Manual for LCL Sea Export Shipments

Ilhaan Jama

Bachelor's Thesis
International Business
2022

DEGREE THESIS	
Arcada	
Degree Programme:	International Business
Identification number:	8572
Author:	
Title:	
Supervisor (Arcada):	Erica Adlercreutz
Commissioned by:	DSV Air & Sea

Abstract:
This thesis is a qualitative study that resulted in a workplace manual. DSV Air & Sea Finland commissioned the handbook for LCL Sea Export shipments. DSV is a multinational transportation and logistics firm with operations in more than 90 countries. The guidebook is designed to help users do operational work tasks efficiently by providing a detailed and informative manual. The purpose is to utilise the handbook during the training process and to provide assistance thereafter. There are several transportation and logistics firms in Finland. As a result, competition is severe, and they must work hard to differentiate themselves. Future objectives for the organisation include hiring non-Finnish speakers and creating an international work environment. The organization's handbook was the first to be published in English regarding operational work tasks. The organisation now has the possibility to publish additional handbooks in English in order to employ more people as the company grows. This thesis' theoretical framework focuses on how to produce a manual. The theory focuses on the process of developing a good handbook, the tools for effective writing, and the approaches for learning theories. The methodology part is concerned with the triangulation of two different qualitative methodologies. A questionnaire was distributed to personnel in the Sea export department as one of the methods. The second method is observation, which is based on the author's first-hand experiences. This thesis resulted in a well-planned and structured manual, that uses clear and simple language. The handbook is made solely for those who work or will work with LCL shipments in the export department. The handbook will not be published due to confidentiality. However, the structure of the handbook is presented in the results chapter.

Keywords:	Manual, Handbook, LCL, DSV Air & Sea, export,
Number of pages:	41
Language:	English
Date of acceptance:	

OPINNÄYTE	
Arcada	
Koulutusohjelma:	Kansainvälinen Liiketalous
Tunnistenumero:	8572
Tekijä:	
Työn nimi:	
Työn ohjaaja (Arcada):	Erica Adlercreutz
Toimeksiantaja:	DSV Air & Sea

Tiivistelmä:

Tämä opinnäytetyö on laadullinen tutkimus, jonka tuloksena on työpaikkakäsikirja. Käsikirja on tehty DSV Air & Sea Finland toimeksiannosta LCL Merivienti lähetyksiin. DSV on monikansallinen kuljetus- ja logistiikkayritys, jolla on toimintaa yli 90 maassa. Käsikirja on suunniteltu auttamaan henkilökuntaa suorittamaan operatiivisia työtehtäviä tehokkaasti tarjoamalla yksityiskohtaisen ja informatiivisen oppaan. Tarkoituksena on hyödyntää käsikirjaa perehtydysprosessin aikana ja antaa tukea sen jälkeen. Suomessa on useita kuljetus- ja logistiikkayrityksiä. Tämän seurauksena kilpailu on kovaa, ja heidän on tehtävä lujasti töitä erottuakseen toisistaan. Organisaation tulevaisuuden tavoitteita ovat muun muassa ei-suomenkielisten palkkaaminen ja kansainvälisen työympäristön luominen. Yrityksen käsikirja on ensimmäinen englanniksi kirjoitettu operatiivisten työtehtävien käsikirja. Organisaatiolla on nyt mahdollisuus julkaista lisää englanninkielisiä käsikirjoja työllistääkseen lisää ihmisiä yrityksen kasvaessa. Tämän opinnäytetyön teoreettinen osuus keskittyy käsikirjan tuottamiseen. Teoria keskittyy hyvän käsikirjan kehittämisprosessiin, tehokkaan kirjoittamisen työkaluihin ja erilaisiin oppimisen teorioiden lähestymistapoihin. Metodologia osuus koskee kahden erilaisen laadullisen metodologian käyttöä. Yhtenä keinona jaettiin Merivientiosaston henkilökunnalle kyselylomake. Toinen menetelmä on havainto, joka perustuu kirjoittajan omakohtaisiin kokemuksiin. Tästä opinnäytetyöstä syntyi hyvin suunniteltu ja jäsennelty käsikirja, joka käyttää selkeää ja yksinkertaista kieltä. Käsikirja on tarkoitettu vain niille, jotka työskentelevät tai tulevat työskentelemään LCL-lähetysten kanssa vientiosastolla. Käsikirjaa ei julkaista luottamuksellisuuden vuoksi. Käsikirjan rakenne on kuitenkin esitetty neljännessä kappaleessa.

Avainsanat:	Käsikirja, LCL, DSV Air & Sea, vienti
Sivumäärä:	41
Kieli:	Englanti
Hyväksymispäivämäärä:	

CONTENTS

Figures

Tables

1 INTRODUCTION

The Oxford English Dictionary defines a manual as "a book that gives instructions or information." It derives from the Latin word manualis, which means "hand." People frequently draw a stark distinction between what a manual and what a handbook is. A handbook, regardless of its size, is an ordered book that references expertise in a certain topic. That is, a manual is a handbook, and a handbook might be a manual, a guide, or something else entirely. Simply put, manual is a synonym for handbook (Oxford English Dictionary)

Manuals are a common type of documentation in organizations. Manuals help individuals understand how things function and how to acquire information in an orderly and concise manner. They are used in a variety of fields, including science, literature, and history, to train and lead individuals through procedures and research. However, regardless of how they seem, there is always a certain target group for whom the handbook is meant. Organizations invest a lot of time and resources in training new employees for their new roles, and manuals are available to ensure that employees have access to knowledge so that they can serve their customers in the best way possible. (Slatkin 1991 p. 1 & Hogg 1999 p. 4)

This manual is intended for workers of DSV Air&Sea Oy who work or will work with LCL-sea export cargo. The aim of this manual is to create a guidebook with instructions on how to complete work activities related to LCL-sea export shipments. English is the company's organizational language. The organization now lacks an instructive manual in English, and the goal is to provide the firm with the chance to educate and support English-speaking colleagues in the future, as well as to assist existing employees in their day-to-day work tasks.

Finland has a variety of transportation and logistics companies. As a result, competition is fierce, and they must strive to distinguish themselves. The company's future plans include employing non-Finnish speaking staff and developing an international work environment. It also assists the organization in achieving its goals by serving as a foundation for other departments to write instructions in English. This thesis was created using qualitative methods such as a questionnaire and participant observation. The most essential research question in developing this manual was to ask employees who deal with LCL sea export shipments what sort of information should be included in the handbook and which of them will be most beneficial in the future. The qualitative data will define the structure and content of the handbook in its entirety.

1.1 Problem statement

According to an article in (Tolpo 2021), many Finnish firms are hesitant to employ international workers because the company believes that the present workforce lacks adequate English-speaking abilities. Finland is engaged in a strong competition for high-level top professionals whose work is in great demand by numerous businesses. And, if they do not want to miss out on hiring these people, they must make English their corporate language. When a company is ready to recruit English-speaking workers, the first step in starting a new position is getting trained for it. Manuals exist to assist and support both the employer and the employee. It is equally as necessary to have handbooks and training material in English as it is in Finnish.

