more attention and which ones may even be totally skipped. (Ku & Kleiner 2000.)

Follow-up is as important as planning and implementing the orientation program. The unit responsible for the planning and the superior of the newcomer should regularly go through the process and make sure it is up-to-date. The superior is ought to monitor that all the points on orientation checklist are carried out. The feedback about the orientation from the newcomers is essential. Going through feedback surveys might appear time-taking and arduous but it is worth it when improvements may result in tens or hundreds of newcomers to be orientated more effectively. (Ku & Kleiner 2000.)

3.8. Creating a Framework for Agile Orientation

In the next part of the research both agility and new employee orientation are to some extent set against the existing literature. However, since the research of agile HRM and orientation is currently deficient, there is no ready-made theoretical model to test the agility of the new employee orientation. In consequence, some characteristics of agility are compiled in to a framework, which is used to analyze orientation. The framework is partly based on the existing literature and especially on Nijssen's & Paauwe's (2012) heuristic framework for organizational agility as a dynamic capability. The purpose of this framework is to upgrade Nijssen's and Paauwe's work about general organizational agility into a HR practice-specific form, the spotlight being on the new employee orientation. The framework consists of four elements: 1) dynamism 2) fast organizational learning 3) scalable workforce and 4) adhocracy. The framework enables the analysis of the agility of the orientation process but also the agility on the individual level resulting from the orientation program. The summary of the framework is presented in table 4.

The first element of the framework, dynamism, describes the agility at the most general level. Being one step ahead, embracing the changes and believing that there is always something to be improved, characterizes dynamism. In terms of orientation, being proactive could mean preparing for the future workforce needs by working together with the schools that provide the education required in the organization's field of business. Visits on the lectures, providing internships and possibility to take part in the planning of the syllabus are chances to prepare the required skillset for the future professionals. Also different kinds of get-togethers with students are opportunities to spot the most talented candidates. Collecting the feedback enables the organization to monitor and improve the orientation process.

Fast organizational learning includes acquiring, organizing and creating information. An agile approach towards knowledge-processing gives space to explore different options and to test various alternatives. From the new employee orientation perspective fast organizational learning is implemented e.g. when the newcomer has access to the relevant information instead of being drowned under a massive data flood. The organization is able to create information by listening to the newcomer's fresh opinions and ideas.

The third element of the framework is scalable workforce. On the organizational level scalability relates to e.g. reconfiguring the staff, cross-unit tasks, paralleled HR & business planning and smooth recruitment and redundancy process. The features of scalable workforce within orientation process in this framework are suggested to be providing the newcomer an overall picture about the organization and a wide, yet task-relevant skill set. In case the turbulence hits, the newcomers can also be relocated smoother. The business targets can also be considered in the orientation program so that the newcomers will be pursuing the common goals and are committed to the organizational values.

The final element, adhocracy describes the organizational infrastructure. Avoidance of strict hierarchy, horizontal organizational structure, few routines and authorities characterizes adhocracy. Adapting these attributes to the orientation could result in including the superiors or fellow workers to the orientation planning process and using different kind of orientation tools depending on what fits best to the situation and newcomer. Organization without excessive hierarchy and authority transforms into a common responsibility when a newcomer needs to be welcomed and absorbed during the orientation period.

Table 4. Framework for Agile Orientation. Partly Adapted From Nijssen & Paauwe (2012).

Element of Agility	*Description*	*Implications in Orientation*
Dynamism	-Reacting to changes -being proactive -Continuous improvement	• Pre-employment contact with possible candidates • Creating required skills in advance through co-operation with the educational institutions • Updating materials • Utilizing feedback
Fast Organizational Learning	-Enhancing knowledge alignment and knowledge creation -Experimenting and simulating	• Getting right and exact information. • Valuing newcomer's ideas and existing knowledge
Workforce Scalability	-Ability to deploy and align workforce seamlessly -Harmonizing human resources with the strategy of the organization	• Achieving a holistic understanding about the organization. • Varying assignments preparing orientation • Orientation meeting the business goals
Adhocracy	-Flat organization -Minimal formal authority -Minimal routinization and standardization -Informal coordination	• Variety of orientation techniques • Customizing orientation to the business unit as well as individual needs • No strict standards • Orientation as a shared responsibility.

4. RESEARCH METHODS

In this part, the research methods of this study are introduced. The research takes place in a MNC located in Finland working in the field of technology. The Company employs approximately 3500 people in Finland. The purpose is to map the state of new employee orientation and find out if some agile orientation procedures exist within the company.

This particular company was a logical choice for this research as it employs thousands of people. Therefore, every now and then new employees enter the company and valid data from newcomers' aspect can be collected. It is also interesting to find out how a structured orientation process is in an organization as big as this one, and if there is room for agility as well. The company is currently expanding its business to whole new fields, which typically is a territory for agility. Additionally, the different types of work assignments within the company allow a wider perspective to the phenomenon under investigation and good base for comparison.

4.1. Qualitative Research Approach

The purpose of qualitative research is to interpret, understand and consider also the context of the phenomena under investigation. This is opposite to the quantitative research, which aims to causality, predictability and generalization. The research problem and the goals of study should be reflected to both approaches to find out which one fits best to the research at hand (Hirsjärvi & Hurme 2008: 13; 22). The direction of the study (from practice to theory or vice versa), that is, induction or deduction, is one of the differences in research types. The purpose of study can be either to understand or to generalize and predict the phenomena. The person implementing the research may be actively taking part to the data collection or just observe outside. Also, the type of questions and answers differentiates qualitative and quantitative research first one leaving more room for interpretation and the other producing numbers or limited options (Kananen 2013: 24 – 25). A summary of characteristics of qualitative research is presented in Table 5.

Table 5. Characteristics of qualitative research. Adapted from Kananen (2003: 24).

The relationship of theory and practice	The purpose of the study	The role of the researcher	The research questions	The answers resulting from the question
From practice to theory: induction	Understanding the phenomenon	External party involving the research	Open, deals with themes	Descriptive

After having observed the definitions of qualitative and quantitative research, the qualitative approach is selected as suitable choice for this research, in which the goal is to understand and draw up suggestions about how agile orientation (or the lack of it) could be identified in specific organizational context. However, there are also some characteristic of a case study in this research. Some conditions for the research defines whether the case study would be appropriate choice. The research object in case study is a phenomenon, which is currently occurring; it cannot be something in the past. Ideally multiple data and various methods are used in case study. Usually there is only one object to be studied but in some cases there may be more. The goal is to achieve a deep and thorough understanding about the target of the study (Kananen 2013: 28). In this research, the object is agile orientation which is an ongoing process in the company. The use of multiple methods is also an indicator of a case study. Denzin & Lincoln (2000: 391) refers to variety of data sources in a study as triangulation. The aim of triangulation is to achieve a deep understanding of phenomenon in question. In this research triangulation is pursued by using interviews, background surveys, observation of an orientation session and internal orientation materials provided by the company.

