



## **How to create an onboarding program that utilizes co-management and self-management principles**

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Degree programme in tourism and hospitality business

Strategic thinking and management

Master thesis

2024

## Abstract

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<b>Degree</b> Master of Hospitality Management
<b>Report/thesis title</b> How to create an onboarding program that utilizes co-management and self-management principles
<b>Number of pages and appendix pages</b> 43 + 4
<p>Self-managed organizations are opposite of top-down leadership. It is typical to be flexible and able to adapt to changes. However, the term self-management is tricky and often misunderstood. A common misconception is that hierarchies and power from supervisors are transferred to employees, and everyone decides what to do themselves. Instead, the power of supervisors shifts to the entire team, and the community takes responsibility for how work is done and achieving set goals. This is called co-management.</p> <p>Onboarding should always meet the company's needs and there is no exact model for it. Onboarding can be divided into two parts: general onboarding and job-specific onboarding. The main purpose of onboarding is to help new employees adapt to the organization and their tasks as well as possible. Effective onboarding ensures that new employees know their role and can work independently according to the company's culture and values.</p> <p>Airpro Oy provides ground and passenger services at Finnish airports. Resourcing is centralized in Vantaa, where the shift planning is made. The resourcing team does not have a standardized onboarding program. Onboarding is made differently depending how each trainer seems best. The high turnover of staff during the pandemic highlighted the need for a systematic onboarding program. Over the years, the resourcing team has evolved into a self-managed team.</p> <p>The aim of this thesis was to find out how to create an onboarding program that utilizes the principles of self- and co-management. The study aims to identify the key elements of successful onboarding, understand self- and co-management, clarify roles and expectations, and explore how these principles could be combined with onboarding. Sharing tacit knowledge and professional development are wanted to be brought into the onboarding program.</p> <p>The research was conducted as a case study, interviewing the team members. The research results show that creating an onboarding program for the resourcing team would be important, especially from the perspective of tacit knowledge sharing and continuous learning. Team members feel that general onboarding is clear and sufficient in the company. However, there is need for improvement in job-specific onboarding. The study suggests that in line with co-management principles, the team should set goals to become expert and clarify the roles and tasks within the team. Learning from experienced team member is emphasized and starting of mentoring program is suggested.</p> <p>Future research could be directed to creating an onboarding program, including more research on mentoring methods.</p> <p>The study started in December 2023 and finished in May 2024.</p>
<b>Keywords</b> Self-management, co-management, onboarding

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# 1 Introduction

Self-management is trendy, as in changing business environments, a top-down led organization is seen as too bureaucratic and rigid. Employees, as self-managed individuals, can respond more sensitively to changes. Workplaces increasingly require creative expertise, critical thinking, and independent decision-making skills. A self-managed organization requires self-managed individuals. These individuals are internally motivated and proactively develop their own skills. Self-management refers to an individual's ability to act autonomously, while co-management supports the realization of individual self-management and strengthens the entire community's ability to function autonomously in teams. (Martela 2021, 11-14; Sivonen 2022, 45-46)

In this research, we dive into how elements of self-management and co-management can be combined in onboarding. The core of onboarding is to help new employees feel confident and able to work well in a team. It stresses three key things: being good at the job, feeling confident about it, and being able to work independently. The importance of rooting confidence and autonomy in team members is emphasized. As well as how autonomy has impact on individual well-being and productivity. It is very critical and important to invest in onboarding programs for organizations, framing it as essential for fostering a productive, engaged, and satisfied workforce (Heddleston June 2018, min. 1:53–5:04).

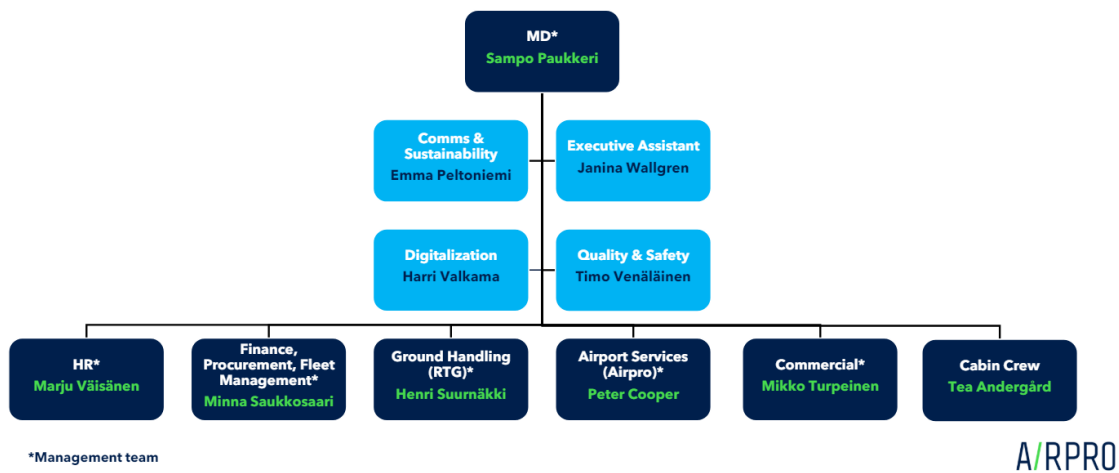
## 1.1 Case company and background of the thesis

Airpro Oy is part of Finavia Corporation and has been at the forefront of ground handling since its establishment in 1994, making it Finland's oldest ground handling company and the only nationwide service provider in the Finnish aviation sector. Airpro Oy is employing over 1200 professionals in ground- and passengers services across 11 Finnish airports, in addition to offering Cabin Crew services. Their mission is to facilitate seamless travel experiences by offering superior, efficient, and innovative travel and security services. Their vision is clear: to emerge as the premier service provider in the Nordic region. To achieve this, they are committed to delivering exceptional customer experiences, fostering a positive work environment for their employees, and maintaining competitiveness in an evolving market landscape. (Airpro 2024)

The inspiration for this research came from the need to develop an onboarding program for resourcing unit in Airpro Oy. I joined the team in 2017 when the team expanded to centralize resource planning operations in Vantaa. The size of the team has grown from three to six team members and during this time there have been several organizational changes where this team has changed its location in organization chart. Resourcing unit never had any onboarding program.

Onboarding for each new employee has been done by the style of designated trainer from the team, as the trainer has deemed best. The Covid19 pandemic brought a lot of change to the aviation industry, which almost completely stopped for a few years. During this period, the turnover of employees was also high. This setback was huge for the aviation industry, and the ramp-up phase could not be responded to as quickly as would have been desired. Big changes also took place in Airpro's administration with this. Today, the administrative and operations organization chart looks following:

## MANAGEMENT



Picture 1. Management (Airpro, 2024)

## RESOURCE PLANNING



Picture 2. Resource planning (Airpro 2024)

Resource planning unit is under operational organisation. They are reporting to the logistics business manager and logistics business manager is reporting to the head of airport services who is part of the management team. Airport services covers security & terminal services and logistics services.

Shift planning is done in periods of three or four weeks, depending on which unit the shift planning is made for. Shift planning is done for all units except for the cabin crew, so there are areas such as security, aircraft loading and check-in. Each of the resourcing team member is assigned to their own specific area, making them specialist. Some of them may only do the shift planning to the regional airports, while some others focus solely on large units at Helsinki-Vantaa airport, such as security or aircraft loading. This has guided the team members to be self-managed. However, shift planning and creating the employee rosters is perhaps only about 50 percent of the work. In addition, the work includes a lot of technical know-how, updating systems, correcting payroll materials, answering questions from customer units and reporting. In this research, I use the term "customer" to refer to the unit for which the shift planning is done. Resource planning for the company's operational units is outsourced, but there is close collaboration with the units for which the planning is done. The shift planner and the customer units' representative go through together, for example, resource calculations for the future, brainstorm solutions for problematic situations such as resource shortages and training needs. They are also given some guidance on using the shift planning system. The main reason for this is that this team has expertise in how the system operates. Through the shift planning system, employees' wages are also processed for payment. If there are errors in the entries, they need to be corrected afterwards. Customers consistently face challenges in inputting things like shift changes or overtime into the system which is on their responsibility. The task of resourcing team is to publish work schedules according to the timetable defined by the collective agreement and ensuring that they comply with the law. Once the schedules are published, the responsibility for them shifts to the customer unit, and any changes made to the work schedules thereafter are the responsibility of the customers to modify. There is solid knowledge in resource planning team of all five different collective agreements in use in the company, which makes them specialists also in providing help with several issues, such as matters related to collective agreements, which affect the entries made in the system.

There is a lot of knowledge within the team, but it has not been possible to share the knowledge between team members in the desired way. Everyone is responsible for their own customer units which they are planning the schedules for. All of the customer units have their own specific requirements and needs. In practice, the shift planning work is the same, but the content is different. This is problematic, for example, in situations where you need to substitute for another team member.

One of the essential point of view of this research is to find out the ways how the tacit knowledge could be made explicit.

## **1.2 Need and objectives of the thesis**

The team has become self-managed over the years, partly accidentally. There is no specific onboarding model or path for a new employee in the team level. The objective of this research is to find out how to create an onboarding program for resourcing team in Airpro Oy that utilizes self-management and co-management principles. What kind of elements this team requires it to have and what would be the most important aspects to add in it. Simultaneously, we can explore how to systematically enhance the knowledge of each team member. I limit the research to a specific team and its needs in order to understand what kind of onboarding program would be beneficial for them. The goal is to produce high-quality research by interviewing team members.

The research questions were:

Q1. What are the key elements in successful onboarding?

Q2. How do you understand self-management?

Q3. How clear your own role and expectations in the team are?

Q4. How could self-management and co-management be implemented in onboarding?

The first research question (Q1.) provides the foundation for the entire research, which addresses the personal experiences of the onboarding. What was good in it and what was challenging and how the experiences varied between general onboarding and role-specific onboarding.

The question two and four (Q2. & Q4.) goes into the self-management and co-management principles, examining how well the principles are understood within the team and how they could be incorporated into onboarding. It's also explored how the professional development of the employee could be supported.

Question 3 (Q3.) addresses the understanding of employee's own professional role. How clear it is what is expected and how it has been communicated. It's also examined how orientation could help clarify roles and expectations.



### 1.3 The structure of the thesis

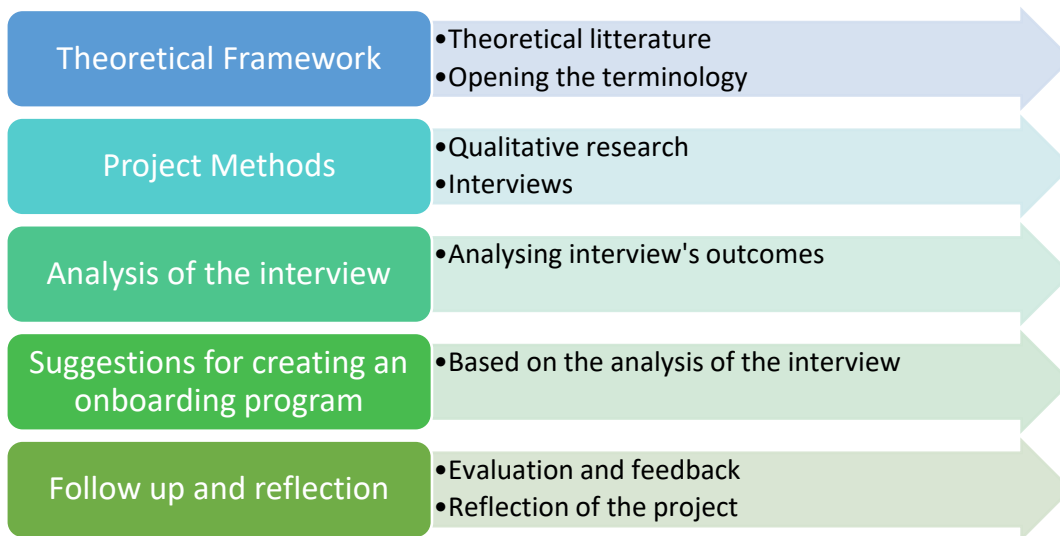


Figure 1. The structure of the thesis

This thesis consists of five main chapters. The theoretical framework, based in the literature is opening the relevant terminology and focuses on topics related to the development project. Next the project methods are introduced. The chapter introduces the methods with which the research has been approached and why they have been chosen. The following chapter presents the findings of the research and after that the development proposals based on the results are described. Finally, the last chapter completes the thesis with conclusions, evaluation and reflection of the process, credibility and reliability. The last pages are for list of references and appendixes.