Manuals and guidebooks should always be written in such a way that they are accessible to all employees and do not impose constraints based on language. The manual for which this study is being undertaken is for a corporation whose organizational language is English, but which lacks English manuals and instructions.

1.2 Aim of the study

Currently, the firm lacks a manual that covers all elements of handling Less than Container Load freight. The goal is to produce a handbook that only covers the most important work tasks that are difficult to remember, as well as directions on how to discover specific information and make access to knowledge easier and faster. The purpose is not merely to collect existing instructions, but also to add and find out what is most needed in the handbook. This will be achieved by developing a qualitative research approach and directing it towards employees inside the organization who specialize in LCL shipments. The manual will largely simplify and accelerate the training process. The guidebook is intended for individuals who will handle LCL cargo and for those want to improve the efficiency of their work tasks.

1.3 Demarcation

This thesis focuses on LCL sea export shipment work tasks. The guidebook is written from the perspective of the case company. Although the language in which the handbook will be written has been mentioned, this thesis does not focus on or explore the influence of the manual's language. This is partly due to the fact that the case firm has stated that their organizational language is English and that they can recruit personnel who do not know how to communicate in Finnish. This research is only for the sea export department and will focus solely on people who work with LCL freight. This thesis is limited to the concept of a handbook and the content of the manual itself.

1.4 Definitions

LCL - Less than Container Load

Covert observation research - Observation in which the purpose to observe is disguised from the intended participants who are observed without their knowledge. Covert observation is best shown when the observed is ignorant of the observer's presence (Saunders et al, 2019 p. 383).

Overt observation research - Situation in which observation happens freely after intended participants agree to a researcher's request. Overt observation occurs when the individual being watched is aware of the observer's presence (Saunders et al, 2019 p. 383).

Nonparticipant observation - When the researcher observes the group passively from a distance and does not participate in the group's activities. The researcher has no physical or virtual closeness to people being observed. This position is enabled by technology, which allows the researcher to be absent from the location or time of the event or activity (Saunders et al, 2019 p. 386).

Participant observation - The researcher would participate as well as explain the purpose of the research. The observer observes situations or activities from within the group being watched. They freely communicate with the group members and participates in the group's varied activities (Saunders et al, 2019 p.384).

1.5 Presentation of the company

DSV is a Danish transport company that provides logistics services worldwide by air, sea, road, and rail. DSV was founded in 1976 in Skuldelevin, Denmark, by the merger of 10 small and independent transportation firms. DSV has purchased a number of other freight firms throughout the years, which has helped to improve their global presence. They have more than 90 offices across the world. DSV had over 56 000 employees worldwide in 2020, with a revenue of approximately 19 billion US dollars.
DSV is divided into three divisions. DSV Solutions, which have logistic facilities and are in charge of storage-related activities. Then there is DSV Road, which focuses on freight transportation by road and lastly there is DSV Air&Sea and they focus on sea and air freight. This thesis is made for DSV Air&Sea Oy Finland. Their headquarters is located in Vantaa, Uusimaa. (About DSV)

2 HOW TO WRITE A MANUAL

Writing a good manual requires a great deal of expertise and information about the research topic. Manuals may be created for a variety of purposes, but the most typical is a user manual. This chapter will cover how to develop and construct a manual, as well as the principles of good writing.

2.1 Importance of manuals

Manuals are significant because knowledge is useless unless it is successfully shared and communicated. Manuals are an important means of spreading knowledge and instructions for work procedures. Employees that are properly informed are more likely to be devoted to the company, becoming more productive and efficient. Employee manuals' aim and goal are to support and guide employees in the company by giving self-help information. (Slatkin 1991 p. 1-4) Manuals, on the other hand, might provide difficulties for some employees if the writing is not clear, resulting in conflicting meanings for different people. In that condition, the manual's objectivity is compromised. The goal is to operate systematically and efficiently. It is ideal for firms to expand, which involves the recruitment of additional staff. Manuals can be used as training materials or to provide assistance throughout the training process. It is a communication and training tool (Tripathi 2009 p. 1-3). As previously stated in this thesis, the words manual and handbook are interchangeable. Both terms are used throughout this thesis, and they can also refer to titles for the same type of publication, such as an employee or company handbook, a manual, or a guide (Salthouse 1995 p. 3-5).

2.2 The process of creating a handbook

It is critical to properly develop and design the style and content of a work task manual, especially when it incorporates an ERP-system, so that it can be utilized as effectively as possible. The organization's management have read past employee manuals, therefore it is critical to clarify the objective and goal of the handbook with them. Handbooks and manuals can be developed by anybody in the organization, whether they are entry-level employees or the company's CEO. The size of the organization, the experience of the personnel, and the purpose of the manual will all influence who develops the manual (Hogg 1999 p. 13). Those participating in the creation of a handbook must be enthusiastic and committed, and their tasks must be clearly defined from the outset. There are several characteristics that the individual developing the manual should possess. The following is a list of qualities to keep in mind when preparing the handbook;

Table 1. Certain qualities to uphold when creating a handbook (Tripathi 2009 p. 18 & Hogg 1999 p. 15)

- Writing and editing abilities: The individual must be able to write fluently and have a strong knowledge of the English language to communicate effectively. It is critical to provide information in a legible, logical, and straightforward manner. When the writer gives access of the handbook to others, the writer should be able to edit their work.
- Presentation and meeting skills: The individual should be able to explain the contents of the handbook effectively and rationally in a way that piques the reader's attention. The capacity to organize and coordinate meetings to advertise the handbook to management.
- Subject understanding: The subject of the manual must be well grasped since this will reflect in the substance and functionality of the handbook.
- Clarity and interest: Strong analytical mind to write and interpret what is published. There must be interest in producing the manual to obtain the necessary information for the handbook and attain its fullness.

According to Elizabeth Slatkin (1991, p. 5) there is a structured approach when creating a handbook and it can be used as road map when writing the handbook. She illustrates it with the figure below.

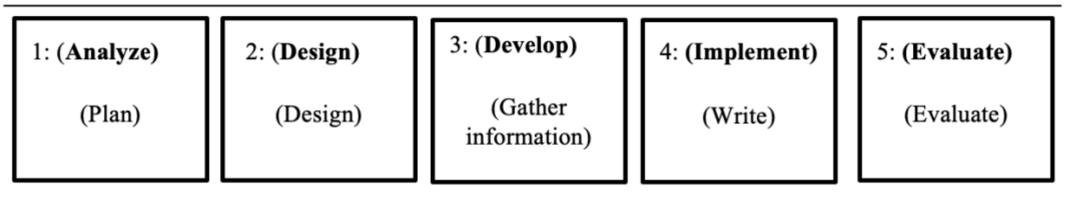

Figure 1. A structured approach when creating a handbook (Slatkin 1991 p. 5)

2.2.1 Planning

Before drafting the new handbook, a project plan must be created in order to make important decisions concerning the manual's content, style, and purpose.