4.2. Orientation Process Description of the Company

To begin with the research, a brief summary of the orientation in the case company based on internal materials is presented here. In the materials orientation is defined "as a process of providing information, guidance and support during their first 3 – 6 months in the company to enable them to adjust to the new environment, safety issues and being productive, meaningful work as quickly of possible." Also, the need of orientation for an employee switching the position within company is identified.

In the documents, many orientation tools are mentioned, such as newcomer intra site pages, welcome video and tutoring. The emphasis seems to be on an orientation checklist and it was carefully reviewed during the orientation process update, which was done a few years ago. The checklist is created from a global aspect but local HRs are encouraged to modify it to fit the local needs. As per the documentation, the responsibilities and the communication flow are clear; HR oversees the planning and development, superiors has the responsibility of the implementation of the process and newcomers are encouraged to take proactive and engaged role in the orientation. Frequent discussions with superiors are also promoted in the newcomer's welcome-material.

The company invests on pre-employment contact with the potential workforce by cooperating with academic institutions. However, these actions are not documented in the orientation materials. The first action point is that the local HR is informed about newcomer's start date. This is followed by the instruction for the recruiting superior to take the leading role in the orientation process. The superior provides the orientation checklist and guidelines on how to complete the orientation process in the e-learning system.

4.3. Survey Materials

Additionally, a global orientation related survey for the newcomers and HR departments was conducted by the company. The focus was mainly at the refreshed orientation checklist. According to the respondents, more than half found the checklist very important. However, the lack of follow-up decreased the relevance of the list. The results of the survey indicate that the orientation plan is often discussed between the newcomer and superior. Discussing the plan seems to be extremely essential for the newcomer's ability to acquire skills and knowledge needed to perform job. In addition, the discussion had a significant role on how satisfied the newcomers were on the overall orientation process. Only 20% of the respondents who did not discuss the plan with their superior agreed that they were satisfied, whereas the newcomers who had the discussion, the corresponding rate was 93%. The survey also revealed that in HRs' opinion, the main challenge of successful orientation process is the superior's lack of commitment.

4.4. Data Collection

Qualitative research is very complex and multidimensional by nature. Therefore, it is very challenging to collect so called naturally occurring data in which the phenomenon under investigation is not distracted because of the researcher. Typically the researcher has an active role and especially when doing interviews all the questions and answers are carefully documented (Alasuutari 1994: 75). The primary data of this study consists of 10 semi-structured interviews and 10 short questionnaire forms, which were filled in before the interview. Also secondary data i.e. company's internal orientation materials are exploited and one group orientation session was attended.

10 interviews and background information surveys were made to the interviewees. In order to achieve as a holistic picture of the new employee orientation as possible, different stakeholders of the process are included. Three newcomers, three HR representatives, three superiors and one occupational guide are interviewed in this research. The newcomers and the superiors were not from the same teams in order to keep the participants anonymous. The quotations used in this paper are translated as the interviews were conducted in Finnish.

Interviewing is a quite flexible method making it suitable for various researches. It gives an opportunity to affect the information acquiring while being in the situation with the objective of the study, whereas when a survey is send, nothing can be added or removed anymore. Perhaps this is one of the reasons making the interview as one of the most frequently used research methods in human studies. Also, if something in the answer is unclear some defining questions can be asked. (Hirsjärvi & Hurme 2008: 34 – 35).

Background surveys for HR, newcomers and line managers are attached in appendices 2 – 4. Interview questions are in appendix 5. Due to business-sensitive information the company's orientation feedback survey is not published in this research.

The superiors interviewed in this research had experience in orientation between three and seven years. Superiors and the occupational guide were selected based on the information that they are having new team members regularly. The background of HR representatives is not specified here in order to protect their anonymity. The table below presents a brief summary of the newcomers'.

Table 6. Summary of the newcomers' background.

Respondent	Education	Work Experience in the field	Length of employment in the company
Newcomer 1	MSc in Technology	7 years 9 months	Less than two months
Newcomer 2	MSc in Economics	5 years	Almost one year
Newcomer 3	MSc in Technology	7 years	Less than two months

4.3. Data Analysis

In order to analyze the data, the interviews were recorded and then transcribed. Once the material is ready for the analysis, the correct tactic should be chosen based on what is the best way to get answers to the research questions (Hirsjärvi, Remes & Sajavaara 2009: 224.) In this research content analysis was selected to investigation of the interview data. Content analysis includes identifying, coding and categorizing the primary patterns in the data (Patton 1990: 381).

In terms of qualitative research the data can be vast and not all of it is important (Hirsjärvi et al. 2009: 225). Ability to answer the research questions requires finding the relevant data. In order to narrow down the material an excel table with the themes of dynamism, fast organizational learning, scalable workforce and adhocracy basef on agile orientation framework was created. Then the interview data was coded and transferred into correct sections according to these themes.

5. FINDINGS

The data is analyzed using the previously presented agile orientation framework. After each element, the key findings are summarized into the framework. The four elements of agility in terms of orientation evaluated here as per the framework are:

- Dynamism
- Fast organizational learning
- Workforce Scalability
- Adhocracy

5.1. Dynamism

Dynamism in the Agile Orientation Framework includes pre-employment contact with the possible candidates, creating required skills in advance through cooperation with the educational institutions, updating materials and utilizing feedback. The findings indicate that all of these actions emerge in the case company but there are differences in the experienced intensiveness among the respondents.

HR representatives' answers have dissenting views on how they see the level of educational institute cooperation as it varied between little and a lot of co-operation. It is said that HR managers are actively communicating with the educational institutes and commenting and developing the curricula in a way that benefits the company by adding desired skills such as project work and sales. Cooperation is also stated as being clearly visible in the large number of trainees working in the company. The newcomers had not experienced direct contact by the company during their studies and in comments from HR stated it could be developed further. However, one of the newcomers had interacted with a company representative on a recruitment fair.

According to the background information questionnaire for HR representatives, a variety of orientation materials exist including e.g. company brochures, orientation checklist, mentoring and e-learning courses. Content is updated continuously. This applies to the company's general material but it occurred that some departments have their own, more specified orientation materials and those might be updated when outdated information is noticed. The responsibility of updating them is not appointed to anyone but all superiors of the department have the access to do the changes. Superiors mentioned incorrect information in department-specific materials as a challenge. It slows down the orientation process when the right information should be found when simultaneously teaching the newcomer.

"Well the updating of the materials should be more systematic because things change and the checklist should keep up with the changes. We don't have any plan for the updates, usually we do it when the new employee arrives and we come across something which is incorrect." –Superior (1)

Feedback has many aspects in terms of orientation. HR can collect feedback from the superiors or superiors can ask it from the newcomer. Also, newcomers usually receive feedback during the orientation. In an agile organization feedback is embraced and carefully utilized. In the case organization feedback is exploited but maybe not to its full potential. For example, the timing of the orientation course came up frequently: most interviewees felt that often the period between starting in the company and getting to the course is too long, even up to one year. In the company's internal orientation materials, it is stated that the orientation should be executed within six months so that goal is not always met.