## 2 Employee onboarding & role-specific onboarding

Onboarding involves more than just learning and applying new information. It's also about the organization absorbing fresh insights, adjusting its ways of working, and accommodating the changes that come with a new employee. Sufficient resources must be allocated to onboarding because developing new ways of working doesn't happen overnight; it takes time. All parties involved in onboarding need time to familiarize themselves with each other, fostering mutual understanding and effective collaboration. The onboarding process should facilitate learning for both the new employee and the employer. Onboarding is often perceived as a one-way process, where the organization sets expectations, goals, and guidelines. The new employee acts as the recipient, being oriented to their role. Effective onboarding, suitable for today's working life, also considers the new employee's role as a trainer. Their task is to provide feedback to the organization and express their own point of views. In this case, the organization also acts as the one being oriented. This is called a two-way onboarding process, and it works if the organization is open to feedback and suggestions for improvement. (Eklund 2018, 22-24, 36).

By Finnish labour conditions act 14 § employers have a responsibility to ensure that employees are well-informed about workplace hazards and are properly trained and offered orientation. This includes familiarizing them with work tasks, tools, conditions and safe practices before they start new tasks or start using new tools (Finlex 2024).

The following figure illustrates the process of the onboarding.

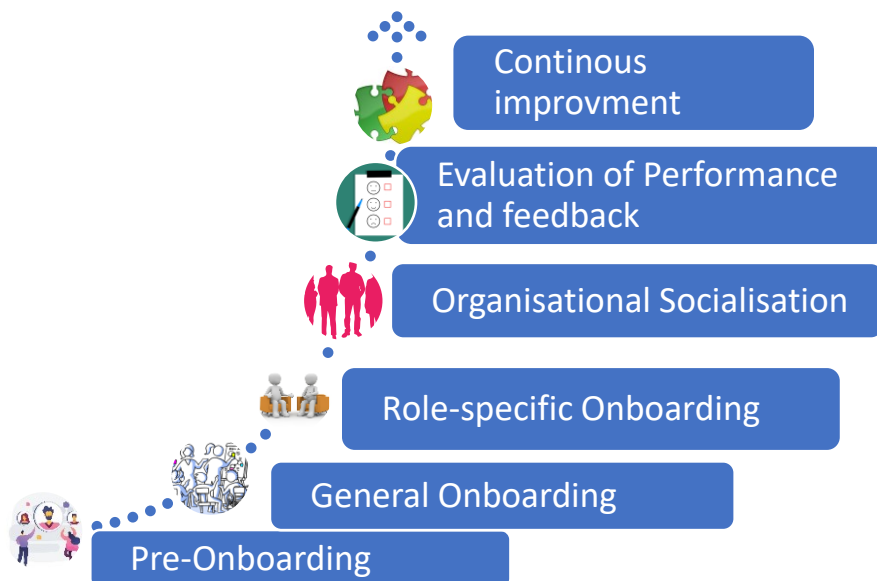


Figure 2. Onboarding Process

## 2.1 Pre-onboarding

Pre-onboarding includes everything done before the new employee officially starts the job. This includes the hiring process where the right candidate is chosen for the role. The key steps are illustrated in the picture below. The pre-onboarding phase includes steps where new employee accepts the job offer, all hiring paperwork is completed, the company announces new employee start to the team, new employee is getting welcome packet and information about what to expect on first day. (Davila & Pina-Ramirez 2018, Chapter 1).

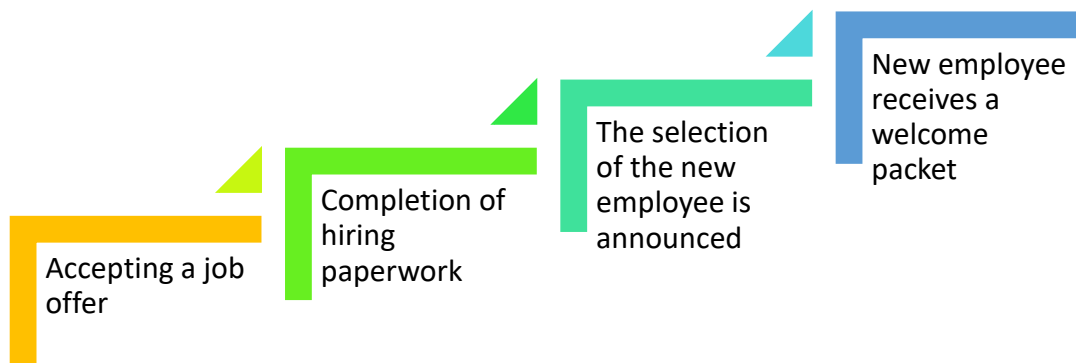


Figure 3. Steps of pre-onboarding

## 2.2 General onboarding & role specific onboarding

The first day at new job is usually about showing employees what the company is like and what makes their ways of doing things special. They fill out the paperwork and hear about company's values, history etc. The main goal is to teach new employees how things are done and make them proud to be part of the company. Most companies have a similar process called onboarding, where new employees are introduced to the company culture. It's purpose is to make new employee understand and agree with the company's values from the beginning. This helps them to fit in and do things the way company wants (Cable, Gino, Staats 2013). Employee onboarding affects how well employees do their jobs throughout the company, so it's important and needs a lot of resources. There are two parts to onboarding: general and role-specific onboarding. General onboarding is more common than role-specific onboarding (Davila & Pina-Ramirez 2018, Chapter 1).

Employee onboarding is like a special event where everyone who starts working at a company the same time comes together. It's usually led by the training team or managers. They talk about things like the company's history, values, and rules. Sometimes technology can be used to share the information. During onboarding, employees might also do paperwork or learn about important company related things like how to get paid or sign up for benefits. These steps can last a few

hours or a few days, and nowadays, some are done online. But research shows that when employees only learn from computers, they don't understand the company or their job as well as when they get to meet people face-to-face. Role-specific onboarding helps employees get used to their new team's way of doing things and become experts in their new job. Different learning experiences, like classroom training or online courses, help employees learn the specific skills they need for their role. They might also learn by working alongside others, attending industry events, or getting advice from mentors. When employees take part in company events, meetings, and learning opportunities, they get to know their colleagues and clients better. This helps them build relationships and understand how things work in the company. It's also important for employees to watch how others communicate and behave to learn about the company's unwritten rules. Having a mentor or buddy can be really helpful for getting advice on fitting in and doing well in the new role. (Davila & Pina-Ramirez 2018, Chapter 1)

Onboarding is often misunderstood as a one-time orientation process, similar to the onboarding experience in a new job. However, it's more than a single moment or a piece of introductory content. Onboarding is a continuous process that spans various activities over time, aiming to bridge the gap between trying a new task and becoming a committed employee. It involves tutorials, videos, setup flows, and other elements, working together to build trust, familiarize employees to the job. While making a good first impression is crucial, effective onboarding extends beyond day one to support employees in critical stages of acclimation. It's essential to view onboarding as a prolonged process, recognizing that a good first impression is just the beginning, and ongoing support is necessary for employees to reach a steady state. (Higgins, 2021)

General employee onboarding and role-specific onboarding are both crucial parts of the employee journey in any organization. While general onboarding is often the starting point, role-specific onboarding builds on it and creates a more meaningful experience. (Davila & Pina-Ramirez 2018, Chapter 1)

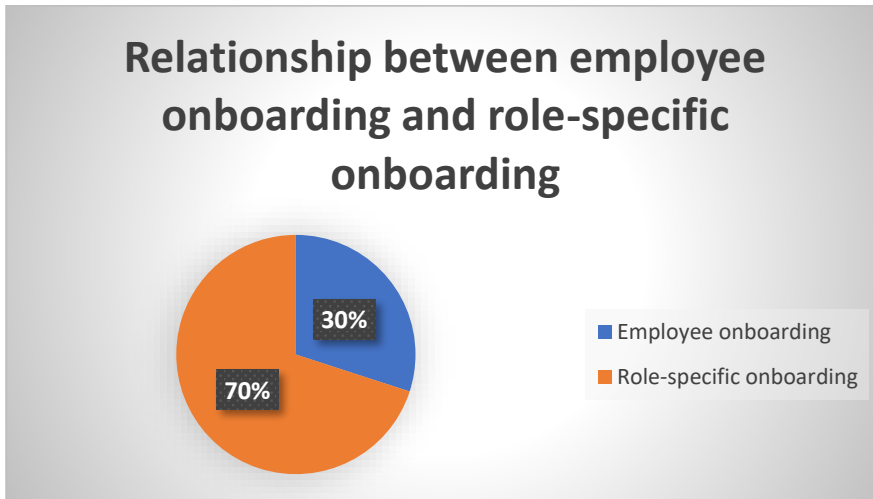


Figure 4. Illustration of the relationship between general onboarding and role-specific onboarding (adapted from Davila & Pina-Ramirez 2018, Chapter1)

### 2.3 Organisational socialization

Onboarding includes organizational socialization. It's about bringing new employees into a company and helping them get to know the company's culture and services. In her study, Didion found that having a moderate number of connections and interacting with fellow newcomers in the same work unit helped speed up the process of understanding roles, unlike having too many peer relationships within the unit. The authors looked at how work relationships can help with effective organizational socialization (Spiller 2021, 399; Didion, Perello-Marin, Catala-Perez & Ambrosius 2024).

### 2.4 Evaluation of performance and continuous improvement

The onboarding process also includes monitoring and agreeing on the progress and development of the new employee. It's important to track the progress of onboarding to provide an effective experience tailored to the individual. Continuous monitoring and evaluation ensure that the defined goals are met and that there is an ability to respond to changes. In practice, it can be challenging to predict the progress of onboarding, especially if the job is complex and specialized. Positive and constructive feedback is particularly important for professional development. Additionally, tracking the onboarding process and collecting feedback helps improve the onboarding process itself. Onboarding can be seen as an intensive period of learning and adaptation to the organisation, but it does not end when the planned onboarding period concludes. Issues raised during onboarding can be addressed in development discussions, where the employee's progress is monitored, and career development is considered, including the content of their work. (Eklund 2018, 106-108)

## 2.5 Importance of well-organized onboarding

Overall, onboarding helps employees understand the company and its culture, find their place in their team, and figure out how they can contribute to the company's success. New employees often say they didn't get what they needed to do well in or that the job wasn't what they were expecting. Some might say they left because they didn't understand what they were supposed to do. On the other hand, managers might say new employee couldn't handle the job or didn't fit in. In these situations, it seems that these employees never went through the right onboarding or the reality didn't match the onboarding program. (Davila & Pina-Ramirez 2018, Chapter 2)

Effective onboarding impacts various factors like employee engagement. Onboarding process must be fair, homogeneous and transparent. The employee must easily understand what the process consists of and how s/he can influence it. The content of the orientation process should make sense and employees should have an opportunity to influence in how it's done. In this way they feel more ready to commit to their new role. Importance of the onboarding can be viewed from different perspectives. Companies want to keep their good employees and are well aware that replacing them is often challenging and long process. Business wise and economically companies can benefit from well-organized and implemented onboarding programs. By conducting and improving onboarding, companies are reducing their attrition rate, saving money on finding replacements and avoiding lost opportunities. Well-organized onboarding enhances the productivity of new hires by shortening the time it takes for them to achieve expected productivity levels and by redefining expectations regarding their overall contribution to the organization. Overall, effective onboarding not only impacts short-term productivity but also sets the stage for long-term success by nurturing and retaining valuable talent. (Eklund 2018, 28-29; Stein & Christiansen 2010, Chapter 1).

The advantage of well-organized onboarding is that it's allowing better quality and fairness in the onboarding, giving every employee an equal chance to do well in their job. Additionally, onboarding gives employees the skills, knowledge, personal relationships, and cultural awareness to achieve a level of security in an organization (Eklund 2018, 28-29; Stein & Christiansen 2010, Chapter 1).