Creating a work task handbook frequently necessitates engagement with and input from employees and management about the organization's present work practices. This will assist in determining what works and what does not. It will reflect what needs to be changed and how to make work operations more efficient and less manual (Guerin & DelPo 2021 p. 2). The planning stage creates a foundation for drafting the handbook. It is critical to choose a strategy before diving into the initial draft of the handbook or manual.

A well-planned handbook will avoid resulting in a disorganized manual with substantial omissions of information and a considerable lot of content that is not relevant or is only marginally valuable to the audience for which the manual is designed. Devoting adequate time to the planning step prevents multiple and enormous rewrites in the end, and the overall time spent planning the project shortens the drafting and review phases. (Davis, et al. 1990) When beginning any type of project, such as developing a handbook, a solid plan has a better possibility of success than a badly planned project. The quality is higher, the cost is lower, time is saved, and the list of advantages of smart planning continues. A good plan presents different techniques, timetables, and needs from which the writer may choose the best one. (Slatkin 1991 p. 10-13)

A comprehensive plan will clearly outline the activities that must be accomplished, why they are required, who does what, when the project will be completed, what resources will be required, and what requirements must be satisfied in order for the project to be considered complete and successful (Wysocki 2019 p. 193).

2.2.2 Design

After the proper plan has been created, it's time to design the manual and begin to work. The purpose of the designing stage is to create one or more designs that can be utilized to meet the manual's desired aims. For the handbook to be used by the target audience, it should be designed in such a way that it invites the reader to actually use and benefit from it. When the reader is utilizing the handbook, the design must make it simple for him or her to discover the information needed. While clear illustrations and decent text are required, much of what makes a handbook appealing and simple to use stems from design decisions made before the manual is written (Slatkin 1991 p. 21-25). These considerations, such as the structure, organization, and formatting of the manual, as well as its location, may impact whether or not anybody reads the handbook at all. A good design is straightforward, thoughtful, and consistent. A large portion of the design process is focused on providing information in a desired manner, and writing is the key to doing this. The chapter that follows examines the significance of effective writing and how to attain it (McRae 2019 p. 31).

2.2.3 Gathering information

Gathering information for the manual is the next stage after deciding on the content and really beginning to acquire the necessary material to assemble the handbook. The first and most critical stage is to identify your primary sources of information. The purpose of this step of the process is to gather and comprehend information regarding the manual's content. And the key to gathering adequate knowledge is to study various sources (Slatkin 1991 p. 40-46)

When establishing a handbook for an organization, it is probable that there is a wealth of information already available within the company. This generally entails researching and critiquing current organizational papers, forms, and reports. This is a wonderful way to collect information, especially if you're producing a new handbook. When updating an existing handbook, it is critical to seek for previous editions of the manual since they may include content that will be included in the new one (Slatkin 1991 p. 40-46).

Using your own personal expertise and experience will make a significant contribution to the handbook. That is why it is critical to pick the correct individual to produce the manual. Furthermore, one of the greatest ways to get more information is to ask the individuals to whom it will be given, i.e. existing workers, to ensure that the material will be useful and interesting to them. To obtain extra information, the author of the handbook might conduct interviews, questionnaires, or observations of relevant employees and surroundings for both general and detailed information (Salthouse 1995 p. 43-45)

2.2.4 Implement

The implementing step is effectively the beginning of the writing phase. The planning and design decisions are used to lead the handbook through changes and into production (Slatkin 1991 p. 66). When creating the first draft of the manual the author should follow the principles of good writing style, which are discussed in further detail in chapter 2.3.

2.2.5 Evaluate

The evaluating phase guarantees that the finished handbook satisfies the phases of planning, design, and project criteria. The most crucial component of reviewing the handbook is to remember the criteria you are using to analyse certain sections of the handbook. These factors include, for example, the structure and style of your writing, the grammar of the writing and the relevancy of your information (Slatkin 1991p. 102-103).

<u>Structure and style</u>

Ensure that the table of contents is well-designed and that it contains hyperlinks to help you browse through the handbook. The user wants to locate particular information rather than reading the handbook from start to finish as if it were a novel. Make sure the structural design has a feeling of flow, so that while transitioning between topic matters, the sequence is orderly, and the user doesn't feel like they aren't "getting anywhere." (Slatkin 1991 p. 105-106).

<u>Grammar</u>

The user should comprehend what you're attempting to express based on the grammar and language used by the author. Examine the writing to determine if there are any problematic components that should be deleted. Keep the paragraphs, phrases, and words brief and straightforward (Slatkin 1991 p. 104).

<u>Content</u>

The content of the handbook is often determined during the planning and design stages. Examine the handbook to check if there is any incorrect or irrelevant information that should not be included in the final version. The user should not feel as though there is insufficient information to be discovered, therefore make sure you include the most important information in the handbook (Slatkin 1991 p. 103).

2.3 Principles of good writing

The planning and designing phases of developing a guidebook should now be completed. The following stage is determining the principles of good writing. The guidebook must be written in a consistent way. It should have a fluid flow of words that is easy to understand. In the next pages, we will go through the major components of a well-written handbook.

2.3.1 What is a good writing style

A good writing style combines accuracy, presentation, consistency, and simplicity. It is critical to remember that the manual's principal objective is to deliver information clearly and explicitly in order to complete a work activity successfully. A good writing style will assist individuals in achieving that aim since well-written handbooks give guidance and stability as well as a foundation for improvement in the operations of the organization (McRae 2019 p. 33). MacRae discusses (2019, p. 33) the seven C's of successful professional and corporate writing, which may be applied as a great foundation for improving one's writing style. Here are three of the most crucial C's to remember while writing effective content.

<u>Clear</u>

The goal is to make the handbook easily understood and usable. When attempting to produce a clear text, the major objective is to ensure that the reader does not have to question what the writer intended by something since the content is given logically and clearly. It is critical to avoid complexity, cryptic phrases, and extended strings of prepositional words. Make an effort to employ active verbs and to make your writing concrete and detailed (McRae 2019 p. 34-39).

<u>Concise</u>

Clarity and conciseness go hand in hand. The more deliberate the writing, the clearer it will be to the reader. Concise literally means 'not wordy.' The goal of writing is to get to the core of the matter. The key to writing clearly is to avoid repetition and redundancy.

