

ENTREPRENEURSHIP AS A VIABLE CAREER OPTION FOR
FOREIGN/INTERNATIONAL STUDENTS IN FINLAND

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ABSTRACT

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This research seeks to find out if entrepreneurship is a possible career option for foreign students in Finland. The theory part of the study includes review of some of the earlier theories on entrepreneurship and some of the measures the Finnish government has put in place to motivate and encourage entrepreneurship in Finland. The research methodology used involved conducting three qualitative interviews of a semi-structured nature. The first interview was a case study of a successful foreign entrepreneur based in Helsinki. The interview with a Finnish student entrepreneur, who started her company upon graduation, and a focus group interview with three Finnish Master level students, who have decided to take up entrepreneurship as a career, were used in the triangulation process of validating the claims of the foreign entrepreneur.

The findings indicate that for the foreign national's job dissatisfaction and the difficulty in finding employment that befits their qualification are the main motivating factors for taking up entrepreneurship. The challenges the respondents of the individual interviews both Finnish and foreign mentioned were high taxes, low sales and high operation costs. The research has shown that entrepreneurship can be a viable career option for foreign students in Finland. However, it requires perseverance and understanding that it requires a high degree of commitment and hard work, belief and confidence.

The reliability of the findings is enhanced by the fact that triangulation was used for validation. This thesis is useful not only to foreign students wishing to take up entrepreneurship but also to the educational institutions in terms of giving career guidance to their students, and government agencies tasked to encourage entrepreneurship as a means of enhancing economic growth but also a solution to unemployment.

Key words: entrepreneurship, career, foreign students
Qualitative Research

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1. INTRODUCTION

The Finnish labour market is increasingly becoming more competitive. Each year a new set of graduates and other skilled people enter the labour market. Among these are the international students who come to study and hopefully work in Finland and also those people who migrate to Finland due to various other reasons. Unfortunately, most of these people do not easily find employment because of several factors some of which are not within the scope of this thesis. The blocked mobility thesis which is a theory that proposed that labour market arrangements segregate certain groups, creating barriers to their mobility. Many immigrants suffer from unfamiliarity with the social, economic and legal structures of the host society, difficulties with languages, non-recognition of credentials and discrimination. It is argued that they may experience difficulties in finding jobs in the core sectors of the economy, especially if they do not possess additional education or training in the host country (Kim, Hurh & Fernandez 1989.) Forsander (2003) also writes that in the Nordic societies, the threshold of labour market inclusion is high, which keeps unemployment high among immigrants (Forsander, 2003).

Statistics compiled by the Centre for International Mobility (CIMO) have shown that fewer than half of the total number of international students find employment in Finland after completing a higher education degree (CIMO, 2014). It has been observed that regardless the level of education, Immigrants still suffer from higher unemployment than the rest of the society in general and they end up more often into blue collar jobs like cleaners and shop assistants (Statistics Finland, 2008), this consequently results in a lot of them feeling unappreciated and undervalued and contributes to feelings of low self-esteem and eventually depression.

It is due to the above mentioned reasons and the fact that the author is himself a foreign student based in Finland, that motivated him to research on alternative ways of which to earn a living and have a career in Finland. His background in business studies was also a bias in choosing a business related topic. The theme chosen mainly cuts across two

fields, the social field and the business field. In social work, unemployment is regarded as one of the major factors that leads to social exclusion, therefore finding solutions to this social ill is definitely relevant to the social worker's profession. Entrepreneurship involves innovation which generally has no professional boundaries. It has also been emphasised that entrepreneurship education is not a separate field; rather it is part of a broader civic education (Ikonen, 2006).

There is not a lot of information regarding the employment of foreign students/ graduates from Finnish higher education institutions, hence this topic will be relevant to employers and universities who would like to know more on the employment situation and career options available to these students. A study called the International Students Barometer indicated that employability and career services are the greatest weaknesses of the Finnish higher education system (CIMO, 2011).

The students who come or wish to come to study in Finland will find this topic useful in the sense that it will give them information on a possible way of how to sustain themselves while living in Finland, if they cannot find formal employment. It also gives them a realistic view of the contemporary Finnish labour market especially considering the fact that universities are always informing them that the Finnish labour market needs more foreigners to cushion the labour deficit that is inevitable due to the aging Finnish population.

The topic is relevant to the author's professional development because it gives theoretical as well as factual knowledge on how to start up a business/ organisation in Finland. It is a well-known fact that being a social worker is a demanding and varied profession that requires one to wear many hats, being knowledgeable about entrepreneurship is an added advantage that can be very useful in this field. In human service organizations, administrative and managerial positions often overlap and require skills from both domains (Jaskyte, 2015). Entrepreneurship is also relevant in the social field because it offers solutions to social problems such as unemployment and other issues that come with job dissatisfaction. For-instance highly educated people who cannot find formal employment that matches their qualifications usually feel unappreciated, feel like failures and end up depressed. Sequeira & Rashid (2006) wrote that migrants may face ob-

stacles in terms of integration, particularly in the labour market and entrepreneurship provides them with a way of overcoming many of these barriers.