### 3 Self-management & co-management

The discussion about self-management in work organizations has received a lot of attention in recent years. The working life debate has raised self-management as an increasingly central theme of future working life. In the wildest visions of the future, unsupervised, highly self-managed organizations will revolutionize many industries, and the international trend is thought to be that the majority of organizations will at least increase self-direction in their ways of organizing. Advocates of self-management believe that it increases the motivation and creativity of employees and the agility and innovation of organizations. Despite the increased interest the definition of self-management is varied both in everyday life and in research literature. In public discussion with self-management may sometimes be referred to completely without antecedents to organizations, sometimes to self-management, sometimes to more serving people-oriented management, causing some parties to doubt, that it is a mere management fad which can be seen in speeches but not in the everyday life of organizations. (Morikawa, Martela & Hakanen, 2022)

#### 3.1 Self-management

Self-management can be viewed from different perspectives and the terminology varies greatly. The most well-known theory is probably Ryan and Deci's self-determination theory, according to which self-management consists of voluntariness, ability, and sense of community. The background of volunteering is a person's own motivation and his/hers feeling that s/he has the freedom to choose. Ability refers to how a person manages things and implements them, as well as how s/he feels s/he is able to learn new things. Sense of community, on the other hand, tells about a person's need to experience connection with other people. Frank Martela adds a fourth element to Ryan and Deci's theory, which is doing good things. According to his studies, doing good emphasizes the feeling of self-control and positive experience. The essential thing in self-management is to find internal motivation instead of external motivation. (Akola 2020, 59-60)

Self-management is a characteristic of an individual. Self-management means an individual's ability to act independently, without the need for external guidance and control. Self-motivation is the most important factor to have desire to keep moving and do things on his/her own accord without external guidance. Self-management is successful only if the individual has a clear goal and necessary skills to achieve their goals. Self-management is a way of organization in which the ready-made structures given from above are minimized. There are no predefined chains of command, strict hierarchies, fixed roles, or a specific manager to ask permission for all decisions. The employees' way of mutual organization takes shape as needed and is constantly reshaped as needs change. Employees interact with the people with whom interaction feels meaningful in terms of performance in the task. (Hamel 2017, 12-14)

In order for a person to be able to self-manage, s/he must first be self-motivated. He must have the desire to keep moving and do things on his own accord without external coercion. Secondly, s/he must have a goal, i.e. an idea of what goal he is self-directed towards. Thirdly, the person must have the necessary skills to achieve their goals. If the skills are lacking, a person needs so much support that self-direction is not realized. Along with the actual technical skills that belong to a certain task, this especially means the ability to manage oneself, i.e. mastering skills such as time management, task setting and prioritization, which a traditional employee has often been able to outsource to their supervisor. Being self-managed doesn't automatically translate to forming a strong community or organization. In fact, self-managed individuals may face challenges as their passion might lead them into their own world, causing potential contradictions. While an ideal human community doesn't exist, setting realistic expectations is crucial to avoid disappointment. (Salovaara 2017, 69)

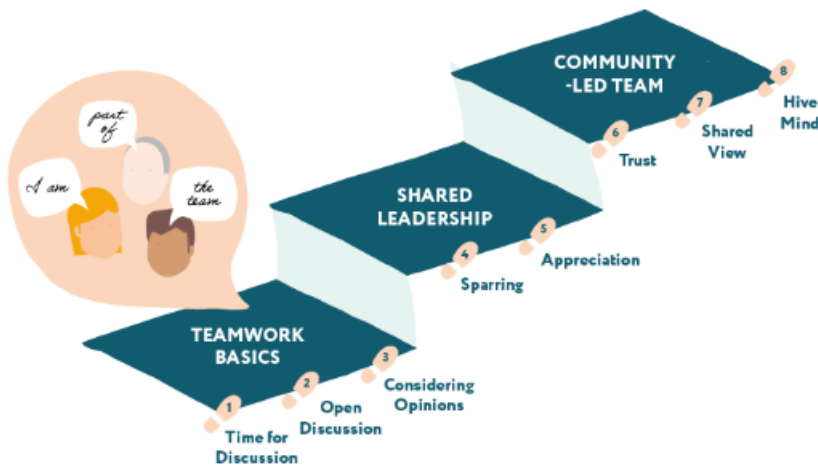
### **3.2 Co-management**

Co-management is about working together as a team to get things done. It's different from someone at the top telling everyone what to do. Instead, the power to make decisions shifts from managers to the whole team. This change involves talking between managers and team members to decide who decides what – what the management decide and what the team members can decide on their own. Even though it's important to understand this difference, in real life, self-management often is co-management. When there isn't a manager in the team, it doesn't mean each person gets power; it means the power goes to the whole team. The team works together to reach common goals, and it works best when everyone has specific jobs that help with those goals. Not having a traditional leader doesn't mean things will be chaotic; instead, it means the team decides together on how to do their work. This usually involves talking with clients regularly. Instead of one person leading the work, the whole team takes charge and figures out the best ways to do things together. To make this work, it's important to create a culture where everyone feels responsible for common issues and actively joins in discussions within the team. (Martela 2021, 14-15)

In picture number 3, the operational model of co-managed team is aptly presented. The model consists of three levels and eight steps. The team starts from the first level at the bottom and progresses upwards. If the requirements of a particular step are not met, the team moves back one step. However, it must be remembered that the model does not need to be followed literally. The model helps clarify the foundation and operational method of a co-managed team. The most important thing is that the basics are in place, because without them, the team cannot develop. Everyone in the team needs to understand the importance of presence, communication, and collaboration. On the second level, leadership is shared. As a result, the team begins to understand how



team members need each other to achieve their goals. Shared leadership is also suitable for teams that have a supervisor. On the final level, the team begins to operate independently. The existence of the team is based on a shared desire and goal. (Spiik 2022, 10,25,37)



Picture 3. "The model of activities for a community-led team" (Spiik, 2023)

Co-management isn't just about helping individuals with their own tasks and keeping them on right path. It is also to look how the whole organization works and what is the organization's structure. At work, there should be time to develop things, create new stuff, and focus on tasks. If a colleague needs your help, you should have time to assist them. Unexpected situations will surely arise, and you need to be able to react to them. You should be able to manage your own work or at least know how to say that you can't manage your own work when working in co-managed team. (Spiik, 2024, 15)

### 3.3 Development of self-managed & co-managed teams

Understanding various management models is crucial for organizations to determine which one, or combination, aligns best with their strategy, values, and goals. Sometimes, organizations begin with a specific management model or ideology. However, there's a risk that this chosen model might not actually support the strategy but instead replace it. What's more crucial than sticking to a particular ideology or set of tools is creating a management model that effectively puts the organization's mission statement and desired values into action. This model should enhance the organization's strategic capabilities and competitive edge. (Kehusmaa 2023, 15)

The way towards self- and co-managed approach affects the entire organization. It is often thought that change is just a change in the management system, for example. The new way of working is reflected throughout the organization and its ways of working. Both organizational strategy and official structures are exposed to it, and it changes work processes. As a result of the change, all employees will be required to have new kinds of skills. The change towards to co-management does not therefore concern only one part of the organisation.

In building or developing work communities, various concepts like communication skills, fostering a positive environment, empathy, motivation, professional development, diversity, and conflict resolution are crucial. But something deeper ties them all together; human connection. A powerful example of the importance of connection can be seen in the iconic movie *Top Gun* from 1986 and its sequel from 2022 *Top Gun Maverick*. In the first movie, pilots compete hard but ultimately must cooperate to survive. In the sequel, the focus shifts to Maverick's role in forming a strong team of top pilots. Through trust and deep connection, they achieve the impossible together. Maverick's ability to connect with himself and others, trusting in their common mission, makes him not just a leader but a winner. It's a reminder that in any team, the strength of connections can turn challenges into victories. (Rauhala, Lange, Kääriä & Virkkunen 2024, 19-22)

Typical features of co-management include fostering a common shared vision as the organization's trendsetter, developing and utilizing abilities and learning of entire organization, focusing on individual development, recognizing people as individuals and encouraging team learning. The aim of co-management is to actively participate it's members in development. Innovativeness, competitiveness and distinction are sought through lively exchange of ideas, interaction and cooperation. People are valued as important assets in the organization, and with their help it is believed that different solutions to problems and the development of operations can be found. A co-management model requires openness and courage in organizations. Ideas are not rejected and different opinions and views are valued. (Kehusmaa 2023, s.34)

Overall all this sounds very reasonable, but the implementation might be fumble. Even though individuals and teams are responsible for their own management, there still needs to be someone overseeing the overall direction, setting objectives, prioritizing tasks, problem-solving, and supporting the entire team's success. Actually leading a self-managed organization requires more leadership than leading a traditional command-based organization. (Savaspuro, 2020)

## 4 Connecting self-management & co-management principles to onboarding and further professional development

As it turned out in the theory, role-specific onboarding is more than half as important as general onboarding. In accordance with the objective of the research, in this part I want to emphasize the stages of creating the onboarding process from the perspective of emphasizing self-management and co-management principles. Additionally, I want to highlight the sharing of tacit knowledge as part of the onboarding process.

### 4.1 Creating an onboarding program

The purpose of an onboarding program is to support practical work and ensure consistency in onboarding. A written plan is not essential, but the larger the organization is, the more beneficial it is. When developing an onboarding program and improving its content, it's good to try out new ideas. This way, it can be determined what works and what doesn't. Different organizations have different needs when it comes to bringing new employees onboard. Onboarding is like a bridge between when someone gets hired for a job and when their performance is reviewed. It helps new employees settle into their roles smoothly (Eklund 2018, 171-172; Hampel & Lamont 2011, Chapter 1).

Creating an onboarding program in the organization serves various purposes. The challenge lies in identifying the most relevant reasons that will resonate with decision-makers. Some struggle with high employee turnover or slow productivity, while others need to pass on knowledge from older to newer workers. Some organizations spend too much money on the initial administrative part of onboarding and need to make it more efficient. It's crucial to understand what a company currently does for onboarding and find ways to improve it. Unfortunately, many organizations don't spend enough time identifying problems and opportunities. This leads to ineffective solutions and wasted resources. To succeed, organizations should start by diagnosing their onboarding process to identify problems, opportunities, and practical solutions that fit their unique circumstances (Stein & Christiansen 2010; Hampel & Lamont 2011, Chapter 1).

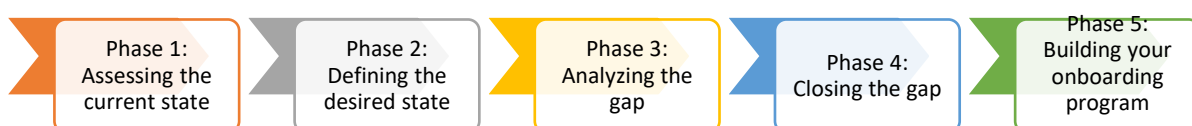


Figure 5. Steps to create an onboarding program. (Davila & Pina-Ramirez 2018, Chapter 3)

These phrases can guide the onboarding creation project by gathering data and building the program. First step is to assess the current state both the business and employee perspectives. Starting by determining if there's an existing onboarding program and if not, what business issues will an onboarding program solve? Defining onboarding objectives is crucial for building a strong onboarding program and staying focused on goals, actions, roles, and measurements. These aspects will guide your efforts to gather further information about the current state. A good onboarding program clearly defines the roles and responsibilities of all participants. Knowing this big picture will help to look closely at the details later. Understanding the broader expectations is useful when comparing what's happening now with what's needed in the future, which is called "gap analysis". Providing guidelines ensures everyone stays on track throughout the onboarding process. Clarifying these phases helps to create a summary of roles and responsibilities: HR partner serves as the guide and confidant for the new employee and shares key documents. The hiring manager provides information about role expectations, offers feedback, and shares insights about the team. The new onboarding program may take various forms, each with its own pros and cons, which must be carefully weighed to determine the best fit for the company. The onboarding program plan outlines what will be done and the investment required to implement it, considering benefits, drawbacks, risks, costs, current status, and future objectives (Hampel & Lamont 2011, Chapter 1; Davila & Pina-Ramirez 2018, Chapter 3).