For example, instead of writing "at this moment," use "now," and instead of writing "the reason why that is," write "because/due to." (McRae 2019 Slatkin 1991 p. 39-42)

<u>Consistent</u>

When composing a cohesive narrative, it is critical to develop prose that fits together. The verb tense, each sentence, and paragraph flow naturally into the next. To prevent misunderstanding, repeating the same term or phrase while referring to something. Use synonyms cautiously and carefully compose your phrases. The reader is not always reading for pleasure or amusement when it comes to professional or commercial writing. When writing a cohesive text about a single topic, terminology variations should be avoided. So, if you wish to increase consistency, begin by employing the same grammatical element at the start of each new segment (McRae 2019 p. 49-51)

2.3.2 Structure

The structure is the way in which the material in your manual will be organized. It is vital to plan out the structure of the guidebook ahead of time. A poor and illogical structure The structure step of successful writing follows the planning and designing phases. It focuses on the content structure and includes assessing and defining the different sorts of material that will be provided in the handbook. Even the use of strong writing will not help if the core framework fails. Clear literary expression necessitates content prasing. (Hogg 1999 p. 21-22)

The most difficult challenge in structure is generally how to emphasize distinct topics. A chronological framework offers material in a chronological order, allowing the reader to move at a speed that emphasizes sequence. Then there is a structure that emphasizes importance, and the most essential parts are presented first. There is also a problem-solving framework in which the author explains the problem, its origins and implications, and then a recommended solution. When structuring, the author provides the material to the reader in the pattern that the author desires. If it is appropriate for the text type and topic, the author may utilize different structures in the same text (Tarkoma & Vuorijärvi 2012 p. 149)

2.3.3 Layout

The layout of your text relates to how it appears as a whole. The arrangement of the text in light context will be more particularly referred to the 'page layout.' It is the process of inserting and organizing text, graphics, and pictures into many types of documents. The objective of developing a great layout design is to create pages that are eye-catching and capture the reader's attention. The cover is a crucial component of a good layout. It is recommended to devote care to the design of the cover. This is the person's initial impression of the document and should be tailored to spark the reader's interest. Consider the magazine business to get a sense of how important it is to choose the right layout. Magazines fight for the consumer's visual attention, and the covers rely largely on professional layout abilities to accomplish this. (Hogg 1999 p. 23-24)

2.3.4 Formatting

Readers are turned off by poor text formatting. The format in which the manual is presented has a significant impact on its readability and usefulness. Formatting refers to the shape and size of the text, which should be appealing and easy to read. The danger of poor formatting is that the reader will be unable to distinguish which section they are reading, which can result in disinterest and confusion, leading the user not reading some information at all. When developing the format, it is essential to consider the size of the handbook. You need to consider the page sizes and wheter or not to include illustrations and images. You must consider page sizes as well as whether or not to incorporate graphics and images.(Salthouse 1995 p. 58-59)

Despite this, there is often little distinction between layouting and text formatting. There is still a noticeable difference. In layout, you essentially pick the elements of the page in mind, such as the page margins, text blocks, and the arrangement of images and graphics. Formatting is concerned with the alteration of the selected layout, which includes things like font selection, size and color, as well as word and character spacing. (Slatkin 1991 p. 36-38)

2.4 Learning theories

This chapeer will explore few learning theories and why learning theories are important. Learning is defined as the acquisition of knowledge, skills, procedures, views, attitudes, and behaviors. People develop cognitive, linguistic, behavioral, physical, and social skills, which appear in a number of ways. There are three learning criteria that are defined. One requirement is that learning involves change—either in behavior or in the ability to modify behavior. People learn when they are able to try something different. People do not directly watch learning, but rather its results or outcomes. People's learning is evaluated based on what they express, write, and do. It entails a change in ability to behave in a certain manner since it is typical for people to learn skills, information, attitudes, or behaviors without displaying them at the time of learning (Schunk 2013 p. 2-4).

Another condition is that learning persists over time. This eliminates momentary behavioral changes induced by exhaustion or drugs (e.g., slurred speech). Such modifications are only brief since when the underlying reason is eliminated, the behavior returns to its previous condition. Learning, however, may not endure forever since forgetting happens. It is arguable how long changes endure, although most people believe that short-term changes (e.g., a few moments) do not qualify as learning (Schunk 2013 p. 4).

A third criterion is that learning happens as a result of experience— whether via practice or observation. Language is an excellent example. The human vocal system becomes capable of producing language as it grows; nevertheless, the actual words generated are learnt via interactions with others. (Schunk 2013 p. 4).

Behaviorism learning theory

Learning is defined in behaviorism as the formation of stimulus-reaction linkages, which may be influenced by reward. It is the belief that how people behave is determined by their interactions with their surroundings. It implies that external influences, rather than internal causes, impact and teach behaviour. Since the nineteenth century, psychologists have been refining the concept of behaviorism. Visible and quantifiable psychology is based on behavioral learning theory (Scchunk 2013 p. 30-31).

Cognitive learning theory

The cognitive trend originated in the early 1960s, when focus began to shift from the outward to the interior occurrences of the human mind, or cognitive processes. The focus of cognitive learning is on how a person processes information: learning is viewed as the processing of information. The learner is viewed as an active knowledge processor: a creature who absorbs information, makes observations, is selective, records, interprets, and actively develops. Realizing how we learn requires an understanding of mental processes. Cognitive theory recognizes that learners can be impacted by both internal and external factors. People are influenced by cognitive learning theory because their awareness of their thought process can help them learn (Schunk 2013 p. 282-284).

Constructivism learning theory

Learning is viewed as an active process of creating knowledge in constructivism, that is, as a process of constructing knowledge. The core premise of constructivism is that knowledge does not transfer but is rebuilt by the learner. The learner's past knowledge, perceptions, and experiences of the subject being taught heavily influence what he or she observes and how he or she understands it. People use what they are taught and combine it with their prior knowledge and experiences to create a reality that is unique to them (Schunk 2013 p. 231-233).

Humanism learning theory

Humanism learning theory is founded on humanistic psychology, and learning is based on the learner's experiences and self-reflection, i.e. the ability to analyze one's own experiences and learning as a foundation for new learning - it is more than just information processing. The objective is self-realization and the development of the learner. It is quite similar to constructivism. Humanism is centered on the concept of self-actualization. Everyone follows a hierarchy of needs. Self-actualization is at the summit of the hierarchy of needs it's few moments when a person feels that all of their needs have been satisfied and they're the finest possible version of themselves (Schunk 2013 p. 184-185).

3 METHOD

The development of this thesis involves the use of two qualitative research approaches. The use of more than one source of data collecting to ensure the validity and credibility of the study is referred to as triangulation. The purpose of using multiple methods or data sources is to generate a more thorough understanding of the research and to cover various types of analysis (Tracy 2019 p. 17). The method chapter will go through the methods that were chosen, why they were chosen, and how they were implemented.

3.1 Selection of method

A qualitative research method was chosen for this thesis. The selection was chosen since the key technique for completing this thesis is to answer the question "what?" Qualitative approaches are commonly used to comprehend people's perspectives and perceptions, for example, by collecting data vocally, textually, or graphically. Vocal data is acquired through spoken words, textual data is collected through documents, and visual data is collected in a variety of methods, including photographs and videos. The variety of methods used to acquire qualitative data contributes to its richness. Qualitative methodologies were the greatest fit for the aims of this research project. Observations and data collection using questionnaires are the two approaches for obtaining data. Questionnaires are most commonly employed in descriptive and analytical research (Roller & Lavrakas 2015 p. 231).

According to Saunders et al. (2019 p. 505), it is preferable to employ questionnaires in conjunction with other approaches, which is why participant observations will support the data gathered for this thesis. Observations, also known as ethnography, were chosen as the supporting technique for this research because, more than any other approach, ethnography allows researchers to "fully embrace" everything experienced by the people or things being observed. The author of this thesis will go through the concepts of the two methodologies in further detail in the next section of this chapter.