Positive example of reacting on feedback is when the summer trainees' orientation day was only in Finnish but there were also persons who did not understand the language. The problem was fixed for the next time and it is said that HR makes effort to improve orientation materials if something comes up but getting ahead of the problems is challenging. The newcomers had different experiences on feedback as one was not asked for feedback at all and another had had feedback discussion with the superior and was also asked for a written feedback. Some superiors had discovered the feedback discussion also as a tool to improve their own action and to get to know their team better. None of the superiors had asked for feedback in written. Feedback discussions are also a good way to intervene in possible problems concerning communication apprehension. To reduce communication apprehension, it should be ensured that the newcomer does not feel uncomfortable to interact with the superior or colleagues. In the beginning the newcomer might need reassuring that it is acceptable to ask as many question as needed.

"But in the beginning, I felt I had so much panic because it was terrifying because a lot of different things happens with these systems and you don't understand all the warning-messages. So, I felt that I was interrupted by my own work all the time and didn't dare to ask my colleague like every single second" –Newcomer (2)

One cornerstone of dynamism is continuous improvement. In superiors' answers, it was clear that they identify the places for improvement and they are taking actions to enhancement. For instance, in one department written instructions and guidelines are under continuous updating because turnover is relatively high and it is in everyone's favor to keep the database up to date. According to another superior in the same business unit they have on-going orientation as each process owner holds once a year a presentation about their functions and tell about the changes. This practice is not only for the newcomers but anyone who feels that revision would be useful. The purpose is to keep the level of quality high as each employee understands how their own work will affect the others and how every process is linked to each other.

Table 7: Dynamic implications in orientation in the case company.

Element of Agility	*Description*	*Implications in Orientation*	*Findings in the case company*
Dynamism	-Reacting to changes -Being proactive -Continuous improvement	-Pre-employment contact with possible candidates -Creating required skills in advance through co-operation with the educational institutions -Updating materials -Utilizing feedback	-Most significant co-operation with educational institutions by hiring -General materials are updated on regularly basis but updating the department-specific materials are experienced as a challenge -Value of feedback is mostly recognized but also neglected in some parts of the organization

5.2. Fast Organizational Learning

Fast organizational learning is about enhancing knowledge alignment and knowledge creation and experimenting & simulating. This element of agility is expressed within the orientation process by ensuring that the newcomer receives right, accurate information and by valuing newcomer's ideas and existing knowledge.

The objectives of the orientation are clearly defined and documented in the case company. According to the interviewed HR representatives the orientation should provide a holistic picture of the company, business and detailed information on the newcomer's tasks and what is expected of him / her. A checklist and an orientation course are used to implement these goals. Also, the social aspect of the orientation, which is easily left in the shadow, is considered as it is mentioned that one goal of the course is to provide newcomers an arena for networking. In the company's orientation process documents, the benefits of orientation program are identified as productivity & retention, reduced anxiety, preventing the turnover and fostering the employee engagement. Yet the social assimilation of the newcomer seems to be a challenge in the case company. The social orientation can never be fully controlled and planned as the situations always depend on the persons in it. Newcomers are all different and some find their place easier than others. However, feeling part of the group is an important factor of successful new employee entry and should be taken into consideration. For example, in one superior's opinion the orientation checklist is very task orientated and more social aspect could be included.

"I haven't felt that it is easy to get to know the colleagues. The interacting happens mostly just in terms of work related matters." –Newcomer (3)

"The social side of orientation is a challenge. That how can you make sure that the newcomer assimilates to the group? It's difficult to remember to focus on that when everyone is so busy." –Superior (1)

Different business units are presented by the employees that work in the particular unit in order for the newcomers to meet personnel throughout the organization. From the newcomers' perspective, the course is appreciated and complimented as including valuable information on the company's overall actions. On the other hand, it is said also that in some cases the business unit presentations were too detailed so it could be that the faces and names got lost under the flood of knowledge. It is also mentioned that the overall schedule was tight so it may be that the possibility to network is quite narrow.

"I would like to have the teachers or I mean the speakers to talk about the things that everyone could relate to. I mean, if you start talking about the technical details and stuff like that, that's just nothing to me."-Newcomer (2)

"The content should be more customized but simultaneously the group should be bigger so they get the chance to network. It's on the agenda." –HR representative (1)

"I try to think that what it really is that the new person should know in our working environment" –Superior (3)

Newcomers are satisfied with team and task-specific level orientation. It is experienced as accurate and effective even though there are differences on how it is done in different departments. In one example, each team member has a responsibility to present a project that they have worked with, and the superior's manager has a discussion with the new employee and explains the teams function and future on a more strategic level. The survey indicated that on scale 1 – 5 (1= nothing new was learned, 5 = everything was new) the newcomers rated that the accuracy of orientation was 3,6. The result suggests that there is slightly more new information than what was known before the orientation.

"As I have been working for a while already, the course includes a lot that was familiar already. So I'm not sure if that was fully necessary to me anymore."-Newcomer (2)

"But overall, this has been the best orientation so far in my career" – Newcomer (1)

As in many other surroundings and subjects, communication is a challenge that burdens the orientation in the case company as well. Materials, different tools and support are present but in some cases just not found. Superiors wish for more reminders about where the orientation materials are, when the newcomer courses take place and what things need to be considered when a new employee starts. Also, sometimes newcomers feel lost within all the information; e.g. internal web appears hazy and it is hard to know where to look for basic information such as personnel benefits and occupational health care contacts.

" I think that it might have been useful if someone would have taken a moment to go through the intra sites with me, that where can I find different information." –Newcomer (1)

As discussed previously in the literature review, one of the most common challenges concerning orientation is the rush. The case company does not seem to be an exception to this. A typical example of a lack of time during the orientation period is the case, in which a newcomer is hired as a replacement for a person who is moving into another position, and should teach the new employee while simultaneously learning the new tasks. E-learning courses can be left undone in the hurry and the two-day group orientation course can cause stress if the workload is pressuring. An HR representative sees that the orientation follow up could be improved if there was more time.

"Actually I had a lot of work to do during the orientation course and I kind of worked a little while sitting there." –Newcomer (3)

"I'd love to call to the new personnel after 2 months of their entry to have a follow-up on how are they doing and if they still remember what was spoken on the course, that would be really good service but I just don't have the time for that. –HR representative (1)

One superior reports that valuing newcomer's existing knowledge is done within the team by finding out newcomers' preferred tasks and concealed skills by simply discussing and matching assignments are provided accordingly. The ability to effect on the pace and order of the learning is said to be lacking. It might be that it is a challenge from the fast organizational learning point of view. However, one of the interviewed newcomers believes that it makes no difference on the quality of learning. Another newcomer had an opposite experience, as the situation required very fast comprehension of assignments.

"She was kind of forced to teach me the way she did because she was leaving on vacation. She had to cover it all in a few days." –Newcomer (2)

Table 8: Fast organizational learning implications in orientation in the case company.