Since there is no specific model for achieving co-management that works universally for different companies, each company must determine its own needs and apply them in the best possible way. Most of the questions answered already in developing the onboarding program will help to add the self-management and co-management principles in it. An individual can grow and develop self-management. Self-critical reflection, in which a person questions his old ways of doing things, and on the other hand, discussing them, his/her own self-image and acting in accordance with it, influence the formation of self-management. Growing into yourself means facing your own strengths and weaknesses. The concept of self-management is so broad, it is easy to get the wrong impression in a professional context. The needs of the self-management process are invested in at the individual and team level. Self-management in a team can be realized if the team members have similar views on self-management, the rules of the are determined, power and responsibility are shared equally. The further journey towards co-management is slow and requires adjustments along the way as needed. To achieve co-management, it is important to consider questions such as: What kind of activities are employees accustomed to, what are their capabilities for implementing co-management, and what changes are sought through self-management? However, the formation of co-management can be hindered by individual-level problems, such as resistance to change and denial of self-management skills. At the individual level, it is more about skills and attitudes, while at the organizational level, challenges may include the methods of work organization,

the structure of the organization, and the underlying mindsets influencing operations. Regardless of the type of co-management implementation, the ability of individuals or different teams typically influences their own activities increasingly. The more internally motivated employees feel about their tasks, the more likely co-management organizational models will suit them. However, different responsibilities and tasks need to be distributed sensibly. (Koistinen & Kostamo 2021, 62-66; Akola 2020, 63-66)

#### 4.2 Sharing tacit knowledge as part of onboarding

Knowledge management in nutshell is that it gives possibility to teach repetitive tasks to machines, and safeguarding against the amount of relevant and critical knowledge that walks out when individuals leave the firm. The most valuable part of expert organizations, which is the knowledge and intellectual capital of the individuals, is said to be in the form of tacit knowledge. It is information and skills that are hard to access. The expertise maintained by tacit knowledge is automated, meaning it operates almost without conscious thought. Therefore, it is difficult to explain it to others or even recognize it oneself (Hariharan 2015, 18; Kupias & Salo 2014, 230).

The following figure illustrates the types of knowledge.

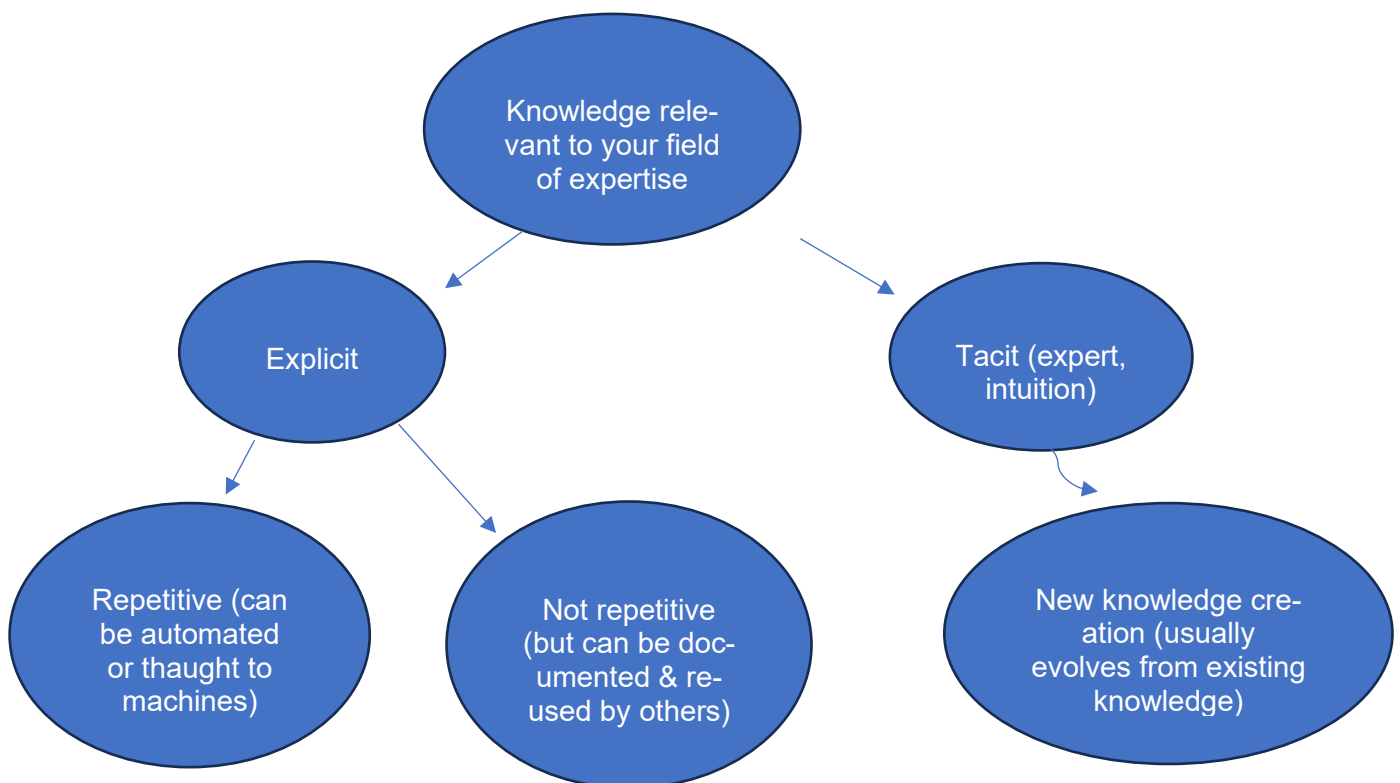


Figure 6. Types of knowledge. (adapted from Hariharan 2015, 19)

Mentoring is as a natural way for sharing tacit knowledge to new employees. The mentor provides guidance to the newcomer, aiding in their personal and professional development within the workplace. It's a form of informal learning where the mentor demonstrates practices and encourages the newcomer to discover their own optimal methods. While the mentor offers guidance on tasks, they empower the newcomers to explore diverse approaches independently. Through close collaboration, mentors and new employees facilitate the transition of tacit knowledge into explicit understanding through their interactions and integration into the team. The newcomers merge this new-found knowledge with their existing expertise, fostering a deeper commitment to their roles. This underscores the importance of a learning-oriented environment that prioritizes skill enhancement and personal growth in the workplace. (Haave, Void & Kaloudis 2020)

When employees have the motivation and skill to manage their own work, traditional guidance management is not needed. However, in different organizations, centralization has certain tasks and responsibilities, which are divided into task- and people-oriented activities, according to which making certain orders and passing on information and supporting and guiding employees. The most important thing is to increase the motivation of subordinates and maintain well-being. Managers have a role in the organization to transmit information between top managers and employees to develop the organization's operations. (Martela 2022, 19-21)

Organizations has more middle management than they would need. Strict supervision and managerial work is no longer needed as much, because the experts are highly trained, currently motivated and able to do their work quite independently. Self-management and co-management in organizations speeds up the decision making. Low organization structures enable employees to solve complex problems and collaborate with different fields of the company. According to researches, teamwork produces many benefits, such as better products, more efficient utilization of resources, better decisions, better problem-solving ability and innovations and creativity. Technology makes it possible that nowadays the team does not even have to be physically in the same space (Martela 2022, 19-21; Northouse 2018, 371-372).

The pandemic has changed how we work. Given possibility to mix working from home and going to the office is something new after pandemic. While remote work offers benefits like increased productivity, it also has its problems. For example, it's hard to come up with new ideas when we're not together. Also, it's harder to help younger workers learn and grow without being face-to-face. Especially younger team members get less mentoring and coaching compared to before the pandemic. Without the feedback needed to grow into better employees and leaders, this lack could harm their career development in the long run. (Kane, Nanda, Phillips, Copulsky, 2021)

## **5 Research methods**

This is the empirical part of the thesis. The research methods and justifications for their selection are explained in this chapter, and additionally, the implementation of different project phases, as well as data collection and analysis methods, are described in detail.

The research is conducted as qualitative research. In empirical research, methods always play a central role in the researcher's work. Qualitative research is important and valuable because it can create new theoretical frameworks, especially in cases where the existing theories are incomplete or lacking. It is good opportunity to understand lived experiences and how they are interacted in real-life workplaces. This approach helps the researcher to gain deeper insights and understand complex issues better. Therefore, it is important to consider that the chosen method is suitable for solving the particular problem. (Hirsjärvi & Hurme 2022, 32; Massis & Kammerlander 2020, 15)

### **5.1 Research approach**

This research is approached as a case study. It is a flexible method suitable for various types of research environments. In a case study, researchers have the opportunity to examine a phenomenon within its own operational context. The aim of case study is to connect theory with the empirical world. Case study is a holistic research strategy that emphasizes comprehensive explanation of the case. (Puusa & Juuti 2020, 199)

Through a case study, we can gain an understanding of how the team operates and what their needs are when planning an onboarding program. This way, we obtain information about what program is just right for their team, fitting in their situation and addressing their challenges. Additionally, we get a picture of the environment in which they operate because the surroundings and conditions influence it. By examining this whole picture, we can find suggestions for improvement that help them in practice.

### **5.2 Methods of data collection**

Interviews are a very flexible method that suits various research purposes. In interviews, there is direct interaction with the subject, which creates an opportunity to direct information gathering during the situation itself. Interviews emphasize that knowledge is subjective. The interviewee must be given the opportunity to freely express matters concerning themselves as freely as possible. The interviewee is a significant and active participant in the research. The task of the interviewing researcher is to convey the interviewee's thoughts, perceptions, and experiences. In direct interviews, one can approach by asking about the interviewee's beliefs, experiential content, and values. (Hirsjärvi & Hurme 2022, 40)

The interview questions (Appendix 1. Interview questions in English and Appendix 2. Interview questions in Finnish) were based on the research questions and the theory I had studied in advance. I intentionally did not make the questions too specific, allowing the interviewees to answer in the way they felt was most important. I had an outline of topics to guide the interviews, but none of the interviews followed the same pattern. In addition to the main questions, I had so-called extra questions in case the discussion did not develop or if the questions were too difficult for the interviewees. However, this was not the case, and the extra questions were not used in any of the interviews.

The aim was to get the entire team of six to participate in the research, because everyone experiences the onboarding individually and have their own needs when developing the process. The objective was to gather material from as many different perspectives as possible. In the end, five team members agreed to the interview.

The interviews were conducted via Teams in March and April. The duration of the interviews was between 42-93 minutes. The interviews were recorded, and Teams transcribed the recording. I wanted to emphasize to the interviewees that their responses are anonymous and that they cannot be identified. The final outcome of this research will specifically benefit their team, and therefore the responses will be presented collectively as the voice of the team.

I decided to not ask any background questions, such as role and years of service in the company. I believe they are not relevant to obtaining the information to this research. The aim was to find ways to build an onboarding program from scratch, and everyone certainly has something to contribute regardless of their background.

### 5.3 Methods of data analysis

The analysis of qualitative data is a three-step process. Its essential parts are the description, classification and combination of the material.

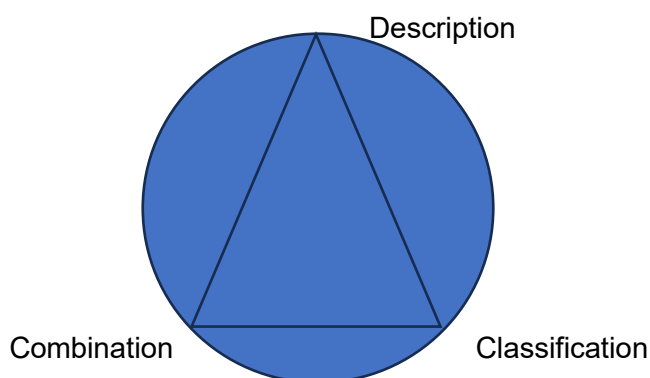


Figure 7. Three step process (Hirsjärvi & Hurme 2022, 152)



The analysis is based on describing the data, aiming to map out the characteristics of individuals, events, or objects. The purpose of the research guides the description, but it is important to consider how precisely and in detail the data is described. In describing, it is crucial to place the phenomenon in its appropriate context of time and place. Understanding the context helps capture the meaning, and for example, interview responses can contain multiple meanings. Classifying the data creates a framework that allows the data to be simplified, condensed, and interpreted. Classification organizes the phenomenon under research and enables comparisons between different parts of the data. Classification is largely inferential, with the main criteria being the defined research problem. In combination phase, the goal is to find similarities or patterns within the classified data. The resulting categories from this synthesis can be named using existing theoretical concepts or by creating new concepts that accurately describe the phenomenon. At this stage, the researcher's cognitive work and understanding are extremely important. (Hirsjärvi & Hurme 2022, 152-157)

All the essential interview material collected was documented to the table under the themes. This way the transition to the analysis phase was smooth as all the information was classified and piled in one place. The table was made as clear as possible, so that it can be read alone.