3.1.1 Ethnography and participant observation

The author of this thesis feels that participant observation allows them to acquire an insider's perspective on the handbook creation process. Because the author is a member of the organization for which the handbook is written. The author is more used to the research environment and will have firsthand knowledge of the needs of other employees at the company. According to Bryman et al. (2019 p. 404), participant observation and ethnography are two methodologies that are quite similar and, while there are some distinctions, they are rarely distinguishable. Both titles emphasize the fact that participant observers/ethnographers spend a lengthy amount of time in a group examining behavior, reacting to what is said in dialogues, and asking questions.

It is quite common for the researcher to obtain additional data through interviews or documents (Bryman et al, 2019 p. 407). Both phrases express the twin objective of this research approach, which is to participate in the activity or work being investigated as well as to watch others whose lives are impacted by their environment (Saunders et al, 2019 p. 380).

Ethnography is also used to describe a study in which participant observation is the primary research technique but there is also an emphasis on the culture of the population in which the observer is involved. Over two centuries ago, ethnography was introduced as a branch of cultural anthropology and the comprehensive analysis of particular cultures.

There is a gap among scholars over what is involved in performing ethnographic research. Although it is widely acknowledged that ethnography comprises a variety of approaches, there is not always consensus on the best design elements or extent of ethnographic research. For example, researchers must decide whether to perform a covert or overt observation, or whether to undertake a nonparticipant observation or a participant observation (Roller & Lavrakas 2015 p. 169-170).

There are certain crucial considerations in ethnographic research design while acquiring information in the form of observations. One critical factor to consider is how the observation will be carried out, particularly the role of the observer in the study environment. The observer requires a position defined by the physical, psychological, or even emotional distance that the observer maintains between themselves and what is being observed. That is, in participant observation/ethnography, the researchers' level of participation varies greatly. It ranges from full involvement, in which the observer takes part in the environment's routines and activities (totally participating), to passive participation (off-site or remote participation), in which the researcher just observes from the sidelines Saunders et al, 2019 p. 393).

According to Roller (2015 p. 172-173), et al. the range of distance between the observer and the observed constitutes five levels of observations, two forms of nonparticipant observation and three forms of participant observation. The range of distance is illustrated below in *Figure 2*.

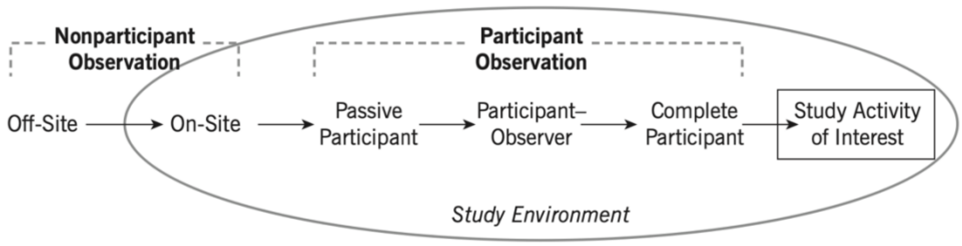

Figure 2. Observer roles (Roller & Lavrakas 2015 p. 173)

3.1.2 Questionnaires

Questionnaires are a structured framework made up of questions and measures that are used to collect primary data. When using questionnaires as a research tool, the survey method is the most effective. The phrase "questionnaire" can have many distinct meanings, and it is important to note that there are many diverse definitions for the term. When it is self-completed, some may see it just as surveys in which the individual answering the questions notes their own replies. Others see it as a more comprehensive word that includes interviews in which the same set of questions are asked, and the respondents' responses are recorded by the researcher (Saunders et al. 2019 p. 506-509).

In this section, we shall refer to questionnaires as any technique of data collecting in which each respondent is asked to answer the same set of questions in a preset sequence. When planning to utilize questionnaires as a research tool, it is critical to give the required information to promote appropriate responses to your research questions (Ekinci 2015 p. 11). According to Saunders et al (2019 p. 504)., several scholars (such as Bell and Waters 2014) suggest that creating effective questionnaires is significantly more difficult than one may expect. They also agree that the researcher must collect specific data in order to answer your research question(s) and achieve your goals. More significantly, when constructing the questionnaire, the researcher must keep in mind that there is frequently just one chance to connect with the respondents.

Questionnaires can be used to collect data in both quantitative and qualitative research methodologies. When employing the procedure quantitatively, responses are gathered in closed-response questions in order to quote and create quantitative statistics. When employing the qualitative technique, the answers are given as open-ended questions, and the data is collected verbatim by the researcher (Page et al. 2019 p. 18). Because this thesis focuses on gathering qualitative data, it is also necessary to examine the various methods of collecting questionnaire data. The method of the questionnaire is determined by whether the questionnaire is completed by a researcher's participant and how it is given, returned, or retrieved. Self-completed questions are often completed by respondents and are sometimes referred to as surveys. Such surveys can be delivered electronically, most often over the internet. Then there are research-completed questionnaires, also referred as interview-completed questionnaires, which are documented by the researcher based on each respondent's replies. A more complete illustration of questionnaire modes is shown below (Saunders et al. 2019 p. 506).

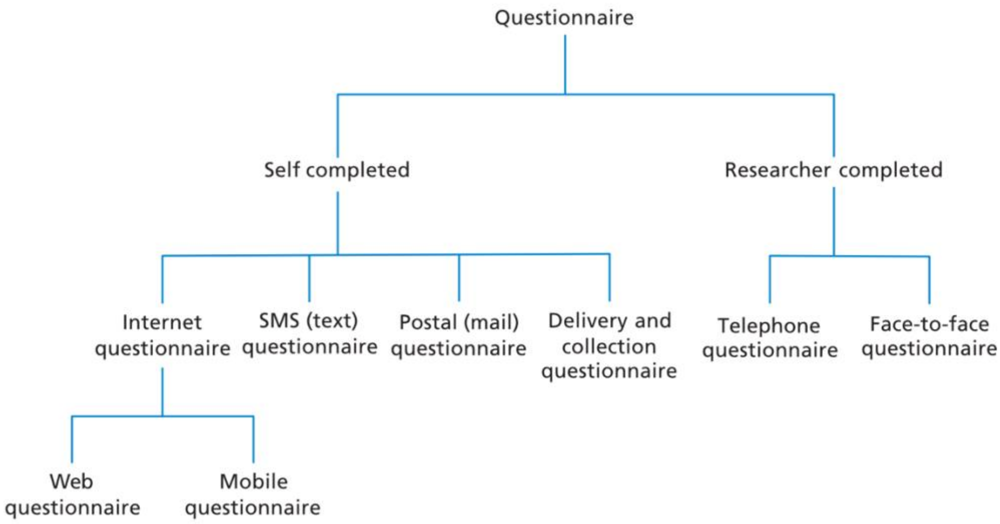

Figure 3. Questionnaire modes (Saunders, Thornhill & Lewis 2019 p. 506)

3.2 Respondents

The respondents of this research were all employees for the organization this handbook is created for. The respondents were selected form the sea export department at DSV Air&Sea. All employees in the department were subjected to answer the questions in the questionnaire. However, the participation for some individuals was voluntary and the most important respondents are those who handle or are familiar with LCL-cargo. Anonymity was guaranteed for all respondents and only the researcher and manager have access to the responses. There were 16 respondents chosen for the questionnaire. The respondents were a mix of newly recruited employees and employees who have been in the field for decades.