Element of Agility	*Description*	*Implications in Orientation*	*Findings in the case company*
Fast Organizational Learning	-Enhancing knowledge alignment and knowledge creation -Experimenting and simulating	-Getting right and exact information -Valuing newcomer's ideas and existing knowledge	-Goals of orientation are meant to provide useful information to the newcomer but sometimes the knowledge provided might be too detailed and hard to find -Newcomers are satisfied with task specific orientation -Giving the newcomer a task in which special skills or preferences can be exploited -Social assimilation is a challenge

5.3. Workforce Scalability

While fast organizational learning drives for delivering accurate information to the newcomer, workforce scalability ensures agility with the goal of achieving a holistic understanding about the organization. Behind this is the idea of being able to deploy and align workforce seamlessly. Especially group orientation sessions and partially also the checklist are designed to present the overall picture of the company. Also common knowledge such as occupational health care, personnel benefits and other employment related matters are included to the group orientation course. General knowledge about the organization and its different business fields is valuable since it is useful in case an employee needs to be moved somewhere else within the company. The challenge is how to limit the information so that it is not too overwhelming for the newcomer. During the observation of a group orientation session it was noticed that there were some overlapping on presentations of business units as the speakers did not see each other's materials.

"(…) but on the other hand I feel that somehow the overall picture was lacking. Or I mean, that each lecturer would have presented their department in a more general level, now it went into a very detailed level pretty fast." –Newcomer (3)

"For us who work in a support function it is really important to get information about the core business. So that we understand that why we all actually can work here."
-Superior (1)

Part of the agile usage of the employee resources is the possibility to rearrange the staff when changes in the business environment require doing so. In the framework presented in this research, it is suggested that orientation that prepares the newcomer to be able to work in different kind of assignments and positions would enhance seamless workforce scalability. The message received from the HR, superiors and new employees is the same: if the basic orientation is done thoroughly in the first place, it is a benefit in the next position. Understanding of the business, linkage between functions and having network connections around the organization modifies the personnel in an agile way.

In the case company one business unit has created a system that enhances working in varying assignments. This business unit consists of smaller departments, which each has different processes. These processes are linked to each other so once a year each process presents an update-session about the basic functions and these are open not only to the new but all employees working with in the business unit, who want to refresh their knowledge. This arrangement builds up readiness for new employees to switch position in future with less orientation. It is also an opportunity to network with colleagues working in different departments.

"I'm sure that good orientation helps no matter what your next tasks would be."
-Newcomer (1)

"Thoroughly done orientation at first position definitely helps in case the employee transfers within the company." –HR representative (3)

Table 9: Workforce Scalability implications in orientation in the case company.

Element of Agility	*Description*	*Implications in Orientation*	*Findings in the case company*
Workforce Scalability	-Ability to deploy and align workforce seamlessly -Harmonizing human resources with the strategy of the organization	-Achieving a holistic understanding about the organization -Varying assignments preparing orientation -Orientation meeting the business goals	-Group orientation session is designed to provide general knowledge about the company but challenge is to keep the amount of information reasonable -It is believed that received orientation prepares also for potential future positions

5.4. Adhocracy

The final element of the framework, adhocracy, contains variety, customizing, minimal standardization and shared responsibility of orientation. According to the results, adhocracy has a tendency to take place in the case organization. When mapping the orientation tools, the selection of the techniques is quite broad. General group orientation sessions, business-specific orientation sessions, tutoring, e-learning and intra-sites are used. In one of the newcomer's opinion the best way to learn was when each team member held a short one-on-one presentation about their expertise area. Orientation checklist was mentioned as functional tool among HR representatives and superiors and it has been recently renewed and developed. However, only one of the three interviewed newcomers were familiar with the checklist. Also e-learning courses were mentioned as effective way to learn yet it was said that it is hard to find time to complete them.

"I appreciate that there is a diverse range of e-learning courses, I just wish there was enough time to actually do them. –Newcomer (3)

Orientation list is a general document but the purpose of it is that each superior is able to customize it for each newcomer. Further customizing such as own welcome-video was on a wish list of a business line but due to the changes in top-management it was put to on-hold. It seems that usually the chosen orientation technique depends on the circumstances rather than standards. Even though providing the overall picture of the company might be the priority purpose of the group orientation session, HR representative states that it is also a chance for the newcomers to network and discuss with people from other departments. Thus, it serves both the business but also the individual, social needs. Another example of considering individual needs is one superior's way to provide more routine tasks to the newcomer at the first place so that the new employee achieves the feeling of success. On the other hand, this kind of approach requires for careful observation as some newcomers may need more challenge right from the beginning so that they feel trusted and motivated.

"It feels natural to ask from the work pair. Then I also got an list from my superior about topics that I have to discuss about with different people" –Newcomer (3)

Minimal routinization and standardization are features of adhocracy. The results suggest that in the case company there are both standard orientation methods and also room for adjustment and customizing. Group orientation session and some e-learning courses are compulsory and HR maintains a follow-up about the participation. Also the orientation checklist is ready-made but it stills allows a lot of adaption. Checklist is also customized for the blue collar employees.

"Actually I've had three positions here and the orientation has always been different. It depends quite much on the superior." –HR representative (1)

"They would have wanted to have even more tailor-made, specific. But then the manager changed and it just wasn't done." –HR representative (3)

The company's orientation instructions outlines that the recruiting superior is accountable for the orientation of the newcomer, and that the superior's role is to clarify the process and support the newcomer throughout the orientation period. Usually both superior and colleagues have a shared responsibility in orientation. At some cases the superior is located in another city or even a country and then the colleagues tend to have bigger role in orientation. One superior says that in the team in question it is inevitable that everyone participates to the newcomer's orientation since everyone has their own system that they are specialized in, and it is impossible for the superior to cover all that expertise. Nonetheless, the responsibility of orientation is not only on the organization's shoulders. The interview data strongly indicates that the newcomer is expected to have a proactive attitude on learning and also the newcomers feel that adapting to the new position requires making initiatives.

"It has a lot of impact that how is the superior like. Of course it's also up to the newcomer." –HR representative (2)

"Attitude, that if you don't know, you will find out. You need to dare to ask. New employees need to be encouraged to the culture of knowledge sharing and acquiring. –Superior (2)

Choosing the right person to give the orientation to the newcomer is argued as essential factor of successful orientation. The orientation process can be well planned and documented but the outcome depends greatly on individual performance. The person in charge of orientation does not necessarily have to be the superior but somebody should guarantee that the newcomer gets the sufficient support. According to the results, the colleagues had the biggest role in the practical orientation & occupational guidance. In all cases the superiors were included in the orientation but at one case there was the challenge of superior sitting in another location than the newcomer. In that case, e.g. the orientation check-list was neglected. Another newcomer was mainly taught by the employee who was leaving for another position, and it caused pressure and rush for the orientation. Also, the attitude of the superior is very important. The interviewed occupational guide said that once a superior had a negative reaction to the time spend on orientation as it slowed down the other work. However, all the superiors interviewed for this research considered orientation as a very important matter that has to be properly taken care of.