In qualitative data based on the interview material, the aim is to achieve a successful interpretation. The same text can be interpreted from different perspectives, and these interpretations can overlap at various stages. An interpretation is successful when the reader can also identify the elements in the text that the researcher found, regardless of whether they agree with them or not. Different aspects can be sought from the text, and interpretations may vary depending on the perspective taken. (Hirsjärvi & Hurme 2022, 157-158)

The analysis is written out based on the material described, classified, and combined in the earlier stage. The analysis progresses in the themes and ultimately forms a solid picture of the analysis of how the collected information could be utilized in the development in the future.

## 6 Analysis of the interviews

In this chapter, research results are presented. Answers are not individualized; they are based on the team's collective perspective. Appendix 3 is a table of all the most important themes from the comments, which are elaborated on in the following subsections. Because the team is small, the answers are written out, mentioning, for example, "one interviewee" or "several interviewees."

### 6.1 Self-management and co-management

The concepts of self-management and co-management were discussed at the beginning of each interview. I found this important so that both the interviewer and interviewee understand what is being discussed. Both of the concepts also create the base for the further discussion. Self-management was familiar to each interviewee both as a concept and meaning. Everyone felt they were self-managed and enjoyed it, finding it natural way of working. Co-management was a foreign concept at first, but when we discussed it together and its meaning was explained to the interviewees, they immediately grasped the idea and it clearly lighted some thoughts for them. Co-management was recognised in some level within the team. One interviewee immediately mentioned as an example that there are very few sick leaves in the team and that everyone is highly motivated to get the work done. All team members are helped in tough situations, and no one is left alone.

Self-management is emphasized in one interviewee's response specifically through taking responsibility. They mention that they had to proactively start taking responsibility to ensure that everything got done. The former team leader had resigned, and the next most experienced took the lead of the team spontaneously. The team was left alone for a while, and there was a period when the team had no leader. Responsibility had to be taken because if, for example, matters related to payroll were not taken care of, they would have been left unattended, and employees would have gone unpaid. Correcting that mistake would have caused a lot of trouble and extra work. As a result, co-management within the team has strengthened. They do not receive support for technical issues from anyone in the company because all critical information is in the team. The current manager above this team has never worked in resourcing and does not know in detail what or how the team works.

On the other hand, one of the interviewees mentions that co-management actualizes between the planner and the customer. Their collaboration to achieve the goal of successful rosters is productive. It is notable that progress has been made over time, and their current collaboration is forward-looking and systematic. This, in the interviewee's opinion, makes everyone's work easier and enhances understanding of operations more broadly.

The resource team identifies their work as one of the most critical areas in the organization. The work they do touches almost every aspect of the company: HR, finance, training, and operational activities. However, they feel like a disconnected part that doesn't have a proper place in the organization. For self- and co-management to be actualized, it requires the entire organization to be involved.

## **6.2 Onboarding**

Recruitment and job start were perceived very positively. During recruitment, everyone was clear about the type of work and team they were joining. The first phase of the recruitment was completed by the recruitment agency with suitability tests and interviews, followed by a second interview with managers at Airpro's headquarters. The process left a professional impression and that not just anyone can be chosen for the job.

All had backgrounds either in rostering or aviation before. One interviewee mentioned not knowing what to expect before starting the job. When meeting the team after the interview, there was uncertainty about whether the interviewee would ever learn to use the planning system, which initially seemed confusing. The team had a warm atmosphere, and it felt welcoming. Overall, there was interest from headquarters in the new employee. Conversations with representatives from other administrative units felt natural. In fact, from the beginning, one of the team members was involved in developing their customer unit's work environment from a well-being perspective. Successful and recovery-promoting rostering can impact employees' well-being. The interviewee found this collaboration enjoyable.

Some interviewees had worked for the company for so long that their onboarding happened over the years as changes occurred. The opportunity to move to different tasks and cities was seen as excellent opportunity, even if they might never use it themselves. Working outside Helsinki in the regional airports is different. In smaller units, job roles are more varied, and you get to know tasks more comprehensively. Understanding the bigger picture is easier there and has been an asset later in their career when moving to Helsinki for work in different roles. However, when transitioning to a different role within the company, it's assumed that you know what needs to be done. One of the interviewee's experiences is that onboarding is not seen as urgent, even when moving to another role within the company, perhaps even to a higher hierarchical position. This feels strange because certain things are expected from the role and its execution.

Interviewees find themselves in the role of an instructor almost weekly basis. They collaborate a lot with their customer units. Often questions related to the system, payroll, or schedules are directed to the resourcing team. They find this understandable because they are the ones who do

these tasks regularly. However, they feel that they act as instructors in this context without it being clear to everyone who is responsible for what. There are no models or tools available for onboarding. For example, when a new supervisor joins a customer unit whose job includes keeping the shift scheduling daily entries such as overtime or shift changes up to date, someone from the resourcing team, often the unit's own planner, trains the new employee in that task. The turnover in the resourcing team is relatively low, but higher in other company units. It could be practical to add simple responsibilities and models to outward-oriented onboarding.

### **6.3 Role-specific onboarding**

The closest supervisor's onboarding is remembered as clear and thorough. One of the interviewees suitably summarizes that since everything is new when you start, it's very difficult to analyse the process. The interview's findings emphasize teamwork; its positivity and the feeling that any question can be answered, and patience is abundant. It might even be that someone in the team could provide advice or a tip without even being asked. On the other hand, some of the interviewees mentioned that the onboarding was left incomplete due to the covid-19 pandemic. Everything happened so quickly when suddenly forced leaves were in effect, and overall, all the operations were minimal or even non-existent. Only the most essential or critical tasks were performed. However, it was also a challenging time because the role and its tasks were still being learned, but experienced team members might have been on a forced leave when some unfamiliar tasks needed to be done. After the pandemic, hybrid and remote work became common, and perhaps partly for that reason, it is felt that the onboarding to the role has been slow or at least not caught up with the post-pandemic era. When aviation finally got back on its feet, the ramp-up phase was very hectic, and the pace of work was really intense, even in the resourcing unit. It was necessary to go from zero to a hundred very quickly. All development projects, onboarding, and additional tasks had been on hold for a long time, and there was no time for role-specific onboarding at this point either. Many things had changed during the pandemic such as, for example, employee turnover and the expiry of work permits required at the airport.

In this team, getting acquainted with the role happens by observing the work of a more experienced employee. Generally, the person who is training is from the unit whose new employee takes over. This is in an ideal situation where there is enough time. This was considered a logical form of onboarding for the role. One of the interviewees, while familiarizing himself with the tasks, changed his perception of the job of a shift planner. He couldn't anticipate that the job involves much more than just shift planning. His preconception was based on the knowledge he had while working in the customer unit. This is crossing with the opinions of two other interviewees that the organization

does not know at a sufficient level what tasks the resource unit performs. Actually, it seems that the roles are not clear in the organization.

The self-management that came with the role was mostly seen as good and functional. The opportunity for self-management is motivating. It's easy to try out what working style suits oneself. However, if training a new employee or one's own role in the team, for example, during holiday replacement, it's good to remember that maybe this particular style doesn't suit everyone, and everyone has to find it themselves. Customer units are different, and each has its own characteristics, such as different collective agreements and exceptions.

According to many responses, technical proficiency in the planning system was too weak. The onboarding regarding this should be broader and more continuous. Although there is a lot of experience in terms of time, or there should be a lot, there isn't. Experience has been gained through trial and error. The shift scheduling system is not designed for the aviation industry, so you can't infer from there what happens with each operation. The system divides the opinions of the interviewees. The complexity and difficult use of the system are not liked, but on the other hand, it is recognized that finding a comprehensive system to cover so many businesses is difficult, and if such a system were found, transitioning to it would be a really big project, which at this stage, there would be no resources to invest in.

#### **6.4 Professional development and sharing tacit knowledge**

The foundation of professional development is seen as good team spirit and the ability to openly ask for help from others in challenging situations. This foundation is perceived to exist. The team spirit has always been good, even though the team dynamics have changed over the years.

Some interviewees mention that a hindrance to their professional development is that the team is not sufficiently involved in decision-making processes that affect them and their work. One interviewee mentions feeling very disconnected from the various ongoing development projects that affect their own work. Likewise, a few even cite a lack of trust as an example. These shortcomings eat away motivation and undermine their sense of professional competence. The motivation of the interviewee would receive a significant boost if their work contributed to the project's content. They also feel that their expertise and its contribution to the organization or, for example, a project concerning shift planning should add value to the project's content. Some interviewees mention that it would be interesting to be involved in long-term development projects. Everyone in the resourcing team is an expert, but for example, in resource management projects, they are not involved enough, if at all. The interviewee feels that there isn't a strong enough link to the management team, causing the team to work as a disconnected part of the organization. For example, ensuring

sufficient workforce can be calculated in many different ways. Simplified, a shift planner calculates the number of employees needed, and, for example, the finance department calculates the necessary number of work hours. This simple example illustrates how different calculations yield different results. Data and numbers are produced and passed on within the organization, but then the asker says they'll check them from somewhere else. That feels very frustrating. There's no culture of discussion, and the link to the management team is too weak. Collaboration and understanding with different administrative units should definitely be enhanced so that job descriptions and responsibilities are clear to everyone. Doing one's own job would be more efficient if you didn't always have to explain how and why you do your job. In order to call oneself a professional, it would be important to be involved in influencing.

According to another interviewee, the feeling is undervalued because they don't have enough tools to carry out their work professionally. The vast amount of tacit knowledge within the team is recognized. Sharing tacit knowledge is seen as challenging, especially in remote work. One interviewee mentions that they plan to work in the office specifically because, without realizing it, they learn new things. In an open-plan office, you hear if, for example, two colleagues are solving a problem, so you can listen or even participate in solving the problem yourself. Those are really valuable moments. Over the years, the team's Teams channel has accumulated a lot of instructions and informal manuals. However, they are perceived as problematic because they may not have been updated, and the information is not necessarily compiled in one place or folder. Sometimes, when you finally find the information, you were looking for, you may start to doubt whether the information is up to date.

There is no clear formula for job descriptions and sharing extensive knowledge. Information is shared about one's own work, for example, when it is known that they will cover for a colleague's vacation. Sharing of knowledge is especially desired in technical expertise related to planning systems.

## 7 Suggestion for creating an onboarding program

As the analysis revealed, the general onboarding was perceived as good, even the best ever received. Employees feel very good and welcomed when starting work at Airpro. The atmosphere is positive, and working there feels professional. In these suggestions the focus is on role specific onboarding, hoping to bring more ideas of the same spirit into the team's role-specific onboarding. The interviews revealed a broader context in which co-management is desired to be implemented throughout the organization. The interviewees offered excellent development suggestions for creating the onboarding program. The following sections provide suggestions on how self-management and co-management could be incorporated into the orientation. The interviews highlighted the team's concern about the narrow scope of job tasks, making the development of broad skills and continuous learning a crucial recommendation.

### 7.1 Enough time and systematicity

All interviewees felt the team spirit and social environment to be positive and safe. This provides an excellent foundation for the onboarding program and its development. The onboarding program should be designed to be clear so that a new employee understands its content when starting. The framework could be consistent in its main points, but it should leave some flexibility for the trainer or mentor to decide how to introduce specific tasks for example related to particular customer units. One interviewee reflects that often a new employee is recruited to fill a need, either to replace a departed employee or because there is simply too much work for the existing staff, and tasks cannot be completed on time or professionally. Often, the hope is that the new employee will help with task distribution. It may be that the team has been working understaffed for a long time, and when a new employee is hired, onboarding is minimal. Efficiency and time management are emphasized in a self-managed work community.

The most important features highlighted in onboarding were sufficient time and systematicity. The initiative for creating the onboarding program should come from the team itself, but they also hope for support from higher levels of the organization. A clear and simple structure is proposed for the onboarding program, outlining how the onboarding will be conducted. The work is autonomous, and everyone implements it in their own way. However, all the foundational information is the same, and if it is documented in a logical order, the trainer would find it easy to track what has already been covered and what has not. The information overload is immense when starting a new job. You can't learn everything at once, so consistency in onboarding is important.