3.4 Gathering data for the handbook

A qualitative triangulation approach was used to acquire data for this thesis. Questionnaires and participant observation were applied as methods. The chapter that follows will discuss both research approaches for these methods. How they were carried out, where they were carried out, and who participated.

3.4.1 Questionnaire method

This thesis is completed using a self-completion qualitative questionnaire with open-ended questions. Because the researcher does not have to identify the response options ahead of time, open-ended inquiries are generally simple to create. This can be quite beneficial if the researcher seeks detailed exploratory responses. Open-ended questions generate a great deal of information and, in many cases, insightful answers. To properly achieve this, respondents must be clear and prepared to spend time providing a thorough response. One disadvantage of open-ended questions is that it takes a long time to interpret and organize the responses. (Saunders et al. 2019 p. 520)
The internet was used to provide this self-completion quiz. Web links are typically used to deliver Internet questionnaires. Because this thesis is about establishing a handbook for a company where the author works, it was much easier to distribute the questionnaire to the staff.

There were eight questions in total in the questionnaire see *Appendix 1*. The theme of the questions was surrounded by the possible content of the handbook and what people needed support in while completing their work tasks.
The author chose to conduct an internet questionnaire because of limited time for each employee and felt that it would affect people’s productivity if a focus group interview was used instead. And because the data is collected from the internal perspective of the organization, employees agreed that an open-ended questionnaire would suit best for all.

The first step in delivering the questionnaire was to advice the respondents to expect a questionnaire in the near future. This was done with the author of this thesis and their manager during the departments weekly meeting. During the meeting we all agreed that one week would be sufficient for people to respond to the questionnaire.

When the deadline for distributing the questionnaire to responders approached, an email was sent to the recipients. The email issued offered a summary of the research's purpose. This was followed by a formal request for consent from the respondent. It further emphasized that participation in the questionnaire for individuals who do not handle LCL-cargo is entirely voluntary but much appreciated. The email concluded with a link to an internet questionnaire produced in Google Forms, with all of the questions in Finnish. When each responder finished the questionnaire, the responses were stored automatically. Despite the fact that the responses were all anonymous to the researcher, prior to sending out the questionnaire, the researcher chose the online survey tool option, which precludes repeated responses from one respondent. This will ensure that the trustworthiness of the questionnaire remains.

Another team meeting was set for the next week after the questionnaire was distributed. The researcher and management reminded people who had not yet responded to take some time and do so before the deadline. The author of this thesis went to view the findings after the questionnaire deadline had passed, and a total of 12 respondents replied to the questionnaire.

3.4.2 Observation method

The author of this thesis conducted the observation. The observation lasted around one year. This is due to the fact that the observer works for the department to which the observations are directed. Figure 2 shows that the observation level for this instance was in the participant-observation role. The researcher grows increasingly involved with the research subjects, even going so far as to participate in crucial aspects of the study and even forms a friendship with the respondents (Roller & Lavrakas 2015 p. 174). Since there are three forms of participant-observation this observation falls under the complete-participant observer. A complete-participant observer is someone who is qualified as an LCL-sea export operator and is involved in practically all LCL-cargo-related job responsibilities.

The researcher's key trait was reflectiveness. That is, the author of this thesis participated in reflection in order to learn from his or her observations. Another essential aspect of the observation was experiencing things as both a 'outsider' and a 'insider' (Saunders et al, 2019 p. 384). Since the researcher began as an intern and was later granted a position. The author of this thesis has experienced the observational situation as both an insider as a participant and an outsider as an observer. As a result of the researcher progressively becoming a member of the observed, they have come to understand the symbolic necessity for the handbook that is being constructed. All of the observations are based on the researchers' own discoveries, discussions, and opinions over the course of a year.

3.5 Analysis of the data

The empirical study was conducted by analyzing data using a data display and analysis technique. According to Saunders et al. (2019 p. 690) the data display and analysis is based on the work of Miles et al. (2014). According to them, the analysis process is comprised of three parallel sub-processes. The three different processes are data condensation, data display and drawing and verifying conclusions (Saunders et al. 2019 p. 690). The two process used to analyze the data for this thesis are data condensation and data display.

Data condensation occurs when acquired data is summarized and simplified, as well as selectively focused on particular elements of the collected data. The process's goal is to convert and compress data. There are various techniques for condensing data. These might come from the creation of interviews, observations as well as categorizing and describing data (Saunders et al. 2019 p. 690).

The goal of data display is to organize and assemble data into summary graphical representation or visual displays. There are several techniques for collecting data using this method, and the two most common data presentations are matrices and networks. Matrices are typically graphical in nature, having specified columns and rows into which data is inputted to aid in further analysis. A network is a combination of nodes or boxes that are connected by lines or arrows to represent relationships. Brief explanations are generally included in the boxes or nodes to identify major points from the data (Saunders et al. 2019 p. 691).

When the respondents finished answering the questionnaire, it was time for the research of this thesis to collect and analyze the data. A total 12 respondents out of 16 answered the questionnaire which makes the response rate 75%. It is safe to say that the most important respondents have at least answered the questions, which are those who work with LCL-cargo. And since there were 9 questions, there was 108 separate inputs in the responses. The data can be analyzed in Google Forms, but it was easier to transfer it to a

Microsoft Excel sheet. The author of this thesis downloaded the responses verbatim from Google Forms. The Excel sheet included all the questions and replies in the order in which they were answered.

Following that, the researcher highlighted all occurrences of all similar words. The researcher interpreted the material, both in portions and as a whole, and meticulously classified it according to theme before noticing any trends. After evaluating and classifying the material, the researcher began to outline some of the key ideas that would aid in the development of the handbook. This is the section of the thesis where the author applied the data condensation and data display concepts. Data becomes reasonably straightforward to generate for the researcher by employing condensation and display procedures. It also lets the researcher to hone their analytical skills as they go through repeated versions to create a visual form that accurately portrays their findings.
The analysis was then shared with the researchers manager, and the two of them discussed the potential content of the handbook.

3.6 Validity and reliability

The author of this thesis is confident in the truth of their findings. It can be trusted that the respondents for the questionnaire were as honest and transparent as possible since the development of the handbook will have a positive impact for their work processes. The aim was to understand the thoughts and feelings of the respondents, who also happen to be the researchers' colleagues. This further builds the trust in the data that was collected. According to Saunders et al. (2019 p. 516-518), the internal validity and reliability of the data gathered, as well as the response rate received by the researcher, are dependent on the question design and questionnaire format. A proper questionnaire will provide reliable data that directly addresses the stated goal and research challenge. A valid questionnaire will also indicate that the data was obtained on a consistent basis which directly refers to reliability (Saunders et al. 2019 p. 516-518).