"So I've had three different positions so far within this company and the orientation has always been different. It depends on the superior." –HR representative (1)

"She also had to learn the new job while she was teaching me so it was tough for us both." –Newcomer (2)

"It might have been nice, that some of my colleagues was named as my support person whom I could have asked e.g. about the intra sites. So that was lacking. And since my superior is not here, I can't ask all of these questions easily from him/her. –Newcomer (1)

Table 10: Adhocracy implications in orientation in the case company.

Element of Agility	*Description*	*Implications in Orientation*	*Findings in the case company*
Adhocracy	-Flat organization -Minimal formal authority -Minimal routinization and standardization -Informal coordination	-Variety of orientation techniques -Customizing orientation to the business unit as well as individual needs -No strict standards -Orientation as a shared responsibility	- Multiple orientation tools are applied - Orientation methods are different depending on the department - Some standards and structure on orientation but modifications are allowed - HR, superiors, colleagues and newcomers are all expected to do their part

6. DISCUSSION & CONCLUSIONS

In this final part of the study the research questions are reviewed against the acquired results. The research questions set previously are 1) *what characterizes the agile orientation* and 2) *what are the enablers and disablers of the agile orientation?* In order to answer these questions, it is worthwhile to briefly get back to the background of agility. As discussed in part one, according to Fernadez-Perez et al. (2013) factors requiring flexible HRM systems can be socio-demographic, political-legal, economic, technological and/or organizational. The case company is facing many of these elements as people are working until older age, diversity is a hot topic, labor market is regulated, mergers and acquisitions are emerging and HRM technologies are constantly developed. As Hamel & Välikangas (2003) state, todays organizations need the courage to explore new strategies instead of endlessly polishing the old ones. During the past years, the company has made strategic movements and this expansion to new business fields' press for constant skill development.

The rapid changes in business environments impose challenges also to orientation. According to Viitala (2007: 103) it might take even a few years until the newcomer is able to perform with the full potential in the new position. Nowadays the employment period can be shorter than that so also traditional orientation is facing the need for agility. No matter what the length of the employment is, bringing a new resource into the organization is always a remarkable investment, and the orientation should foster newcomer's motivation and commitment. As Nijssen & Paauwe (2012) suggest, strengthening the workforce supply chain e.g. with academic institutes, smoothens employee acquisition. The case company implements this by participating to academic institutions' activities and by taking interns from schools and by employing a significant number of trainees.

The common goals of orientation include e.g. fast productivity, employee engagement and benefitting from newcomer's fresh views. (Viitala 2007: 102 – 103.) Getting the new employee to perform well as soon as possible is considered also as a key factor in the case company's orientation process. It is said in the company's orientation documents that a well-prepared orientation program enables the newcomer to quickly understand the responsibilities and expectations in their new role. It is also said in the materials that the advantages of an orientation program are e.g. reduced anxiety and employee engagement of the newcomer. An orientation checklist is likely to assist in understanding the content of the job and in some parts of the organization different departments cooperate to help creating linkages on their own work´s affects to others' performance. Interviewees were satisfied on task-specific orientation and overall focus of orientation appears to be on providing the tools to perform the job. This naturally can reduce the stress and it is good when the newcomer knows what is expected of him/her. However, getting to know others and belonging to the group is found somewhat challenging and also the superiors expressed their wishes to develop the social side of orientation. Antonacopoulou (2010) and Filstadt (2010) emphasize that the goal of socialization is an emotionally committed employee, who enjoys the membership and feels belonging to the organization. It may not happen overnight and the intensity may vary but e.g. in Fraktio the sense of solidarity is in the core or employee entry.

"The new employee is welcomed as a human being – with an attitude saying: we will always be together, you are family and we will do everything we can to make you a part of Fraktio while you are feeling comfortable and natural working with us." -Fraktio

When the company's orientation process is examined with Ku & Kleiner's (2000) key considerations of orientation framework, there are both similarities and differences. Variety of orientation techniques are used, HR is accountable for the orientation materials and the superiors are officially held in charge of executing the orientation as suggested in the framework. However, the results revealed that actually the colleagues were often in a bigger role than the superiors. Also the responsibility of the newcomer was unanimously considered important among the respondents. Unlike the recommended two-hour maximum length of one orientation session, the group orientation session lasted two days. In terms of follow up, the company's procedure goes on the framework's track which suggests that a check list should be used in order to guarantee that all important topics are covered during the orientation. This is done in the company but among the interviewees there was a newcomer who had heard about the list but had not actually ever seen it. Also, the superiors commented that some kind of follow up from HR about the list might encourage to use the list more actively.

The agile orientation framework (partly adapted from Nijssen & Paauwe 2012) characterizes agile orientation with four elements: dynamism, fast organizational learning, workforce scalability and adhocracy. Each element was compared with the interview data and a summary of enablers and disablers of agile orientation are discussed here.

The element of dynamism according to the framework includes pre-employment contact with possible candidates, cooperation with educational institutions, updating materials and utilizing feedback. Getting connected with the future talents is worked for. Though among the newcomers interviewed for this study had not experienced a strong presence of the organization during their studies, the company heavily invests in the cooperation with academic institutes and a lot of students are employed as trainees.

One explanation to the differences in updating the general and department-specific materials might be that the responsibility is clearly assigned concerning HR's materials whereas the updating is more random and need-based within department using modified lists. It could be said that the checklist is used in a dynamic way as they are adjusted to the department specific needs but simultaneously a more standardized way to update the materials is on the wish list so that needed information is accurate when the newcomer arrives.

Fast organizational learning emerges in the company's orientation activities as attempts to enable the newcomer's rapid ability to perform in the new role. Group orientation course, checklist and other orientation tactics are present in order to support this aim. Task-specific orientation is quite exact as per results. However, the timing of the course should be in the early stage of the employment for best results. Many respondents reported that the lack of time is a challenge for proper orientation. Sometimes e-learnings might be left undone, their own work is done during the orientation course and there is not enough time to ask for individual feedback. Additionally, both newcomers and superiors wished that becoming a part of the team could be further eased.

When turnover of the employees is high, workforce scalability becomes easier if the need for frequent orientation is considered. One superior in the case company reports that they experience a lot of parental leaves. This is a fine example of situation in which a structured course of action can be in fact agile. In this situation it is good to have a ready, quite standardized process, which is easily applied whenever the new employee enters. While the company's general orientation courses might take months to get in, it is valuable that the unit has the checklist, guidelines, and process information sessions ready. If they were not developed, each new employee starting every now and then would take a lot more time and effort. It could be said that right or wrong amount of agility does not exist, important is that the actions taken fit the context.

A characteristic of adhocracy related to orientation is present in the company as the orientation checklist is planned in a way that it can be customized. Despite the basic form is standardized and formally coordinate, the users have found their own ways to take advantage of it. Departments and superiors have remodeled the form to serve individual needs and that is what agility stands for. It seems that instead of strict rules the chosen orientation methods arises from the needs of surroundings. E.g. in one of the business units it is highly necessary that the teams understands each other’s processes so they organize sessions where they can learn the linkages between their own and the others’ work. This was also stated to be a method, which prepares for possible other positions within the business unit, In addition, in this business unit the turnover is relatively high so when new employees keep coming, the orientation has to be flowing. These process trainings are not obligatory and not meant only for newcomers but the participation depends on the employee’s own estimation.