1.1 Background

The economic and migration crisis in most western countries has led to a lot of debate on whether Europe should close its borders, people have different opinions and concerns towards immigrants. The most notable one being that foreigners/ immigrants take jobs away from the locals. This concern has been fuelled by the increasing unemployment rate in most European countries and can best be explained by the Realistic Conflict Group Theory (RCGT), which proposes that when two groups are in competition for scarce resources, the potential success of one group threatens the well-being of the other, resulting in negative outgroup attitudes (Sherif & Sherif, 1979). However, the reality is that immigrants create more jobs which is good for the economy. Evidence based research has in fact shown that immigrants of all skill levels do not significantly affect native employment in the short term but boost employment in the long term. The quantitative evidence shows that, overall, immigrants do not take native workers' jobs in the long term and that they stimulate job creation through increased production, self-employment, entrepreneurship, and innovation (Constant, 2014). In 2012 it was recorded that there were over 9,000 immigrant entrepreneurs in Finland, of whom 43% work in Helsinki and the capital region. This percentage includes foreign language speakers, i.e. those whose native language is other than Finnish, Swedish or Saami (Joronen, 2012).

Entrepreneurship in Finland received a boost in the 90's after the recession that started in 1991. During this period of the recession, unemployment in Finland reached its highest level since World War 2. After the recession in 1994, Finland joined the European Union and the government set up a venture capital investment company to assist entrepreneurial activities (Dana, 2006).

1.2 Aims and objectives

The aim of this thesis is to find out if entrepreneurship can be considered as an alternative career option to the international and foreign students in Finland. This is due to the fact that the expectations of the students before and after graduating is to find formal employment in an organisation or company that is already existing. This however, may not be the case to a number of them due to the competitive and highly demanding Finnish labour market. Entrepreneurship thus needs to be introduced to these students at an early stage in order for them to have an open mind for possibilities of starting up their own companies and organisations.

The focus of this paper is to investigate a narrative of a successful immigrant entrepreneur in Finland, finding out through her experiences how she has managed to be successful in the Finnish business environment. Therefore, the objective of this research is to acquire information that can motivate international students to become entrepreneurs and consequently avoiding the unemployment trap, by engaging themselves in something that they will be proud doing and be able to advance their lives and boost their self-esteem.

1.3 Research question

The research question shall thus be; In which way(s) can entrepreneurship be a viable career option for foreign students in Finland? To realise the objective, the following questions will also be asked. 1) What motivates students to become entrepreneurs? 2) What are the main obstacles to a student wishing to become an entrepreneur in Finland?

2. THEORETICAL BACKGROUND

Entrepreneurship has had a lot of definitions throughout the years. In order to have an understanding of the term, in the theoretical background the author will first look at some of the early definitions and also recent ones, then he will introduce the definition that best suits the purpose of this research.

The theoretical part consists a summarisation of some of the early theories and an introduction of the more contemporary theories i.e. those theories that were written after 1975. The earlier theories were mainly concerned with defining and identifying salient aspects of entrepreneurship in a general way. The modern contributions on this literature are framed in terms of optimising choices between entrepreneurship and paid employment, and essentially belong to the tradition of neoclassical micro economics (Parker, 2004).

After reviewing the modern theories, the author will look at the definitions and demographics of foreign/international students in Finland. This will be followed by a look at some of the employment opportunities that are available to these students in Finland. The last part in this chapter will focus on how to start a business in Finland.

2.1 Defining entrepreneurship

When defining entrepreneur everything depends on the perspective of the person creating the definition, and the aspects and elements on which that person decides to focus in his or her research (Fillion, 2011). This view point was also shared by Bula (2012) in her article entitled *Evolution and Theories of Entrepreneurship: A Critical Review on the Kenyan Perspective*, she wrote that the classical and neo-classical theorists have laboured in trying to define entrepreneurship, but there is no single definition of Entrepreneurship. It all depends on the focus of the one defining it and from which perspec-

tive one looks at it. Some researchers look at entrepreneurship from the economics view, sociology and psychology, others look at it from the management perspective, while others look at it from the social perspective. Entrepreneurship is therefore a multidimensional concept (Bula, 2012).

To define entrepreneurship one has to first understand what an entrepreneur is. The term entrepreneur was derived from the French word 'enterprender' which means to undertake. In the 16th century the French men who undertook military expeditions were in fact called entrepreneurs. However, the first economist to use this term when describing the risk taking function of starting a business venture was an Irish man called Richard Cantillon in the 18th century (Gordon et al., 2009). Parker presents, that Cantillon (1755) in his paper arbitrage and the bearing of uncertainty was stressing the importance of the entrepreneur as an arbitrageur or speculator, who conducts all exchanges and bears risk as a result of buying at certain prices and selling at uncertain ones. Cantillon's is a risk theory of profit and it suggests that anyone who receives an uncertain income can essentially be regarded as an entrepreneur (Parker, 2004).

Most people who start-up businesses produce a product without knowing for certain how the majority of the consumers will respond to it, even though market analysis might give them an idea, it is never known for certain, an entrepreneur understands this and is willing to take the risk. Entrepreneurs should be responsible for all the progress and consequences. For example, the entrepreneur should be a risk taker on his/her business whether it goes successful or not and he/she needs to be evaluated by the consumers in a competitive market.