In this thesis the validity of the questionnaire was taken into account by content validity. The extent to which the assessment tool, in this case the questions in the questionnaire, offers adequate coverage of the research inquiries is referred to as content validity. A determination of what constitutes appropriate coverage can be established in a variety of ways. One method is to utilize individuals to determine if each question in the questionnaire is necessary or not (Saunders et al, 2019 p. 516-518). The author of this thesis evaluated the adequacy of the questionnaire questions in collaboration with their department manager and the organization's business insight manager.

4 RESULTS

The result of this empirical research is the Manual for LCL Sea Export Shipments which was created for DSV Air&Sea Finland. The manual itself contains company secrets and therefore is confidential and will not be published. However, the structure, planning and writing of the handbook will be discussed in this chapter without revealing any sensitive information.

4.1 The process

The author started to create the handbook after completing the theoretical and methodological frame of this thesis. This helped the author to grasp and understand the process of creating the handbook and deciding the content and structure of the final handbook. To understand the scope of this project, *Table 2* is a timetable of the creation of the handbook that provides an in-depth overview of the entire process from start to finish.

Table 2. Timeline for production of the handbook

Dec 1 - 9	• Having an e-mail conversation with a Senior Manager in Business Development and Communications regarding thesis ideas and initiatives.
Dec 17	• Microsoft Teams meeting to further explore potential thesis ideas.
Dec 22	• Brainstormig session at work about the thesis.
Jan 17	• Selection of the thesis topic and going forward with the handbook.
Jan 20	• Collecting and reading literature about *how to create a handbook.*
Jan 28	• Meeting with my manager to go through the start of the handbook process.
Feb 3 - 28	• Collecting and reading literature on data acquisition methods for handbooks.
Mar 2	• Creating questions for questionnaire with manager.
Mar 7 - 14	• Conducting a internet questionnaire for employees.
Mar 21 - 31	• Choosing the handbook's content. • The handbook's planning and design starts.
Apr 1 - 30	• Implementing and gathering data for the handbook. • Starting the writing process of the first draft.
May 9 - 13	• Finalizing and evaluating the first draft of the handbook.
May 16 - 18	• Sending the first draft of the handbook to the manager and discussing potential modifications to the handbook. Making the final version of the handbook.
May 25	• Presenting the final handbook to the Sea Export department in our weekly meetings. • The final handbook will be published to the DSV employee Central for access.

The final handbook was delivered to all employees in the Sea export department. It can also be found in the companies Intranet called DSV Central. The same Intranet is accessible to all 90+ countries.

The handbook was created in Microsoft Word, but the author also decided to distribute a Pdf-version of the handbook for more easier access. The Pdf version is good for viewing and sharing and the Word format is best for editing and making changes as the work tasks and processes evolve over time.

The planning of the manual was made visually by drawing a mind map that included all the ideas and thoughts that will contribute to the creation of the handbook. Mind mapping helped the author to clarify the ideas gathered around the handbook. A lot of the input in the mind map was influenced by the data that was gathered from the questionnaire and the author´s own firs-hand observation. The ideas were centered around what the manual should and will include. The Mind mapping technique was useful because initially you can write ideas freely and in a detailed manner. After gathering enough input, the author looked at the mind map in a more critical way and decided that some of the ideas that were written could be left out because they would be irrelevant and unhelpful to the user of the handbook. At the same time a lot of the ideas in the mind map for the content of the handbook were relevant and connected with the responses from the questionnaire. The mind map input was organized and grouped in a clearly planned out design for the manual's content and structure.

The aim for a well written manual lies within the writing style and use of language. The handbook is written with a clear and simple writing. Consistency in writing is an important key in manuals, so that the user can fully understand the purpose and processes mentioned in the manual (McRae 2019 p. 49-51). To avoid misunderstandings, the author made a point of using the same term or phrase when referring to anything. Phrases and paragraphs are carefully and concisely written so that the reader may comprehend the work tasks as intended without the need for extra assistance.

4.2 Structure

The structure of the final handbook is organized and presented in a chronological order. Including the cover page and table of contents, the handbook is 47 pages long and has 23 chapters including the subchapters.

The handbook is structured in a visual way, by adding pictures of the ERP-system used to perform work tasks in the Sea export department. Each chapter is structured in a step-by-step manner by using numbers. The goal is for the reader to be able to follow each step in a chronological order, which will assist them in effectively completing the work task. See *Figure 4* for example.

Example of structure of each chapter

1. Chapter One

1. Explaining why and when this work task is needed
2. Follow this step in the process and save your progress
3. Next, follow the step of the process

- more detailed explanation of this step
- more details
- reminders

* Picture of the ERP-system is inserted here to support the explanation *

Figure 4. Example of the structure of each chapter in the handbook

The first chapter of the handbook presents the LCL shipment process from the beginning to the end. The handbook follows the process, and the chapters include all the work tasks in the process. The handbook starts with the process of receiving a booking request from the customer to completing the shipment. The handbook's final chapter, about ERP-system short cuts, does not follow the LCL work process but was an essential feature to make work tasks faster and more efficient. Below in *Figure 5* is the table of contents for the final handbook.

Table of Contents

Figure 5. Table of contents for the final handbook

The handbook has received some positive feedback from the members of the Sea export department.

5 DISCUSSION

The discussion chapter delves into the findings made during the results and method part of this thesis. The discussion concerning the result is linked to the theoretical part of this thesis and how following academic theories can affect the results of the project. The discussion concerning the method part is linked to the methodological part of this thesis and why the method worked, what could have worked differently and how the validity and reliability of the study was met.

5.1 Discussion of results

The handbook that was created for this research has followed the theoretical concepts presented in this thesis quite precisely. Specifically, the theory in the planning stage of the manual (Guerin & DelPo 2021 p. 2).This research resulted in a well-planned and designed handbook, which will serve as a basis for other procedural handbooks for the organization. By following the theoretical frame of how to create a handbook, the outcome has reached the purpose which it was created for. The main theoretical parts that assisted with the production of the hand book is the planning (Slatkin 1991 p. 10-13, structuring (Hogg 1999 p. 21-22) and information gathering (Slatkin 1991 p. 40-46).

After delivering the first draft of the handbook to evaluate the content with the departments manager, the handbook needed next to no revising or amendment. There were a few parts added to the already existing chapters in the handbook with a few sentences and the content in the handbook did not need to be changed or corrected. After that, the author could swiftly move on to creating the final version of the manual. The author argues that because the manual was well-planned, it did not require any revisions. The author mentions in chapter *2.2.1*, that spending adequate time on the planning step of the manual will prevent large rewrites and adjustment when the first draft is ready. It will also shorten the writing and the evaluation process (Davis et al, 1990).

In order to create a good manual, the author of this thesis believes that the most important stage is the writing process of the LCL works tasks manual. The implementation determines whether or not the intended audience will ever even read the manual, which makes the writing extremely important. The handbook needs to provide a clear understanding of what a person is reading, which is why the writer of the handbook spent a great deal of time in making the language and writing as simple, logical and detailed as possible. And because the structure and the writing style of the handbook were important to the author, the handbook assists as a foundation for improvement in the operations of the organization by working as a base for future handbooks.