One of the interviewees presents, as a concrete example, a similar structure to what Airpro uses for general onboarding. It is a table on paper listing the most essential aspects of the onboarding

process. A checkbox is marked in the box when a certain section is completed. Simple, yet effective. The interviewee recalls their own onboarding, finding it clear, and gaining a good understanding of what the onboarding would include.

## **7.2 Onboarding through mentoring**

Interviews revealed that one positive aspect of onboarding has been the opportunity to familiarize themselves with a more experienced team member. There is a desire to continue this practice in the future. However, one interviewee notes that turnover is so low in the team that there isn't much chance to become routinized to onboarding new employees. Instead, onboarding within the own team is seen as more critical. In this context, the interviewee refers to risk management, suggesting that if an experienced team member were about to quit, it would leave a significant gap in the team's expertise.

Mentoring is a valuable tool which is aiming to help and support the growth of an employee. Mentoring is driven by the employees needs not necessarily by the demands of the job. Learning from a more experienced person is the core of mentoring. Mentoring is aiming to fill in gaps in knowledge and it often goes beyond teaching. It is more like to take someone under your wings and support the growth. For mentoring to be effective, open and honest communication between the mentor and mentee is essential. Both should feel easy to share their thoughts, feelings, and experiences. Mentoring can be mutually beneficial, with mentors gaining insights from the mentee's perspectives and experiences. As a mentor, it is crucial to establish realistic and clear goals tied to professional development, create an action plan, and regularly follow up on progress (MacLeod & Brounstein 2023, Chapter 1; Reman 2023, Chapter 2).

One interviewee sees it important to observe how others do the same work. Their suggestion for improvement is to conduct mentoring within the team, where members occasionally switch roles or alternatively observe another team member's work in a critical phase.

Another interviewee reflects on the challenge of conducting onboarding. They feel that they would only be able to onboard a new employee in tasks related to their own client unit's work. They believe that sharing extensive knowledge beyond just the scheduling of work shifts would help balance the workload among team members.

The need for broader system expertise is mentioned. This would allow for the distribution of tasks, preventing the same tasks from always falling to the same individuals and diversifying job roles.



### 7.3 Self- and co-management to support onboarding

Setting goals for the team that everyone agrees would be a significant step forwards in the onboarding process and for assessing broad expertise. This would emphasize the principles and foundations of both co-management and self-management. When everyone has roughly the same level of knowledge, the team becomes more equal.

Interviews revealed that setting clear and achievable goals would be the first step. This way, the progress of the process could be tracked, and long-term professional development supported. Interviewees emphasized that this could perhaps achieve results in sharing tacit knowledge. Thus, motivation and meaningfulness of self-management would be emphasized, and co-management would have the opportunity to be realized.

At the company level, a strategy is made, and it would be useful to make one at the team level as well. This would be important especially for monitoring, as it would help the team better identify critical points of work and prioritize areas of the onboarding process. One interviewee mentions, for example, creating a yearly calendar, setting goals for where the team should be, for example, in two years from now. Interviews revealed that they all have a great motivation to do their job well and are willing to invest in the success of their work.

Examples of goals for the yearly calendar:

- Targets for the team
- Weekly rotation of manual routine tasks for everyone.
- Documenting one's own knowledge or updating existing manuals manually.
- Observing colleagues' work, for example, for one day.
- Regular meetings with the team to review old cases, such as salary adjustments. Alternatively, training sessions with the team to collectively share expertise on a specific topic.
- Sharing information about the team's work with other units, such as administration. Even short "my day" videos.

Based on the responses, it became apparent that one can become a professional in this team only through experience. Hence, the previously mentioned sharing and dissemination of information to client units and other administrative departments are especially crucial.

#### 7.4 A plan for skill development

Diversifying tasks is a clear objective to strive for. The schedule and goals would be documented so that everyone can track their own skill development. Each person could have a personalized path for how they can develop in their work. These goals could align with the overall team objectives, which would be collectively recorded, for example, in an annual calendar or the ones set with your mentor. The schedule would be set for one year at a time. During the year, certain tasks would recur in specific months, such as payroll transfer days, vacation planning, and updating background information in the planning system.

In the business world, skill development is a goal-oriented activity that must support the mutually agreed strategy. The strategy outlines future plans and identifies the key areas for development and the types of skill enhancement the organization is willing to invest in. Encouraging and well-defined goals motivate employees to develop their skills. Unfortunately, if goals are not set, skill development becomes secondary to all other tasks. Uncertainty and short-term working methods do not motivate professional growth; on the contrary, employees may feel their work is meaningless if goals are not clearly linked to the organization. Most workplace learning happens during daily tasks, through hands-on work. However, development does not happen automatically, and without a structured plan, energy is wasted on less important matters. Anyone can gather knowledge and theory as much as they like, but in reality, skill levels are measured through practical application. To bridge the gap between knowing and doing, conscious effort, reflection on actions, and finding focus are required. (Eklund 2023, 30-31, 36-37)

As revealed in the interviews, becoming a professional in this role is achieved through experience. One of the interviewees mentioned time management and the feeling that there isn't enough time for skill development as a challenge. The good news is that learning can be integrated into the work, and there is no need to separate learning from working. The team could collectively design a skill development model that suits their needs, possibly based on the use of work time. The idea could be that a percentage of work time is allocated for self-study and training. For example, occasionally attending a webinar or training related to the field and then sharing the acquired knowledge within the team. This could be combined with the team agreeing on one day per week or month when everyone should be present in the office. Face-to-face meetings would strengthen the team and facilitate more effective learning. For example, the 70-20-10 model could serve as a foundation, where skill development and self-management help the team achieve their common goals. According to the model, 70 percent of skills are acquired through personal experience, 20 percent through goal-oriented interactions, such as with a mentor, and 10 percent through formal training. (Eklund 2023, 38)



Figure 8. Illustration of 70-20-10 model.

### 7.5 Deepening the knowledge how to use the shift planning system

The skill of using the shift planning system is an essential part of a shift planner's job. Training on it will begin as soon as possible. There is not much up-to-date learning material available for shift planners to the system using. It should be updated and made as clear as possible. This could be, for example, video material, which would also allow the new employee to practice and try things out independently.

After starting to use the shift planning system, it would be good to have some sort of plan on how to advance their skills. This could involve leveraging the goals set by the team and aligning with them. On the other hand, it might be useful to periodically request training from the company that maintains the system. Some collaboration has been done with them over the years, but this cooperation could be deepened further.

As a development suggestion, tools to act as a trainer were requested. As mentioned, the team doesn't regularly get new members, but training is regularly done for other parts of the organization outside the team in connection of using the planning system. Cross-unit training is proposed. Methods could include sharing information available on an online platform. Ideas such as publishing online training/videos about shift planning, what they do, how they do it, and how to use the system, for example, the markings that client units make. If there are still uncertainties afterward, one could book time with a planner to go through things in more detail.

Sharing experiences within the team, for instance, about different situations that required creativity or doing a task differently, would bring a certain confidence in doing the work. Even if not everything is learned immediately, there would be some memory of who to turn to for advice, remembering someone who has handled similar issues. Learning takes place through practice, and a good

suggestion came up to organize meetings with the team, for example for half day, where the team would work through old cases together. This would help a lot in mapping technical skills. The suggestion would be for the team to get together and go through things together openly, which would create a common ground for handling different tasks. In these meetings, one of the team member could be secretary and update the instruction material at the same time.

## 8 Conclusion and reflection

In this last chapter, I present a summary of the research results and present a conclusion based on them. In addition, I reflected on the reliability and validity of the research and evaluate my own thesis process. Lastly, I will present perspectives on onboarding, self-management and co-management. The objective of the research was to find out how self-management and co-management principles could support the onboarding program. The team is in need of onboarding program which they don't have at the moment.

### 8.1 Conclusion

Ineffective onboarding destroys everything good that comes from hiring talented people and makes it more likely that all the effort put into finding and choosing those employees will go to waste.

Since a lot of companies see onboarding as a cost rather than something worth investing in, they tend to take a short-term view. This ends up causing problems when new employees join, making it hard for them to settle in and perform well, which stops the company from making the most of their skills and talents. (Caldwell & Peters 2018)

The lack of role-specific onboarding program is critical. Onboarding provides the first impression of the workplace and how things are done there. It's not enough that the atmosphere is good. A professional image of the company's operations emerges from a systematic and planned onboarding program. However, certain basic things should be clarified in more detail before work time is spent on developing an onboarding program.

Every organization has its own limits and possibilities. What an organization is suited for and what is possible for it depends on what kind of system the organization is. All organizations have their own style, which manifests as either invisible or explicit norms, culture and atmosphere. These are things that everyone in the workplace experiences. All organizations express themselves as systems, which means they develop their own way of doing things and collaborating, which repeats itself. This enables certain things but excludes others without conscious decisions being made in one direction or the other. This is a cycle that guides the actions of the workplace according to a certain pattern, and embedding new ways of doing things is difficult. (Stähle 2024, 16)

The research showed that the team doesn't feel its place in the organization. The onboarding program loses its base if it's not clear to everyone in the organization what each team does and what responsibilities they have. Changes and uncertainty in a company can make it hard to keep onboarding programs going. When things change, the way you run your program might not work anymore, so you have to change it. Sometimes, people who help with the onboarding program

might leave their jobs or get new roles, which can cause problems. To deal with this, it is necessary to remind top bosses why the onboarding program is important and get more people ready to help out in case someone quits the job. (Davila & Pina-Ramirez 2018, Chapter 6) This is exactly what has happened with resourcing team. Pandemic forced the organization to change, but onboarding program is not developed. Top management should keep an eye on how things are going to make sure employees keep getting the support they need.

It feels like there has been too much reliance on the assumption that the resourcing team knows its job and does it well. The detachment of the unit is emphasized and should be addressed. Every company's goal is to manage its operations well and grow. Therefore, listening more to this critical unit would be valuable. Clear division of roles within the company in terms of what each person does. For example, HR / resourcing largely deal with the same questions, such as those related to collective agreements, salaries, etc. If resourcing and HR are to remain under different business units, tasks should be divided precisely. On the other hand, it might be worth considering whether HR and resourcing could be closer to each other in the organization. It takes courage to address shortcomings, but on the other hand, sometimes even a small change can lead to things going better.

The meaningfulness of work is a key factor for success in the future workplaces. It's important for every individual, manager, and leader to understand the importance of meaningfulness. Feeling a sense of meaningfulness is linked to zest for life. We seek experiences of meaningfulness in our work; we want to do work that is meaningful and contribute to goals that are worth pursuing. If your organization can't provide meaningful work, people will look for it elsewhere. We also know that an employee who finds their work meaningful is more effective, committed, healthier, happier, more creative, and more fulfilled. Meaningfulness is a factor for individual well-being and success. (Roosevelt 2020, 55)

The motivation of several interviewees had suffered because they felt their work wasn't meaningful. They're not involved enough in projects or development work that affects their own work. It was worrying to hear that they don't get to feel like professionals in their field. The entire organization or at least the administrative staff and teams could try the principles of co-management in their own work. This would at least increase the professional development of the resourcing unit and affect their motivation to improve their work.

The team is self-managed, and there are no shortage in internal leadership. In fact, it seems to be on a really solid foundation. The conditions for creating co-managed team are present, and I believe the team would be ready for it. Onboarding can be viewed from many perspectives. A particularly important perspective is that the team should have a long-term onboarding program. This

would enhance the professional skills of each team member and make their actions more aligned with co-management principles. Creating an onboarding program would clarify the team's work tasks and also help them better understand their goals and operating models. Accumulating broad expertise was considered critical, and this could be included into the onboarding program as its own separate aspect. Clearly, there's enjoyment in the work, as turnover in the team is so low and career paths are relatively long. However, it has been proven that a concrete plan for role-specific onboarding motivates, and development in the role can be monitored.