Joseph Schumpeter (1965) in his book *Economic Theory and Entrepreneurial History* described entrepreneurs as those individuals who exploit market opportunity through technical and/or organizational innovation. Innovation in this concept encompasses aspects such as the following; the introduction of a new product with which consumers are not yet familiar or introduction of a new quality of an existing product, taking advantage of a new market which the particular branch of manufacturer of the product in question has not previously entered, the introduction of new method of production that is not yet tested by experience in the branch of manufacturer concerned and, the conquest of a new source of supply of raw materials.

The more recent definitions of an entrepreneur seem to incorporate the ideas of both Cantillon and Schumpeter. Innovation has proved to be a very important factor when it comes to the survival of modern day businesses especially that we are now in a global market with fierce competition. Entrepreneurs are constantly improving their products or services with the aim of getting an edge in the market which translates to more profits. Some of the recent definitions include the following;

A person who uses resources economically in order to design innovative products or services with a competitive edge based on differentiation (Fillion, 2011).

Anyone who is creating a new product or business under conditions of extreme uncertainty (Ries, 2011).

Any person who undertakes a business or industrial venture with a view of making a profit (Parker, 2004).

Definitions of entrepreneur will most likely differ (as can be seen above) according to the author's. The definition that will be adopted in this paper will be the one that was proposed by the Organisation for Economic Co-operation and Development (OECD) which states that an entrepreneur is a person who works for himself or herself but not for someone else (OECD, 2001). Having defined what an entrepreneur is, we now hence forth adopt the meaning of entrepreneurship as the ability of making money by starting or running businesses, especially when this involves taking financial risks (Oxford Dictionary, 2016).

The official definition of an entrepreneur in Finland depends on the authority concerned, for instance in corporate law an entrepreneur is defined as a person who, alone or together with others, carries out activities in a business whose objective is to make a profit. These activities include a degree of risk taking, while from the viewpoint of unemployment benefit, a person is regarded as an entrepreneur when (s)he is liable to take out insurance as specified by the Self-Employed Persons' Pensions Act, or works in a managerial position (managing director or member of the board of directors) in an enterprise where (s)he owns at least 15 % or his/ her family members or s(he) together with family members own at least 30 %, or works as an employee in an enterprise whereof (s)he, his/her family members or all of them together own at least 50 %. (Suomen Uusyrityskeskukset ry, 2015.)

The term career is often used interchangeably with the term job, but in essence the two are different. A job can be defined as something you do in the short term to earn money while a career is an occupation that lasts a long time. The author will be using the term career to mean an occupation that one is both financially and psychologically satisfied with, that has opportunities for progress and has been achieved through a series of acquiring skills, knowledge and experience. The online English oxford dictionary defines a career as being an occupation undertaken for a significant period of a person's life and with opportunities for progress (Oxford dictionary, 2016).

2.1.1 Forms of Entrepreneurship

Starting a new enterprise with a completely new idea is said to be the most challenging and the riskiest, but it can also be the most rewarding. When considering entrepreneurship one needs to have knowledge of the different forms of entrepreneurship. The kind of business idea will definitely influence the type of entrepreneur you will become, nevertheless, the most important aspects people look at when deciding what kind of business to open depends on these factors- independence(control), taxes, liability, transferability of ownership, life span of the business and raising of capital. The key is to identify the legal structure that best meets your needs and the needs of your business. The different forms of entrepreneurship are;

a) Start-up entrepreneurship: a start-up is a company that is in its initial stage and its business idea has something “new”. A start up is usually financed by the entrepreneurs themselves or through bank loans, credit unions, grants from non-profit organisations etc. Start-ups are considered to be high risk ventures because they have no proven track record.

b) Franchisee: a franchisee is a form of entrepreneurship that allows you to have a business without having your own business idea. It operates by obtaining a license from the franchisor and uses their trademark. A franchisor duplicates a concept, i.e., offers it widely for the use of several enterprises. This results in a network of undertakings operating in co-operation and using the same concept (Suomen Uusyrityskeskukset ry, 2015). An example of a franchisee is opening up a Mc Donald’s fast food restaurant in your neighbourhood.

c) Part time entrepreneurship: this refers to people who are in a full time job or students who spend their free time creating or running an enterprise. In other words, a part time entrepreneur is a person who has other sources of income besides the business. This means that your financial risk will be lower because your income is not entirely dependent on the business.

d) Partnership: a partnership is when two or more people put their resources and skills together for the benefit of a business. In a partnership profits and liabilities are shared according to the partnership agreement.

e) Team entrepreneurship: this type of entrepreneurship involves several people who wish to become entrepreneurs establishing a business together. All these people are responsible for the success of the enterprise. For example, when two businesses merge, the partners of these enterprises may become partners in the new enterprise. (Suomen Uusyrityskeskukset ry, 2015.)