5.2 Discussion of method

The chosen methods for this thesis worked well in practise. All the data collected through the questionnaire and observation method were used and considered in the handbook. The questionnaire method gave a clear and logical vision on how to select content for the handbook. The questionnaire as a method worked well in effectively. The questionnaire is particularly significant since some of the respondents were new to the company at the time the questionnaire was administered, and the author was able to see replies from a different perspective. In terms of just obtaining data from personnel who have been with the firm for a while. There were not too many questions and the repondents got to answer the question without feeling too overwhelmed by having to take time from their busy work schedules.

Choosing to conduct a focus group interview would have worked better as a method compared to conducting a questionnaire, in terms of collecting more detailed data. The author belives that the focus group interview might have generated more detailed data because the respondents could have influenced eachothers responces and thus given a more overall view of the things needed in the handbook. However, the questionnaire method used with the observation method did produce sufficient amount of data to be analysed.

The trustworthiness of the research was met according to the findings while creating this thesis. The author of this thesis feels that the questionnaire adequately addressed the research inquiry. The judgment for appropriate coverage is established through data analysis, where the researcher can observe if the questionnaire's goal was met. Respondents also consistently interpreted the questions in the questionnaire in one way. This was because there was time and consideration put into the structure and language of the questionnaire itself. The questionnaire also yielded similar results at different periods and among different responders, demonstrating that the answers were not inconsistent because of instructional misinterpretation. The ethnographic method for the thesis is also reliable in terms of validity. This is due to the fact that the insights and facts gathered through observation are based on the author's first-hand experiences. The data gathered through the questionnaire is valid and reliable, and the observations are consistent with the questionnaire replies, implying that both approaches are trustworthy.

6 CONCLUSIONS

The aim for the study was to create a comprehensive handbook to help and assist individuals to perform successfully with their work tasks. The purpose was also to generate content that might be utilized as training material or as support throughout the training process. The primary goal was to produce a handbook that is relevant, informative, simple, and easy to understand.

The conclusion drawn from this thesis is that having a solid theoretical foundation for creating a handbook will almost certainly result in a well-written and usable manual. With that said, when attempting to create a handbook it is important to uphold a certain type of qualities as the creator. As mentioned in chapter *2.2*, the author must possess writing and editing skills to communicate information efficiently. They must possess presentation skills to explain the content of the handbook rationally while grabbing the reader’s attention. And by far the most important quality to uphold is to have interest and understanding of the subject, otherwise it will affect the functionality of the handbook. Based on the consequences of the results we can conclude that the handbook reached its aim.

6.1 Limitations of the study

Another purpose for the handbook was that it can be used as training material when new personnel join the department or used as support during the training process as mentioned before. However, it is important to note that people learn and gather information differently, which made the author of this thesis explain different learning theories. With this in mind, the handbook can´t and most certainly won’t be able to work as a learning tool alone. It is important to mention that here, because even though the author made effort to maximize the efficiency of the handbook the reader would still need to possess some amount of knowledge about the ERP-system in use. That is why the author of this thesis speaks of the manual as, tool for supporting the training process.

6.2 Suggestions for further studies

The handbook that was created for the organization was the first one about operational work tasks written in English. The company now has the potential to create more handbooks in English, so that they can hire more talent as the company continuously grows. Because the handbook is in digital format, it is simple to update and edit as needed. Furthermore, the handbook serves as a foundation for the creation of further handbooks in English, which will inspire other departments to make the first step as well.

REFERENCES

Bell, E., Bryman, A. & Harley, B. 2019. *Business research methods*. Fifth edition. Oxford: Oxford University Press.

Davis, M., Gray, G.M. and Hallez, H. (1990). *Manuals that work: a guide for writers*. New York: Nichols Pub.

www.dsv.com. (n.d.). *About DSV and our services | DSV*. [online] Available at: https://www.dsv.com/en/about-dsv.

Accessed 8.2.2022

Ekinci, Y. (2015). *Designing research questionnaires for business and management students*. London: Sage Publications Ltd.

Guerin, L. and Delpo, A. (2021). *Create your own employee handbook : a legal & practical guide for employers*. Berkeley, California: Nolo.

Hair, J.F., Page, M. and Niek Brunsveld (2019). *The essentials of business research methods.* New York ; London: Routledge, Taylor And Francis Group.

Hogg, C. (1999). *Creating a staff handbook*. London: Institute Of Personnel And Development.

Lexico Dictionaries | English. (2019). *Oxford English Dictionary, Thesaurus, & Grammar Help | Lexico.com*. [online] Available at: https://www.lexico.com.

Accessed 1.2.2022

Roller, M. R. & Lavrakas, P. J. 2015. *Applied qualitative research design: A total quality framework approach*. New York: Guilford Press.

Salthouse, M. (1995). *A guide to staff handbooks*. Kingston Upon Thames: Croner.

Saunders, M., Lewis, P. and Thornhill, A. (2019). *Research Methods for Business Students*. 8th ed. New York: Pearson.

Schunk, D.H. (2013). *Learning Theories: Pearson New International Edition: An Educational Perspective*. Harlow: Pearson Education Limited.

Slatkin, E. (1991). *How to write a manual*. Berkeley, Calif.: Ten Speed Press.

Tarkoma, E. and Aino Vuorijärvi (2012). *Ammattisuomen käsikirja*. Helsinki Sanoma Pro Oy.

Tolpo, A. (2021). *Englanti yleistyy palvelukielenä Suomessa*. [online] Yle uutiset. Available at: https://yle.fi/uutiset/3-11993213. Accessed 4.2.2022

Tracy, S.J. (2019). *Qualitative Research Methods: Collecting evidence, Crafting analysis, Communicating Impact*. Hoboken, New Jersey: John Wiley & Sons, Inc.

Tripathi, J.D. (2009) *How to Prepare and Implement Organisation Manuals*, Global Media.

Wysocki, R.K. (2019). *EFFECTIVE PROJECT MANAGEMENT: traditional, agile, extreme.* 8th ed. Wiley.

APPENDIX 1. QUESTIONNAIRE QUESTIONS

Questions in the questionnaire (questions in Finnish)

7 - 14 of March, in Google Forms

Creator: Ilhaan Jama

1. Olisiko englanninkielisestä ohjeesta hyötyä tulevaisuudessa?
2. Löytykö informaatiota mielestäsi helposti?
3. Mitä kaikkea katsot Excel ohjeista?
4. Kuinka usein käytät Excel ohjeita?
5. Mitä kaikkea pientä tai suurta ohjeistusta mielestäsi tarvitset, jos tehdään käsikirja LCL meri viennille?
6. Mihin kaikkeen tarvitsit eniten apua perehdytys prosessin aikana? Entä perehdytyksen jälkeen?
7. Tiedätkö mihin kaikki alle CW1:ssä pitäisi laittaa pakollista tietoa?
8. Muita kommenteja?