Table 11: Enablers and Disablers of Agile Orientation in the Case Company.

Element of Agility	**Enablers**	**Disablers**
Dynamism	• Cooperation with the academic institutes is substantial • Effort to keep orientation materials up-to-date	• Feedback from all parties of orientation could be utilized more efficiently
Fast Organizational Learning	• Orientation process aims for fast understanding of own role • Task-specific orientation is exact	• Social assimilation should be eased • Lack of time in orientation related task
Workforce Scalability	• Varying assignments preparing orientation in some departments • Thoroughly performed orientation is seen beneficial for the possible future position	• Information overload should be avoided
Adhocracy	• Wide selection of orientation tools • Possibility to customize the standard methods e.g. the orientation checklist	• Mentality of orientation as a shared responsibility could be further encouraged

6.1. Suggestions for Enhancing the Agile Orientation in the Case Company

As discussed at the first part of this paper, Shafer et al. (2001) stated that agile Human Resource System should concentrate on developing a few selected HR practices at a time rather than trying to improve everything at once. To follow this example also within orientation, the research results are summarized into four suggestions for implementing agile orientation. The company's orientation got many compliments and functional practices, such as the orientation check list were identified. One of the newcomers even described the received orientation as the best one in the person in question had experienced. However, when aspiring agility, an organization cannot stay in status quo. The way towards agile orientation requires desiring continuous improvement. The significant findings for improvement suggestions are related to *feedback utilization, shared responsibility, social assimilation* and *nurturing wanted behaviors.*

As the research indicated that communication related issues are experienced as a challenge, emphasizing feedback could reduce the problems. Feedback is vital for development of orientation. At the moment one superior had not asked for feedback and no one had done it in written. A heavy feedback-form is not the goal of agility but as feedback is such an important element, securing it somehow could be recommendable. For example, a simple way to remind is to add a short feedback section to the existing orientation checklist and book 15 minutes from the calendar for discussion. The extra-benefit of this is that not only the development areas of orientation come up but also the newcomer feels that someone takes interest on his / her learning and suggestions. These feedback discussions open a natural route for communication and is a good opportunity to follow if the learning objectives have been reached.

The company’s feedback survey for newcomers, which was done a few years ago when the orientation checklist was renewed, could be done regularly. The survey could each time have a specific topic within orientation so that simple steering movements would be possible to do. Reviewing the whole process every time would not be efficient but for example based on this research, the social aspect of orientation could be put into the spotlight. Finding out the most common disablers and also the enablers of fitting into the new group would have good impact on employee engagement and better performance from the very beginning of the employment.

The timing of the orientation course was often mentioned as problematic since it might take a long time to get into the course after the starting day. The reaction to this feedback would be e.g. replacing some of the sections with interactive videos. For example, some of the business lines could be presented by professionals telling about their career & projects on video in which some questions and discussion topics for the audience would be included. This way, the courses could possibly organized more often as they would not require all speakers each time saving their working time. Also, it could be considered if the newcomers could complete these videos whenever they have a suitable moment. This could shorten the length of the course and reduce the stress in case the newcomers’ have a lot of other work to do. E-learnings can be flexible but it is very important that the content is exact and the newcomers have enough time to do those. Superior should clearly communicate that newcomer can spare time for the courses and do less other work on that day.

In the orientation documentation, it seems that HR is the planner and the superior is the executor of the orientation. Yet the results suggest that some have more orientation with the superior and others go through everything with a colleague. At the moment HR has outlined that the superiors have the main responsibility of the orientation but participation of the colleagues could be further encouraged. It could be very easily implemented just by discussing the subject with the team before the new employee arrives. Going through the benefits of getting the newcomer up to full speed quickly and the possibility of getting fresh view on the job can help the team members to consider orientation as a positive opportunity instead of time-consuming and as a distraction from their own work. Some of the team members might even be eager to perform the orientation as it provides a change in the daily routines and teaching others is also a way to learn oneself. Orientation emerges as a shared responsibility and also the newcomers seem to have the attitude that they should be pro-active instead of waiting that everything should be taught to them.

Another suggestion to strengthen the orientation as a shared responsibility is to include all parties to the planning & development more intensively. Superiors, newcomers and colleagues could have a forum where they share the best practices of customizing the checklist and also discuss other functional orientation tactics. For example, the practice where one department had an own, customized orientation checklist and presentations for each teams could be functional also somewhere else within the organization. In another department there is a practice that superior's superior involves in to orientation and discusses with the newcomer. These kinds of one-on-one discussions with team members and higher level management were highly appreciated by the newcomers. These sessions do not have to be long and well-structured, it was said that just hearing and seeing what the colleagues actually do is beneficial and takes the learning into a more concrete level.

The concept of social assimilation in this paper refers to the newcomers' integration to the new team and work atmosphere. There were both newcomers and superiors reporting that getting to know the new colleagues can be sometimes challenging. The feel of belonging is such an important factor in successful organizational entry that it pays off to promote it. It cannot be forced but some simple actions can be tried. For example, one superior always marks to the orientation checklist that who is taking the newcomer to lunch each day for the first weeks. One of the newcomers reported that one-on-one discussions were not only a good way to learn but also a natural route to get to know the colleagues. Common coffee breaks with the whole team on a regularly basis is not too time taking yet can improve the team spirit a lot. Additionally, as there are hundreds of summer trainees, a network for them could be established so they could e.g. come up with some free time activities and socialize with peers.

As discussed earlier relating to AEHN's HR initiatives for fostering agility, non-monetary rewarding was used to strengthen right kind of actions. The idea could also be modified to fit case company's needs. Nurturing wanted behaviors on the organizational level could be done e.g. by bringing up examples of well-executed orientation in the intra net and in other communication channels. In a team and individual level discussing the importance of orientation and encouraging to becoming a mentor for the newcomer might help the team to see orientation as an opportunity instead of obligation. Giving positive feedback for the team members who participate, the orientation is a cost-efficient and functional way to strengthen the positive attitude towards orientation.