f) Social entrepreneurship: the term 'social entrepreneur' is used to describe a person who recognises a social problem and proceeds to solve it by entrepreneurial means. The results of such an effort can be measured either financially or as a social return (Finnish Institute in London, 2012). A social enterprise may choose any legal form of incorporation.

g) Forced Entrepreneurship: The bulk of information on entrepreneurship talks about the venture creation of businesses under normal conditions i.e. individuals taking the risk of starting a business mainly because of the motivating factors for an entrepreneur. Forced entrepreneurship, however, is when individuals have no other option but to engage in some form of business in order to have an income for survival. This form of entrepreneurship is mostly found in places where there is high unemployment with little or no social security. These individuals become necessity entrepreneurs. Necessity entrepreneurs are individuals in developing countries who start small enterprises out of necessity. While they range from street sellers to educated hopefuls with little access to formal employment, the one thing that unites them is the need to survive (Brewer, 2014).

2.2 Early theories on entrepreneurship

Entrepreneurship is said to be a multidimensional concept and a phenomenon that cuts across social, economic and psychological aspects of life. There are a lot of theories that exist on entrepreneurship, Parker in his book *The Economics of Self-Entrepreneurship* (2004) grouped some of the theories according to the following themes: Arbitrage and the bearing of uncertainty, Co-ordination of factors of production, Innovation, Leadership and motivation and Personal and Psychological traits.

2.2.1 Arbitrage and the bearing of uncertainty

Richard Cantillon initiated the idea of entrepreneurs as being risk takers. He wrote that entrepreneurs take the position of an agent who buys the means of production at a certain price and combine them into a new product and sell them at another, bearing all the risks involved. The risk comes with every new product because one cannot know for certain how that product will be received by the customer. Cantillon's is a risk theory of profit. According to him anyone who receives an uncertain income can be regarded as an entrepreneur. This type of an entrepreneur is not an Innovator nor does he change supply and demand but is intelligent, perceptive and willing to take risks (Parker, 2004).

Frank Knight (1921), his line of thought highlighted the importance of uncertainty and how it affects entrepreneurs through the unknown availability of natural resources, technological changes and fluctuating prices (Parker, 2004). Knight saw an ever changing world as an opportunity for an entrepreneur to make profit, but also means that we cannot have guaranteed knowledge of future events. Therefore, risk can be applied to situations where we cannot know the outcome, but can influence the odds. Uncertainty on the other hand is a situation where we do not know the outcome and cannot influence the odds due to lack of knowledge. Thus knight viewed the entrepreneur as an opportunist who's looking for favourable odds.

2.2.2 Co-ordination of factors of production

Factors of production are the resources needed for the generation of goods and/or services. These resources are classified in terms of land, labour, capital and enterprise. According to Jean Baptiste Say (1828), the main contribution of the entrepreneur is to combine and co-ordinate these factors of production. The entrepreneur is regarded as a person who stands at the centre of the economic system, directing and rewarding the various factors of production and taking the remainder as profit (Parker, 2004). Baptists entrepreneur is an opportunist who has good judgement skills, is not afraid to take risks and has a desire to acquire wealth.

2.2.3 Innovation

Innovation can be defined as the successful exploitation of new ideas. Joseph Schumpeter (1934) suggested that entrepreneurship entails innovation and that an entrepreneur does not operate within conventional technological constraints, making small gradual changes to existing production methods; instead he develops new technologies or products that make discrete continuous changes that shift the paradigm altogether (Parker, 2004).

One striking thing about Schumpeter's entrepreneurship theory was that in this theory an entrepreneur does not bear any risk, he explains that the risk is usually borne by the capitalist such as banks and other financial lending institutions. However, one might ask how Schumpeter can explain the situation whereby the entrepreneur finances his activities with his own capital. This is what caused several subsequent writers to criticise this theory, for example Kanbur (1980) criticised Schumpeter for ignoring entrepreneurs' actual and opportunity costs in ventures that can (often do) fail (Parker, 2004).

According to Schumpeter innovation occurs when the entrepreneur; Introduces a new product, creates a new production method, establishes a new market, introduces a new organization in any industry, finds out a new source of raw material supply and introduces a new organization in any industry. He believed that the entrepreneur is a relevant and key player in economic development. He gave an example of what he called 'crea-

tive destruction', where entrepreneurs would unleash a wave of innovative products and production processes that would displace the old ones and trigger rapid imitations by new competitors and consequently trigger economic growth. (Parker, 2004.)

Schumpeter's entrepreneur is a large scale businessman who is rarely found in developing countries, where the common entrepreneurs are small scale businessmen men who would rather imitate than innovate.

2.2.4 Leadership and motivation

Abraham Maslow in the 1940's came up with the theory of needs, he identified the basic needs of human beings and arranged them according to their importance i.e. physiological needs (food, warmth, water, etc.), safety needs, belonging needs, esteem needs (feeling of accomplishment), and self-actualization. (McClelland, 1965.)

David McClelland (1917-1998) in his book the achieving society built on Maslow's theory and identified three motivators which he believed that every person has, these were the need for achievement, the need for affiliation and the need for power. McClelland proposed that regardless of gender and culture or age, we all have these three motivating factors and the dominant one is usually influenced by our culture and life experiences. He identified the need for achievement to be the most dominant driver in an entrepreneur. People with a high need for achievement seek to excel and thus tend to avoid both low-risk and high-risk situations (McClelland, n.d.).