Another perspective on onboarding is one that is directed outside the team, into other parts of the organization. Many factors affect the shift planning. Specialist work is done in resourcing, and the onboarding plan should encompass all aspects related to shift planning. There could be different onboarding programs and they should be targeted so that they benefit different roles. For example, a more comprehensive and long-term plan for shift planners, but also comprehensive onboarding for customer unit supervisors in tasks related to the planning system use, for example. The clearer the onboarding program is, the easier it is to implement. Interviewees were concerned about the sufficiency of work time. If onboarding were planned and long termed, it's very likely that time would be saved from unnecessary work tasks, and leftover time could be used, for example, to develop the team's skills. Interviewees expressed their frustration at having to repeatedly explain the same things about their work. If onboarding could reduce this, time for development would be freed up.

For this team, launching a broad expertise model could be considered. It would precisely document each work task, and compliance to these tasks would be maintained. This way, everyone could be an expert in their own responsibility area in the future. It brings a professional sense of confidence. However, several interviewees mentioned that they would gladly learn more skills and would like to know more. This would help in grasping the big picture and create a sense of security, knowing that anyone from their own team could step in to help in a task at any point. Thus, task rotation within the team could also be more flexible and seamless when needed. The working life and its needs are constantly changing. That's why broad expertise is important. It's important to occasionally step out of one's comfort zone. It refreshes and provides perspective on one's own work.

## **8.2 Validity and Reliability of the Research**

The reliability and validity of scientific research must be ensured. Assessing the reliability of qualitative research is significantly more challenging than that of quantitative research. Reliability and validity are concepts of trustworthiness. Reliability refers to the consistency of the research results

and could be answered to the question whether the target phenomenon is being studied reliably with the chosen measures, such as the situation, the measurer. Validity refers to the accuracy of the things being studied. Validity in qualitative research concerns the integrity of the phenomenon defined as the object of study. To enhance the reliability and credibility of the research, the researcher must evaluate the interview results by reflecting on their own perceptions and be able to critically assess their own contribution. (Kananen 2010, 69; Puusa & Juuti 2020, 170-171, 174).

I have ensured permission from the team manager to conduct the research. The need for the research came from the Resourcing team in Airpro Oy. As a researcher, I had a relationship with the phenomenon of the research since I have worked in the team and undergone the company's onboarding process. Therefore, I have not been completely objective as a researcher. However, I have no insight into the current situation as I have been away from my duties for over two years now. I have strived for objectivity and impartiality in the research design, data collection, analysis, and interpretation. I have attempted to avoid expressing my own opinions, even though I might have had some.

All participants in the research were informed about the purpose of the study and the methods of data collection and storage. I have reported the information I received honestly and have analysed the results with the accuracy. I wrote the research in English but included a summary of the interview results in Finnish in the appendix 3, so participants can check information or use it as a basis for future development tasks in their native language.

The information was obtained from reliable and as up-to-date sources as possible. I wrote the entire study abroad, so all the information was gathered from virtual sources, either from an online library as e-books or from peer-reviewed articles in database. The research methods used in the study are presented, and the choices are justified at the beginning of the work.

I have tried to review the research and its results critically. The data aligns with the objectives of the research, and I believe that similar results could be obtained with another study. I could have included a quantitative method alongside the qualitative method to ensure the validity and reliability. The interview is based on openness, and perhaps the result could have been reinforced or even slightly altered if, for example, the onboarding process had been evaluated using a numerical scale. However, the target group of the study responded to the interview questions from the perspective of the development of their own work, so I believe there was a motivation to respond accurately and honestly.



### **8.3 Evaluation of thesis process**

I have been out of the work life for over two years, first on maternity leave, then in forced leave due to the pandemic, and then on study leave during which we moved abroad. Working has always been very important to me, and I really enjoyed my job at Airpro as a shift planner. My initial idea for the thesis topic was related to motivation and self-management, but that changed after discussing the development needs with the team manager and the topic selection with my thesis instructor. The topic became more focused, and I am satisfied with it. I ended up doing the research without a formal commission, but still for my own workplace and for the benefit of my own team. I have been employed at Airpro for 7 years, always in the same role. I've had the opportunity to participate in very interesting projects, and my memory is that the people working in administration had a very good spirit. That's probably why I've stayed with the company for so long.

#### **8.3.1 Schedule**

The original schedule for completing this thesis extended longer than expected. The thesis follows the characteristics of a traditional case study. In December 2023, we discussed the research problem with both the thesis instructor and the team manager who runs the team where the study would be implemented. Originally, according to my schedule, the thesis supposed to be ready by the end of March 2024, but it was only completed in May 2024. I definitely should have taken the bull by the horns earlier and set interim goals for myself. My self-management in completing this thesis was lacking. Writing in English required more careful consideration of vocabulary and terms than if I had written in my native language.

There are a lot of good literature available in Finnish on self-management and co-management. On the other hand, there are many terms, and especially in English, they are not very clear. In the theoretical framework, I have used quite a lot of Finnish material, as it feels natural and credible. I think that in countries like Finland, which are equal and highly educated, self- and co-management in organizations is common and natural. Organizations are ready to develop, and everyone is included, unlike, for example, many countries abroad.

I got stuck with writing in English and actually did a lot of work by first writing down the interview material in Finnish and then translating it into English. I was really stuck, and producing text felt difficult.

#### **8.3.2 Interviews and Analysis**

Creating the interview questions was relatively easy because I had a clear goal in mind of what I wanted to find out. I had background information about the company, so I did not ask for any

background information about the interviewees. Perhaps I could have asked, as it might have provided an interesting perspective on how the onboarding was experienced at different times in the team's history. On the other hand, each interviewee was asked about their own experience with the onboarding process. The first interview made me nervous because I wasn't sure how my questions would be received, whether they would be too easy or too difficult, or if a conversation would develop.

Conducting the interviews was easy for me because we already had trust in each other. Except for one person, I knew all the interviewees beforehand. However, from a research perspective, it might have been better if I hadn't known the interviewees in advance. Many of the things and descriptions were clear to me because I am part of the team. I hope that at the beginning of this study, I have managed to describe the team's tasks and starting points in enough detail. Sometimes, when you look too closely, you might miss something. On the other hand, I believe we were able to go a bit deeper because not everything had to be explained in detail. It seemed that the interviewees were happy to answer the questions, they had thoughts, and clearly, everyone was ready to develop the team's operations and their own professional skills.

At the beginning of the interviews, we went through the meanings of the terms self-management and co-management together. I found it useful and important. When both parties knew what we were talking about, the conversation was easy. I noticed that the interviewees thought about their answers from the perspectives of self- and co-management. That was gratifying and supported the goal set for the research. The concepts and practices were recognizable to them from their own work, but I believe they might not have been able to use the terms correctly in that context.

Although I did not specifically ask about it, it was surprising that almost everyone's answers at some point turned to the organizational structure and its strangeness from the team's perspective. This would certainly provide excellent opportunities for further research. This research interviewed only one team, but similar development needs might be present in other units as well. With these findings, I ended up adding relevant theory to the study to justify its inclusion and perhaps provide a basis for further research, either for a new study or for the person who will begin preparing the onboarding material. The team has a vast amount of knowledge, but it has not been sufficiently shared within the organization. This is very concerning from a risk management perspective.

There could have been more interview questions, or I could have perhaps further clarified them. On the other hand, the interviewees had a lot of responses as it was, so I believe the questions supported the goal of this research. All the interviewees agreed that I could come back to them if it seemed that I had forgotten to ask something essential. However, I did not conduct any additional interviews. I did not find it necessary.

Analysing the data was easy. The transcription provided by Teams removed one step of the process, and I was surprised at how well it recognized the Finnish language. The translation work was challenging. I ended up documenting all the most relevant comments in an Excel sheet by topic and then translating the sections into English. Working with the material in two languages was slow, and it felt like I couldn't bring everything out as I would have liked. On the other hand, this thesis provides a foundation for the team to start building their own onboarding program.

Writing the text in English was definitely the hardest part of this project. I doubted myself a lot and spent time refining the writing style. I was really stuck and experienced quite a rollercoaster of emotions while writing. On the one hand, I had a clear idea of what I wanted to say, but in another language, it didn't necessarily sound the same as I had imagined. However, I eventually completed the work, and I am satisfied with it.

#### **8.4 Future research**

Our world today is different than it used to be before. People don't stay in one job or place for their whole lives like they used to. This change happened because of things like technology getting better, more people moving around the world, and different ways of working. The COVID-19 pandemic also made this change stronger. It is already more complicated for companies how they find and keep good workers. Younger people, called Generation Z, are starting to work now. They grew up with technology and value things like diversity and sustainability. But companies are finding it hard to understand and keep these new workers happy. (Vieira, Gomes da Costa, Santos 2024) In addition new technologies are rapidly taking over working life. Generative AI is poised to become a significant factor in management across strategic, functional and administrative levels. Strategically, it could influence decision-making by providing recommendations, and knowledge management by transforming and distributing organizational data. Functionally, it may automate interactions and human resources processes. Administratively, it could automate repetitive tasks such as scheduling and document generation. (Korzynski ym 2023)

As highlighted in Viera and other studies, the workplace and the demands and expectations of employees towards work are constantly evolving as younger generations enter the workforce. For this reason, onboarding processes should be reviewed and developed regularly. As a concrete step, feedback could be sought on the onboarding process, perhaps after six months of employment. A designated group could be responsible for managing onboarding materials both at the organizational and team levels.

It's inevitable that new technology will change how we work. However, this doesn't mean that humanity and presence should be forgotten. Personally, I see the use of new technology as an

opportunity and hope that companies dare to invest in it. For example, in Airpro's resourcing team, there is a lot of manual work that could specifically benefit from the opportunities brought by artificial intelligence. At the same time, I also hope that the good spirit in the organization and the culture of collaboration remain untouched. It's an asset that needs to be nurtured.

However, the next and most critical research or project would be to create an onboarding program. This study provides a good foundation for it because the team's own thoughts about its content have been gathered together, and concrete suggestions have been documented. Further research could delve deeper into the need for and design of different onboarding programs. Additionally, the focus could be on examining the model of the organization's structure.

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## Appendices

### Appendix 1. Interview questions in English

#### Onboarding Process:

- Reflecting on your own job interview, how clear was the job description based on the preliminary information provided?
- What kinds of questions arise when you start a new job?
- What are the key factors of a successful onboarding process?
- What expectations did you have when joining the team, and how well were they met during the onboarding process?
- Can you describe specific aspects of the onboarding process that you found most helpful or challenging?

#### Self- and co-management:

- How well do you understand the principles of self-management? What about self-management?
- How well do you understand self-management within the team?
- Can you provide examples of how self-management has been demonstrated or practiced in the team?

#### Clarity of Role and Expectations:

- How clear are your own role and job expectations within the team?
- How well were roles and expectations communicated to you as a new employee?
- In what ways could roles be clarified during the onboarding process?
- What personal experiences or insights from onboarding could be utilized?

#### Self- management and co-management in onboarding:

- How could self-management and co-management be included into the onboarding?
- What kinds of factors could support familiarization with a self-managed team?
- How does the onboarding support the development of professional skills?
- Would you prefer a clear path and goal-oriented onboarding for professional development?
- How do you think a beginner can become a professional within the organization?
- In what ways could tacit knowledge and professional skills be shared?
- Have you ever onboarded a new team member? How did it feel, and what tools were available



## Appendix 2. Interview questions in Finnish

### Perehdytysprosessi:

- Mieti omaa työhaastattelua, kuinka selkeää sinulle oli tehtävän kuva ennakkotietojen perusteella?
- Millaisia kysymyksiä nousee esiin, kun aloitat uuden työn?
- Mitkä ovat onnistuneen perehdyttämisen avaintekijät?
- Mitä odotuksia sinulla oli liittyessäsi tiimiin ja kuinka hyvin ne täyttyivät perehdytysprosessin aikana?
- Voitko kertoa tietyjä perehdytysprosessin näkökohtia, jotka olivat mielestäsi hyödyllisimpiä tai haastavimpia?