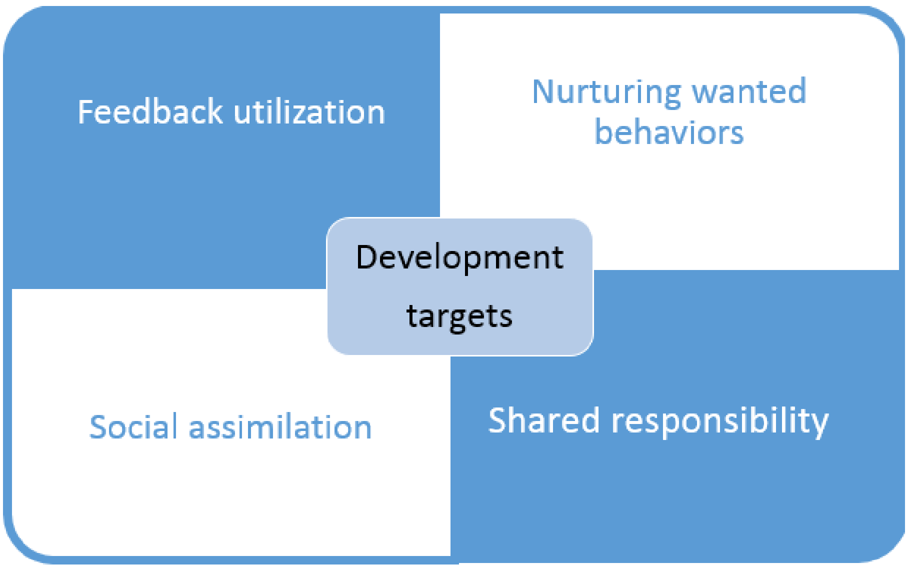

Figure 5. Development Targets of Agile Orientation in the Case Company.

6.2. Limitations of the Research

The terms defined in the first part could also have included improvisation and adaptation but in this paper, they were narrowed down to flexibility, resilience and agility. A deeper understanding could be achieved if all of the terms would be defined and compared. Also, today's academic literature is not yet familiar with the concept of agile orientation. Currently the focus is mainly in the different components of the orientation in general and therefore a framework for agile orientation was created for this study. No strict definition of agile orientation can be written after finishing this research since the research sample of this research is collected from a single company.

6.3. Suggestions for Future Research

This research included newcomers' superiors' and HR's perspective and in the future it would be appealing to widen the study to the colleagues' point of views. As based on results in this case company, it was discovered that orientation from the peers is experienced as beneficial and well-liked. For example, it could be explored how colleagues could be encouraged to actively participate in the orientation.

As the traditional view on orientation is that it takes from several months even up to a year, it would be interesting to investigate if this impression has changed since the employments nowadays can be very short in nature. Moreover, the focus of the research could be on whether some elements of orientation are cut out due to the possible shortening of the orientation period. Also, the intensity of agility in different sized organizations is an intriguing perspective: does agile orientation equal the standardized process in the organizations where turnover is high and on the other hand, does it mean that in small and medium-sized enterprises the lack of structures is the key for successful orientation?

When looking from a wider aspect, the concept of agility in the field of HRM is just starting to bloom and there is plenty of room for further academic research. In this paper the spotlight was on orientation but it would be fascinating to investigate also other HR processes from the perspective of agility. E.g. agile rewarding could be a topic of great interest.

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Appendix 1: Definitions of agility, flexibility and resilience

year	Author	Term	Definition
2010	Charles, Lauras, van Wassenhove	**Supply chain agility**	The ability to respond to unanticipated changes
2012	Nijssen, M & J. Paauwe	**Organizational agility**	Organizational agility is considered a necessary dynamic capability for organizations operating in a highly dynamic environment. It is not an on/off-switch.
1993	Gerwin, D.	**Flexibility**	Flexibility is normally considered solely as an adaptive response to environmental uncertainty
1995	Sanchez, R.	**Strategic flexibility**	Firm's abilities to respond to various demands from dynamic competitive environments
1998	Wright & Snell	**Resource flexibility**	broad applicability of practices, skills and behavior
1998	Wright & Snell	**Coordination flexibility**	reconfiguring the value chain and redeploying resources
2012	Kozica, A & S. Kaiser	**Flexible HRM**	Flexibility is generally seen as the ability of organizations to cope with the dynamics and the uncertainty of their environments by rapidly changing their organizational routines or resource bases.
2003	Hamel, G. & L. Välikangas	**Strategic resilience**	Strategic resilience is not about responding to a one- time crisis. It's not about rebounding from a setback. It's about continuously anticipating and adjusting to deep, secular trends that can permanently impair the earning power of a core business. It's about having the capacity to change before the case for change becomes desperately obvious.
2001	Shafer, R, L. Dyer, J. Kilty, J. Amos & J. Ericksen	**Resilient employee**	Comfortable with ambiguity and taking calculated risks and able to bounce back quickly and easily when a situation changed or things went wrong
2001	Fredrickson, B.L	**Resilience**	Ability to "bounce back" from adversity
2002	Coutu, D-L.	**Resilience**	Skill and the capacity to be robust under conditions of enormous stress and change
2003	Hamel, G. & L. Välikangas	**Resilience**	Resilience refers to a capacity for continuous reconstruction. It requires innovation with respect to those organizational values, processes, and behaviors that systematically favor perpetuation over innovation.
2011	Lengnick-Hall, C; T. Back & M. Lengnick-Hall	**Transformal view of resilience**	the ability to change direction on short notice at low cost
2011	Lengnick-Hall, C; T. Back & M. Lengnick-Hall	**Organizational resilience**	firm's ability to effectively absorb, develop situation-specific responses to, and ultimately engage in transformative activities to capitalize on disruptive surprises that potentially threaten organization survival
2012	Kozica, A & S. Kaiser	**Resilience**	the ability of an organization to adapt their human resources (employees and HRM practices) in accordance with changes in their environment
2014	Ho, M, T. Benteley, M-L. Verreyne & P. Galvin	**Strategic resilience**	A way how organizations respond to external shocks and disruptions
2015	Cooper, L, Y.Liu & S.Tarba	**Resilience**	Bouncing back from setbacks combined with remaining effective in the face of tough demands and difficult circumstances, and growing stronger in the process

Appendix 2: Kysely perehdytyskäytännöistä HR:lle

1. Onko yrityksessänne perehdytysprosessi kirjallisesti kuvattuna?

- ☐ Kyllä
- ☐ Ei
- ☐ Osittain, muttei kokonaan

2. Käytetäänkö yrityksessänne joitakin seuraavista perehdytyskeinoista?

- ☐ Yleinen ryhmäorientaatiotilaisuus
- ☐ Yritysesite
- ☐ Perehdytyslista tai kartta (tehtäviä, joita tulee suorittaa / pisteitä joissa tulee vierailla)
- ☐ Työsuhdeasioiden (esim. palkitseminen, työaika, lomat, työterveys, henkilöstöedut) läpikäynti
- ☐ Työturvallisuusasioiden läpikäynti
- ☐ Tulokkaan mentorointi
- ☐ Sähköinen oppiminen (esim. verkkokurssi)
- ☐ Muu, mikä/mitkä?