2.2.5 Personal and Psychological traits

Personal and psychological traits have long been regarded as factors that differentiate an entrepreneur from a non-entrepreneur. Rotter (1966) came up with the locus of control theory that suggests that a person's behaviour is affected by the beliefs of that person that events are influenced either by the one's own efforts (internal locus of control) or by forces beyond one's control (external locus of control). Links have been found between locus of control and behaviour patterns in a number of different areas, for in-

stance people with internal locus of control are said to be more successful in business than those with an external locus of control. This can be supported by McClelland theory of achievement.

The locus of control theory should be used pragmatically because if analysed from different perspectives it may be confusing e.g. some people may have internal locus of controls but are influenced by the culture and belief system around them for instance, a lot of people in the authors home country can be said to be internals but are made to be externals due to their religious belief that God already has a plan set for them, a case in point was when the country's currency and economy performed very badly in 2015, the government called for a national day of prayer with the hope of a getting a solution from God (Hill, 2015).

2.3 Modern views on entrepreneurship

From the above mentioned theories we can see that entrepreneurship is a phenomenon that cuts across a lot of aspects of life, from economic to social to psychological and so forth. In the study of contemporary entrepreneurship, one concept recurs: Entrepreneurship is interdisciplinary (Kuratko, 2016). This is one of the reasons why no particular definition of entrepreneurship has been taken up, however most of the authors do agree that for one to be considered as an entrepreneur there should be at least some element of risk, innovation, profit, leadership and having a market share, involved.

Kuratko (2016) in his book *Entrepreneurship: Theory, process and practise*, came up with the school of thoughts approach on entrepreneurship which divides it into specific activities either macro or micro. These two viewpoints (micro and macro) are further broken down into six school of thoughts with each view point having three.

2.3.1 The Macro view

The macro view of entrepreneurship presents a broad selection of factors that relate to success or failure in contemporary entrepreneurial ventures. This selection includes ex-

ternal processes that are sometimes beyond the control of the individual entrepreneur, for they exhibit a strong external locus of control (Kuratko, 2016). These processes are;

a) The environmental school of thought; this school of thought deals with the external factors that affect the lifestyle of the potential entrepreneur. These can either be positive or negative forces in the modelling of entrepreneurial desires. The focus being on institutions, values and influence of the society that when grouped together form a socio-political environmental framework that shapes the entrepreneur (Kuratko, 2016). For example, developing countries have a large number of small scale entrepreneurs mainly because of high levels of unemployment and the lack of effective social welfare institutions. The friends to these entrepreneurs are most likely facing the same kind of atmosphere and will hence influence each other.

b) The financial capital school of thought; this school of thought is based on the capital- seeking process. The search for start-up and growth funding is the complete focus of this thought. Venture capital is very imperative to an entrepreneur's development. This thought is therefore a financial management viewpoint of the entrepreneurial process and development, decisions regarding financing occur at every major point.

c) The displacement school of thought; this school of thought focusses on the negative aspect of group phenomenon, whereby somebody feels out of place or is literally displaced from the group. It suggests that a group hinders a person's development, either bringing it to a halt or by eliminating certain factors that are critical to that person's development. As a result, the frustrated individual will be projected into an entrepreneurial pursuit out of his or her own motives to succeed (Kuratko, 2016). There are three main types of displacements that demonstrate this school of thought; Political displacement (Government regulations and policies that limit or regulate or disadvantage free enterprise), Cultural displacement (social groups excluded from professional fields, e.g. Ethnic background, sex, religion and race), and Economic displacement (job loss, economic shrinkage and anything affected by economic variations or recession and depression).

These examples of displacement show the external forces that can affect the development of entrepreneurship. Cultural awareness, knowledge of political public policy and economic indoctrination will aid and improve entrepreneurial understanding under the displacement school of thought (Kuratko, 2016.)

2.3.2 The Micro view

The micro view on entrepreneurship examines the factors that are specific to entrepreneurs and are part of the internal locus of control. It suggests that each entrepreneur has the ability to direct or adjust the outcome of each major influence. It has the following school of thoughts as described by Kuratko (2016).

a) The entrepreneurial trait school of thought; this school of thought approach focuses on the characteristics of successful entrepreneurs and it suggests that if those characteristics are emulated by potential entrepreneurs, they can increase their chances of also becoming successful entrepreneurs. It lists these traits as being achievement need, creativity, determination, and technical knowledge, among others. It also supports the idea that the nurturing and supportive atmosphere that exists in an entrepreneurial family will lead to the development of certain traits early in life that will eventually lead to entrepreneurial success (Kuratko, 2016.)

b) The venture opportunity school of thought; this focuses on the opportunity aspect of venture development. The search for ideas, development of concepts and the implementation of venture opportunities are important areas in this thought. Creativity and market awareness are viewed as essential. Developing the right idea at the right time for the right market niche is the key to entrepreneurial success. It is based on the corridor principle i.e. new pathways or opportunities will arise that lead entrepreneurs in different directions. The ability to recognize these opportunities when they arise and to implement the necessary steps for action are key factors. Those in support of this School of thought believe that proper preparation in the interdisciplinary segments will boost an entrepreneur's ability to recognise venture opportunities (Kuratko, 2016).