### Itse- ja yhteisöohjautuvuus:

- Kuinka hyvin tunnet itseohjautuvuuden periaatteet? Entä yhteisöohjautuvuuden?
- Kuinka hyvin ymmärrät itseohjautuvuuden tiimissä?
- Voitko antaa esimerkkejä, miten itseohjautuvuutta on demonstroitu tai harjoitettu tiimissä?
- Miten selvä oma roolisi ja odotukset työstä tiimissä ovat?
  - Kuinka hyvin roolit ja odotukset kommunikoiin uudelle työntekijälle?
  - Millä tavoin rooleja voitaisiin kirkastaa perehdytyksen aikana?
  - Millaisia omia kokemuksia tai oivalluksia perehdytyksestä voisi hyödyntää

### Itse- ja yhteisöohjautuvuus perehdytyksessä:

- Miten itseohjautuvuutta ja yhteisöohjautuvuutta voitaisiin tuoda perehdytykseen?
  - Millaiset asiat voisivat tukea itseohjautuvaan tiimiin perehtymistä?
  - Miten perehdytys tukee ammatillisten taitojen kehittymistä?
  - Toivoisitko että ammatilliseen kehitykseen olisi selkeä linja ja perehdytys olisi tavoitteellista?
  - Miten mielestäsi aloittelija voi tulla ammattilaiseksi organisaatiossa?
  - Millä tavoin hiljaista tietoa ja ammattitaitoa voitaisiin mielestäsi jakaa?
  - Oletko itse perehdyttänyt uutta tiimin jäsentä, miltä se on tuntunut ja millaisia työkaluja on ollut käytössä?

## Appendix 3. Table of analysis in Finnish

Itseohjautuvuus	Yhteisöohjautuvuus	Perehdytys (yritys)	Perehdytys (rooli)	Ammatillinen kehittyminen	Perehdytysprosessin kehittäminen
Selkeä ja kokee olevansa sellainen ja tuntuu luontevalta	Selitetty periaate lyhyesti, uutta. Firmalla strategia ja yksilötasolla kehityssuunnitelma.	Haastattelussa hyvä fiilis ja ei erityistä epäselvyyttä. Yrityskohtainen kuva erinomainen ja perehdytys siihen paras mitä koskaan saanut. Ilmailualalla termistö uutta ja ei ollut entuudestaan tuttua.	Lähimmän esihenkilön perehdytys jäänyt mieleen selkeänä ja perusteellisena. Oli henkilö koko ajan vieressä joku joka auttoi ja koko tiimi auttoi vaikka ei ehkä osannut kysyä. Haasteellista se kun tulee paljon kyselyä siitä kuinka esimerkiksi asiakasyksikössä pitäisi merkitä järjestelmään jotain. Ei tiedä onko oma vastuu vai kenen. Organisaatiossa ei tiedetä kuka vastaa mistäkin.	Ulkopuolinen olo siitä, mitä projekteja tai kehitystä on yrityksessä käynnissä liittyen omaan työtehtävään. Oma ammatillinen kehittyminen saisi todella paljon buustia ja motivaatiota, jos saisi olla mukana vaikuttamassa. Myös tunne, että oman tiimin ammattitaidosta voisi olla hyötyä. Aikaa uuden oppimiselle pitäisi jostain saada, koska pieni porukka ja paljon työtä. Vuosien varrella tiimin dynamiikka muuttunut, henki on aina ollut hyvä.	Tuntuu, että perehdytystä pitäisi laajentaa tiimien välillä ja asiakasyksiköihin päin ja rooleja kirkastaa, jotta työntekoa voisi tehostaa. Toivoo työkaluja siihen, miten voisi perehdyttää eteenpäin asiakasyksiköjä jolloin oma työ helpottuisi. Tavoitteita ei ole asetettu ja se olisi hyödyllistä, koska työn etenemistä ei voi seurata. Resursointiin oma strategia jossa tavoitteet määrittellään ja erityisesti sen seuraaminen, koska silloin saa kuvan kriittisistä pisteistä ja pystyy priorisoimaan perehdytyksen osa-alueita.
Terminä selkeä, kokee itsensä itseohjautuvaksi ja positiivinen asia että työ on itseohjautuvaa	Jonkinlainen käsitys, ei selkeä (selitetty)	Selkeä kuva roolista, työn laajuus yllättävän suuri, erilainen kuva yhteistyöstä asiakkaisiin - todennut että parempi näin neutraalimmin, perehdytys käynnistyi hyvin ja järjestelmällisesti mutta katkesi pandemiaan.	Roolista hyvä vaikutelma, perehdytys todella hidasta eikä vielääkään ole halutulla tasolla. Tunne, että organisaatiossa ei tiedetä kuka hoitaa mitään tiettyä tehtävää	Kokee hyödylliseksi hyvän tiimin ja sen, että voi avoimesti kysyä ongelmatilanteissa ja apua saa. Ongelmat ratkotaan yhdessä. Ei selkeää linjaa tehtävänkuvien laajentamiseen. Tunne aliarvostettu, koska ei ole työkaluja toteuttaa ammattimaisesti työtään. Jokaisen tiimiläisen työhön perehtyminen muutaman päivän ajan olisi hyödyllinen (ei tarvitse sekottaa rooleja). Tiimin roolit ja työnjako ei tasaiset, eri kustannuspaikkojen alla.	Ulkoisiin olosuhteisiin adaptoituminen (pandemia, sairaslomat, vuosilomat) Nopeampi tahti perehtymisessä, ei ole ollut mahdollista kehittyä. Viikkovastuuttaminen jokaiselle manuaalisiin ja ruutinitehtäviin. Tasapuolistaa suunnittelun ulkopuolisia tehtäviä. Tavoitteiden asettaminen ja niihin pääseminen helpottaisi. Oman tiedon jakaminen esimerkiksi dokumentointi sekä dokumentaation selkeys/ mistä löytyy tieto tiimin yhteiseksi projektiksi. Tiimin kehittäminen esimerkiksi vuosikellolla. Sysäys lähimmältä esihenkilöltä ja tukea ylhäältäpäin.

<p>Termistö käyty läpi ja tunnistaa piirteet liittyen omaan työhön.</p>	<p>Termistö käyty läpi ja tunnistaa piirteet liittyen omaan työhön. Yhteisöohjautuvuus näkyy siinä, että poissaoloja on todella vähän ja kaikilla on motivaatio saada työt tehtyä. Kaikkia autetaan hädän hetkellä esim. aikataulupaine</p>	<p>Yritykseen perehtyminen on tapahtunut vuosien varrella pääpiirteittäin hyvin (esimerkiksi yhtiön sisällä, eri kaupungeissa)</p>	<p>Siirtyi asiakasyksiköstä tähän yksikköön, jolloin rooli oli tuttu, kuitenkin yllätyksenä työtehtävien monipuolisuus suunnitelun ohella. Mielikuva muuttunut siitä mikä oli ulkopuolisena käsitys. Mieleinen yllätys roolin mukana saatava itseohjautuvuuden mahdollisuus sekä toimiva ja motivoiva malli. Rooli oli aluksi selkeä, ja yksi nimetty perehdyttäjä ja positiivista ryhmähenki ja kaikki avulaita. Järjestelmän tekninen puoli haaste, vaikka työskennellyt yrityksessä jo kauan ja sen osalta toimintatavat (tes, aikataulut yms)</p>	<p>Ammattilaiseksi tullaan kokemuksen kautta, yhdessä tekeminen tiimissä korostuu näissä tilanteissa ja kokee sen hyvänä. Järjestelmää osaa käyttää parhaiten se, joka on ollut työssä pisimpään. Valmista kaavaa tai ohjeita ei ole järjestelmälle ja tiedon jakaminen olisi ehdottoman tärkeää nimenomaan teknisen osaamisen kannalta. Lisää haasteita omaan työhön toivotaan, uuden oppiminen. Toista työntekijää seuraamalla ehkä lisää teknistä osaamista järjestelmästä. Tuntuu, että tiimi muistetaan vain listanjulkaisupäivänä ja palkkapäivänä, mieleipidettä ei kysytä tiimiltä jonka työtä päätökset koskevat ja ei luoteta esimerkiksi laskelmiin (resurssinhallintaprojektit) Haluaisi tiimiä osallistettavan myös pitkän ajan kehitykseen, mutta ei linkkiä johtoryhmään</p>	<p>Hajauttaa työtehtävien osaamista, muutama osaa sitä ja muutama toista. Se, että kaikki osaisi samalla tasolla kaiken, ei ole realistista. Vaatii pysyvän porukan ja käytännön kokemuksen kautta. Riskienhallintaa pitäisi hajauttaa, tiettyyn pisteeseen asti voi kirjoittaa ylös ohjeistuksia mutta jos liian pikiä ja monimutkaisia asiakokonaisuuksia niitä on vaikea lukea. Parempi käytännön työn kautta ohjeistettun, jolloin tekemisen tulos on parempi. Asiakasyksiköiden erilaisuus, ei tunne voivansa opettaa eteenpäin muuta kuin omaa yksikköään.</p>
<p>Käsitteenä selkeä</p>	<p>Käsitteenä pimenossa (selitetty) Yhteisöohjautuvuus toimii hyvin omaan asiakasyksikköön, mutta vähemmän oman tiimin sisällä. Henki on kuitenkin hyvä ja hommat hoidetaan.</p>	<p>Hakuprosessi selkeä ja työnkuva selkeä. Päässyt mukaan työhyvinvoinnin kehittämiseen omassa suunnitteluyksikössä.</p>	<p>Rooliin selkeä perehdytystapa, seurasi työtä taustalla. Järjestelmässä paljon sellaista, jota ei vielä tiedä. Perehdyttäjän rooli tärkeä, positiivisuuden ja kannustuksen kautta.</p>	<p>Järjestelmän syvempi osaaminen olisi tarpeen. Työskentely lähityössä opettaa huomaamatta, kun avokonttorissa kuulee esim. ongelmien ratkomista. Laajan osaamisen kartoittaminen. Yhteistyötä ja ymmärrystä eri hallinnon yksiköiden kanssa, jotta työnkuvat ja vastuut olisi selkeitä kaikille ja työn tekeminen tehostuisi (ei tarvitse selittää joka kk samaa asiaa uudelleen). Lisää palautetta työstä ja edistymisestä toivotaan</p>	<p>Toisen työskentelyn seuraavien opettavaista. Selkeys ja systemaattisuus sekä avoin ilmapiiri. Ehdotuksena erilaisten keksien läpikäymistä esimerkiksi vanhoista sähköposteista. Luottamuksen ja ammattimaisuuden todistaminen organisaatiossa. Resursointi on yksi kriittisin yksikkö koko yrityksessä, mutta yhteistyö ohutta muiden yksiköiden kanssa - enemmän mukaan kaikkien kehittämiseen. Tiimissä ammattilaiseksi selkeän ohjelman kautta - asiantuntijaksi kokemuksen kautta</p>
<p>Oma-aloitteisuutta, kyky ottaa asioista selvää itsenäisesti</p>	<p>Tiiminä ohjaututaan jotain kohti</p>	<p>Koettu liian nopeaksi ja kiireelliseksi. Ei ole tarjottu työkaluja kun itse ollut perehdyttämässä</p>	<p>Kokemuspohjalta selkeät kuvat askelmerkeistä ja työn laajuudesta. Kokeilemisen kautta perehtyminen, ei selkeää pohjaa.</p>	<p>Esimerkiksi jos tiedossa tuuraus, niin yhdessä kollegan kanssa tekeminen. Tiimin kanssa esim kuukausittain asioiden läpikäymistä yhdessä ja siitä jatkojalostaa yksilöille. Kokemuksien ja tekniikoiden jakaminen kaikkien kanssa. Laajempaa perehdytmistä toisten suunnitteluyksiköiden toimenkuviin. Joka käänteessä muistetaan mainita kuinka tärkeä ja kriittinen yksikkö on, mutta sitten kuitenkin esimerkiksi tuotettuun dataan ei luoteta ja sanotaan että varmistetaan muualta - huono asenne ja tuntuu turhauttavalta. Kaksisuuntainen perehdytys. Varsinkin ramp-up vaiheen jälkeen ollut todella sekavaa.</p>	<p>Selkeämpi paketti järjestelmään perehtymiseen ja sen jatkumo. Perehtymiseen lisää aikaa sen kautta, että työkuorma jakautuu tasaisemmin. Runko perehdytykselle (liiketoiminta, tes,) Laajan osaamisen kerryttäminen kaikille. Kaikille sama rooli ja työnkuva - jaettu tieto ja yhdenvertaisuus. Työnkuva kaikilla sama. Tiimin sisällä on kaikki tieto detajli tasolla, organisaatiotasolla ei back up. Johtajuus ja vastuu nousee tiimistä eikä sille ole jatkumoa.</p>