3. Käsitelläänkö perehdytyksessä työsuhdeasioita (esim. palkitseminen, työaika, lomat, työterveys, henkilöstöedut)? Millä t

4. Kuinka usein perehdytysmateriaaleja päivitetään?

6. Ketkä osallistuvat perehdytyksen suunnitteluun?

Appendix 3: Kysely perehdytyskäytännöistä tulokkaalle

Taustatiedot

1. Koulutus sekä aloitus- ja valmistumisvuosi

____

2. Työkokemus alalta

______vuotta ______kuukautta

3. Olen ☐ **uusi työntekijä yrityksessä**

☐ **siirtynyt uuteen tehtävään yrityksen sisällä**

4. Työsuhde alkanut tässä yrityksessä/ uudessa tehtävässä

- ☐ Alle kuukausi sitten
- ☐ Alle kaksi kuukautta sitten
- ☐ Alle kolme kuukautta sitten
- ☐ 6kk-vuosi sitten

Perehdytysmenetelmät

5. Minua on perehdytetty seuraavilla keinoilla:

- ☐ Yleinen ryhmäorientaatiotilaisuus
- ☐ Yritysesite
- ☐ Perehdytyslista tai kartta (tehtäviä, joita tulee suorittaa / pisteitä joissa tulee vierailla)
- ☐ Työsuhdeasioiden (esim. palkitseminen, työaika, lomat, työterveys, henkilöstöedut) läpikäynti
- ☐ Työturvallisuusasioiden läpikäynti
- ☐ Mentorointi/ mallin näyttäminen kollegan toimesta
- ☐ Mentorointi/ mallin näyttäminen esimiehen toimesta
- ☐ Sähköinen oppiminen (esim. verkkokurssi)
- ☐ Muu, mikä/mitkä?

Perehdytyksen täsmällisyys ja laatu

6. Koen oppineeni uusia asioita perehdytyksen aikana. (Rastita sopivin vaihtoehto)

1.En ole oppinut juuri mitään uutta	2.Olen oppinut joitakin uusia asioita	3.Olen osannut noin puolet asioista jo etukäteen	4.Olen oppinut melko paljon uusia asioita	5. Lähes kaikki asiat ovat olleet minulle uusia
○	○	○	○	○

7. Perehdytyksessä käytiin läpi työni kannalta tarpeelliset asiat (Rastita sopivin vaihtoehto)

1. Juuri mitään ei käyty läpi, piti vain selvitä omillani	2.Joitakin asioita käytiin läpi	3.Noin puolet tarpeellisista asioista käytiin läpi	4.Asiat käytiin läpi melko kattavasti	5. Kaikki tarpeellinen käytiin läpi
○	○	○	○	○

8. Kuvaile millä tavalla työsuhdeasiat (esim. palkitseminen, työaika, lomat, työterveys, henkilöstöedut) käsiteltiin?

____

____

____

____

9. Onko sinulta pyydetty palautetta perehdyttämisestä?

- ☐ Ei ole
- ☐ Kyllä, suullisesti
- ☐ Kyllä, kirjallisesti

Appendix 4: Kysely perehdytyskäytännöistä perehdyttäjälle

Taustatiedot

1. Olen toiminut perehdyttäjänä tässä yrityksessä arviolta:

___________vuotta ___________kuukautta

Perehdytysmenetelmät

2. Olen käyttänyt seuraavia keinoja perehdyttäessäni tulokkaita:

- ☐ Yleinen ryhmäorientaatiotilaisuus
- ☐ Yritysesite
- ☐ Perehdytyslista tai kartta (tehtäviä, joita tulee suorittaa / pisteitä joissa tulee vierailla)
- ☐ Työsuhdeasioiden (esim. palkitseminen, työaika, lomat, työterveys, henkilöstöedut) läpikäynti
- ☐ Työturvallisuusasioiden läpikäynti
- ☐ Tulokkaan mentorointi
- ☐ Sähköinen oppiminen (esim. verkkokurssi)
- ☐ Muu, mikä/mitkä?

____

Perehdytyksen täsmällisyys ja laatu

3. Käsitelläänkö perehdytyksessä työsuhdeasioita (esim. palkitseminen, työaika, lomat, työterveys, henkilöstöedut)? Millä tavalla?

____

____

____

____

4. Onko sinulla selkeä käsitys asioista, jotka tulee käydä uuden työntekijän kanssa läpi?

- ☐ Ei
- ☐ Kyllä

5. Onko yrityksesi perehdytysmateriaalit mielestäsi ajan tasalla?

- ☐ Ei
- ☐ Kyllä
- ☐ Yrityksessämme ei ole valmiita perehdytysmateriaaleja

6. Oletko pyytänyt uudelta työntekijältä palautetta perehdyttämisestä?

- ☐ Ei ole
- ☐ Kyllä, suullisesti
- ☐ Kyllä, kirjallisesti

7. Oletko itse päässyt vaikuttamaan perehdytysprosessin suunnitteluun?

- ☐ Ei
- ☐ Kyllä

Appendix 5: Haastattelurunko

PEREHDYTETTÄVÄT:

1)Kuvaile vapaasti, miten sinua perehdytettiin yleisesti yritykseen liittyvissä asioissa?

2) Kuvaile vapaasti, miten sinua opastettiin itse suoritettavaan työtehtävään liittyvissä asioissa?

3) Kuvaile vapaasti, millä keinoilla sinua on tutustutettu tai olet omatoimisesti tutustunut työtovereihisi?

4) Voisiko tehtävääsi liittyvästä perehdytyksestä olla hyötyä myös jonkin toisen työtehtävän kannalta?

5)Koetko jonkin perehdyttämiseen liittyvän asian turhaksi tai kankeaksi?

6)Mikä perehdytyksessä toimi erityisen hyvin ja käytettiinkö keinoja, jotka tehostivat organisaatioon tai työtehtäviin kiinni pääsemistä?

7)Miten perehdytystä pitäisi mielestäsi kehittää?

PEREHDYTTÄJÄ:

1)Kuvaile vapaasti, miten autoit tulokasta pääsemään kiinni työtehtäviin sekä mukaan työyhteisöön?

2)Koetko jonkin perehdytyksen osa-alueen/keinon erityisen hyödylliseksi ja helpoksi soveltaa?

3)Onko jokin perehdyttämisen osa-alue tai keino kankea tai hankala toteuttaa?

4)Mitä asioita mielestäsi perehdytyksessä tulee painottaa ja toteutuvatko ne tämän hetkisessä perehdytysprosessissa?

5)Miten perehdytystä tulisi mielestäsi kehittää?

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1)Miten kuvailisit yrityksenne perehdytysprosessin tavoitteet

2)Onko teillä oppilaitosyhteistyötä, jonka avulla pääsette kehittämään opiskelijoille yrityksessänne vaadittavaa osaamista jo opiskeluaikana?

3)Miten esimiestä tai muuta perehdyttäjää tuetaan perehdytysprosessissa?

4)Pystytäänkö mielestäsi nykyisiä perehdytyskeinoja käyttämään joustavasti yksilöllisiin tarpeisiin ja erilaisiin työtehtäviin sopivalla tavalla?

5) Kerätäänkö perehdytyksestä palautetta sekä uusilta henkilöiltä että esimiehiltä tai muilta perehdyttäjiltä? Miten tätä palautetta hyödynnetään?

5)Mitkä ratkaisut koet olevan tehokkaita ja toimivia nykyisessä perehdytyksessä?

6) Miten mielestäsi perehdytystä tulisi kehittää?