c) The strategic formulation school of thought; this approach emphasises the planning process in entrepreneurial venture development. It brings out the importance of identifying the uniqueness of products, markets, resources and people in order to use that as leverage in a competitive environment and have effective venture formations. This involves the adaptation of the following strategies; a) Unique markets – Mountain versus mountain gap strategies i.e. identifying major market segments as well as markets that arise from larger markets, b) Unique people. Great chef strategies which refers to the skills or special talents of one or more individuals around whom the venture is built) Unique products – Better widget strategies, which refers to

innovations that encompass new or existing markets and, d) Unique resources. Water well strategies, this refers to the ability to harness special resources such as land, labour, capital and raw materials, over a period of time. This school encompasses a breadth of managerial capability that requires an interdisciplinary approach (Kuratko, 2016).

As earlier stated, the early theories on entrepreneurship were more of a general nature while as the recent theories are more comprehensive, one can even say that they are more technical, this makes them appropriate and well suited to the modern environment that is constantly evolving. However, the key points of both the old and new theories are the same, innovation is still one of the most important aspects in modern day business environment. Entrepreneurs facing fierce competition need to constantly upgrade or improve their products or services in order to maintain a market share. Risk is also still prevalent in the modern theories, though some may argue that in modern times an entrepreneur does not necessarily need to bear the financial risk of starting up a business because there are numerous ways of obtaining funding for his business e.g. crowd funding which one can use to solicit for funds for his/ her idea, from people all over the world using the internet. Management skills, psychological and personal traits are still as important in modern times as they were in the olden days.

2.4 Defining international students in Finland

International students are defined by the OECD as being persons admitted by a country other than their own, usually under special permits or visas, for the specific purpose of following a particular course of study in an accredited institution of the receiving country (OECD, 2003.) The difference between foreign and international students is that foreign students are considered to have permanent residence permits and may have moved to that country due other reasons than just for the sole purpose of studying (OECD, 2006). The author recognises the difference between the definition of international and foreign students but will however use the terms interchangeably due to the fact that the two are categorised as one in most of the data/ resources available. When data on international students are not available, data on foreign students is used (OECD, 2013).

Finland prides itself for having one of the best education system in the world and this coupled with the fact that there are no tuition fees for all regular degree students as well as international exchange students, has attracted a lot of foreign students over the years. The institute of international education as reported on the project atlas website, writes that there were a total of 29,625 international students in Finland in the academic year 2013/2014 (Institute of International Education, 2016). The top 10 countries of origin of these students are as shown in table 1 below.

Table 1. Top 10 Places of Origin for Full-Degree students in Finland in 2013/14

Rank	Place of Origin	Number of Students	Percent of Total
1	Russia	2,816	14.2%
2	China	2,147	10.8%
3	Viet Nam	1,378	6.9%
4	Nepal	1,180	5.9%
5	Estonia	817	4.1%
6	Nigeria	711	3.6%
7	India	695	3.5%
8	Pakistan	691	3.5%
9	Germany	658	3.3%
10	Iran	584	2.9%
	All Others	8,209	41.3%

What happens to these international students when they graduate? Do they go back to their countries of origin or do they settle in Finland? What determines the answer to these question's is obviously employment related. It has been reported that about 45.5% of the students in Finland who graduated with a higher education degree in 2011 were employed here, just over 5% continued their studies and just under 20% remained in Finland under another status (not employed nor a student) (Centre for international mo-

bility, 2014.) This indicates that the rate of those employed in Finland has gone down, in 2009 51% of the graduates were still employed in Finland a year after graduation (CIMO, 2014). The real reason behind this drop may not be accurately known but it does indicate the worsening employment trend in Finland. However, some of the reasons that could attribute to this slump maybe that there is an increase of foreign students in Finland hence stiffer competition in the labour market and also because of the language requirements, most foreign graduates in Finland find it hard to acquire work that reflects their qualifications and end up in odd jobs, which de-motivates them hence leaving Finland for other more rewarding countries.

The type of qualification obtained also matters and it has been observed that students who obtain a bachelor's degree from universities of applied sciences have a better chance of finding work within a year upon graduating. This could be due to the fact that these students have more time to settle in Finland since their degrees take between 3.5 to 4 years to complete, and it includes a lot of work based training which gives them the much needed work experience (CIMO, 2014). On the other hand, it takes only two years for students in traditional universities to complete a master's degree designed for international students. Table 2 on the next page shows the situation in 2012 of the students who completed a higher education degree in Finland in 2011, by educational level.

Table 2. Situation in 2012 of the students who completed a higher education degree in Finland in 2011, by educational level (CIMO, 2014).

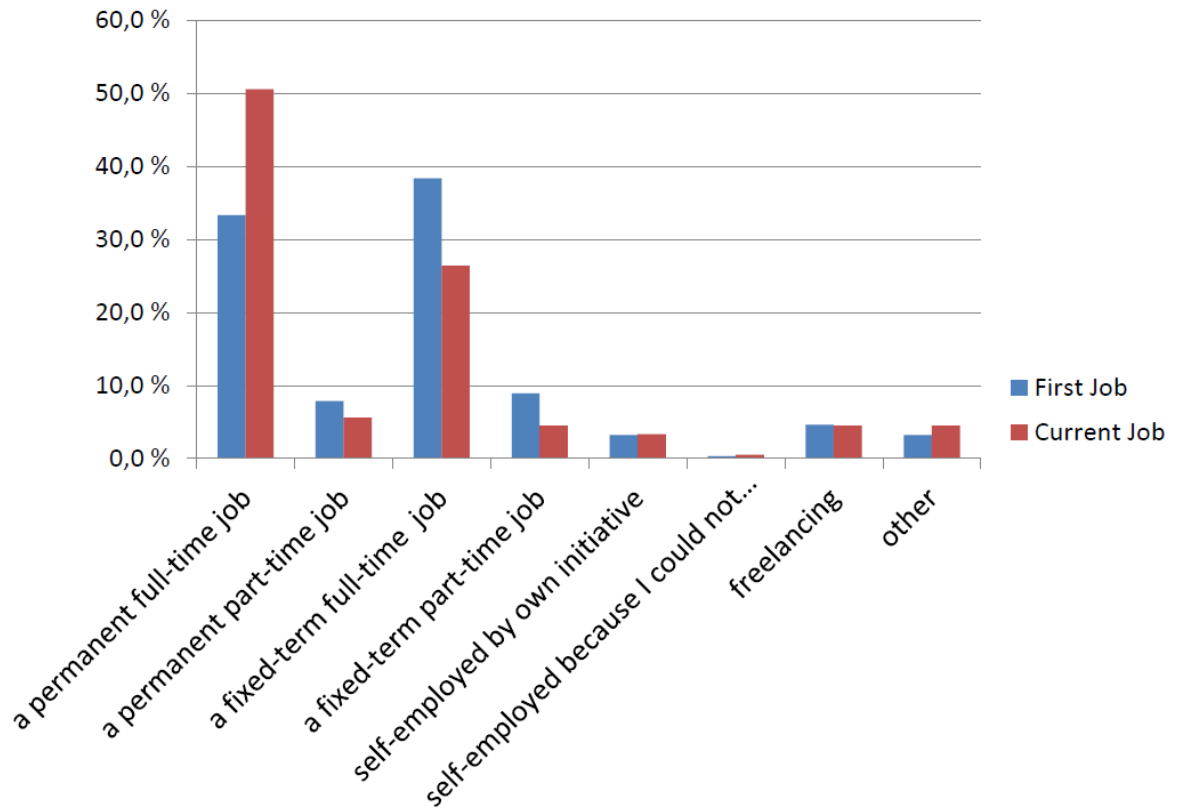
Type of qualification	Degrees 2011, number	Not in Finland 2012, %	Employed in Finland 2012, %	Students in Finland 2012, %	In Finland other, 2012, %
University of applied sciences, Bachelor's degree	1036	25.9	49.4	7.3	17.4
Traditional university, Bachelor's degree	93	22.6	46.2	23.7	7.5
University of applied sciences, Master's degree	54	24.1	59.3	1.9	14.8
Traditional university Master's degree	1006	35.7	41.8	3.5	19.0
Doctoral degree	236	41.1	36.9	0.8	21.2
Other (licentiate, specialisation in medicine)	19	10.5	78.9	0.0	5.3
Total	2444	31.1	45.5	5.6	17.9

2.5 Employment opportunities for foreign students in Finland

International students with study visas to Finland are generally allowed 25 hours of work in a week. With a student residence permit you will have the right to work if such work is part of a traineeship required for a degree or is on a research paper required for the studies. You may perform other kinds of work for 25 hours a week on average during the academic term. The number of working hours is not restricted on a weekly level, which means that you can work periodically during the academic term according to your situation, so that you work for 25 hours a week on average (Finnish immigration service, 2016). However, if you are a Nordic or EU/EEA citizen you are not required to have any special permits for working in Finland and you are not restricted as to how many hours per week you can work during your studies here.

There are a lot of job advertising platforms available in Finland. The employment offices in Finland are available to give advice to any person who seeks employment, some of their larger offices have advisers who are there specifically for immigrant job seekers. The Finnish labour market like many other labour markets worldwide is very competitive. Language has been cited by many people as being the number one key to penetrating the Finnish labour market. Many international students struggle to learn Finnish hence end up settling for jobs that do not require a high proficiency in Finnish. The most common types of jobs that usually do not require a high proficiency in Finnish are, the newspaper and magazine delivery, cleaning services, dish washing, English language teaching and IT related jobs. Most of these jobs as expected, are not permanent jobs. However, upon graduation the students who possess the required permits to work in Finland can be employed in full time permanent jobs, part time permanent jobs, fixed term part time jobs, self employed by own initiative (entrepreneurship), self-employed because of no other options (forced entrepreneurship), and free lancing. In 20011-12 a partly European Union funded and coordinated by the university of Helsinki project called VALOA, carried out a study on international graduate employability in Finland. The survey involved 363 respondents which included international graduates (2009- 10) from 15 Finnish Higher education institutions (HEIs). Table 3 on the next page shows the classifications of the jobs the graduates had acquired.

Table 3. Status of employment of international graduates from Finnish higher educational institutions (Cai & Shumilova 2012)



World-wide, entrepreneurship has been embraced by all players in the economic field as a means of creating new value, ranging from economic growth and increased work satisfaction to increased living standards and improved consumer products and services (European Commission, 2003.) Economic constraints and global competition have broken the old promise that education systems made, which was that if you work extremely hard in school you will be guaranteed a good job upon graduation. Nowadays getting a good job is extremely difficult whether you have good educational certificates or not. Finding employment when you are a foreign or international student may even be harder, especially if you don't speak the local language. The national unemployment rate for Finland in 2010 was 10%, while the unemployment rate for foreigners was at 23% (Heikkilä, 2013). This is double that of the locals, this has been one of the reasons why foreign students in Finland end up doing jobs that they are not particularly satisfied with. They settle for these jobs not because they want to but because they have to, in order to support themselves financially and avoid being unemployed. A survey by the VALOA project found out that the reasons why international students (who don't quali-

fy for social benefits) take up temporary jobs can be reduced to ones related to survival (Shumilova, Cai & Pekkola, 2013). The same survey continues to say that the self – employed respondents were the most satisfied as compared to the other groups, though the number of entrepreneurs among the respondents was quite low, only 4% (Shumilova et al., 2013). The question that comes to mind after reading this is “why is the number of entrepreneurs so low yet they are the ones that are most satisfied with their jobs”? The answer to this question is motivation. The students are not motivated to pursue entrepreneurship in Finland. Entrepreneurship is a career that involves uncertainty and degree of risk, the international students simply do not have enough information and encouragement. Thus the author chose to highlight some very important factors in this section that may encourage these students.

Understanding the motivation factors to entrepreneurship is very important if one has to understand the whole entrepreneurial process. Motivation can be the deciding factor as to who becomes an entrepreneur and who doesn't. The motivating factors for one to start up his or her own business have been identified by scholars on entrepreneurship to include the following;

1) Self-efficacy: a person's belief in his/her ability to perform certain task (Bandura, 1997). Entrepreneurial self-efficacy (ESE) is viewed as having the capabilities that can modify a person's belief in his or her likelihood of completing the tasks required to successfully initiate and establish a new business (Bandura, 1986.)

2) Need for achievement (nAch): the engagement in activities with a high degree of individual responsibility to achieve specific goals (Shane, Locke & Collins, 2003).

3) Tolerance for ambiguity: the tendency to euphemize challenging situations as opportunities instead of threat (Shane et al., 2003).

4) Risk Taking: a higher form of achievement motivation because it requires individuals to participate in activities that provide challenges (Shane et al., 2003).

5) Locus of Control: entrepreneurs have been known to have a strong internal locus of control. Locus of control is a concept defining whether a person believes he/she is in control of his/her future or someone else is in control of it.

6) Goal setting: this relates to incentives specifically financial performance (Shane et al., 2003).

7) Independence and autonomy: this dimension highlights the entrepreneurial motivation to be able to control one's work life including control over one's own time and work, making independent decisions, having flexibility to combine work with one's personal life (Reynolds & Curtin, 2008).

8) Dissatisfaction: describes entrepreneurial motivation out of dissatisfaction with prior work arrangement (Akehurst et al. 2012).

These are some of the motivating factors that make people engage into entrepreneurship. However, the reasons for one to start business ventures are numerous and varied, these reasons range from situational factors, such as unemployment or having a spouse die, to discovering a product or service to be marketed. Thus it can be concluded that the decision to become involved in a business venture is influenced by the individual's personal and environmental situation. It also worth noting that the motivations for beginning a business venture have an effect on opportunity recognition (Mayo et al., 2002). The author will therefore look at the environment (Finland) and identify some measures taken up by the government that encourage entrepreneurship.

The Finnish government has come up with a deliberate policy that has made it easier for persons to establish new businesses, Finland is now among the highly ranked countries in the world when it comes to ease of doing business. The government has also established organisations that help entrepreneurs in many ways such as providing information, guidance and also funding. REFERENCE? Enterprise Finland is an initiative of the ministry of Economic affairs and employment that offers information, services and tools for companies and company founders, on its website it has an interesting test called the entrepreneur test, which evaluates the capabilities of a person to become an entrepreneur (MyEnterprise Finland, 2016).

In Finland, support for innovative entrepreneurship and the innovation activities of SMEs is based on a systemic policy approach. The Finnish Funding Agency for Technology and Innovation (Tekes) provides well-established programmes aimed to encourage SME participation in co-operative research, development and innovation projects (The Innovation policy platform, 2013). The establishment of organisations such as TE-palvelut is an example of the government's commitment to fostering the growth of entrepreneurship in Finland. It offers public employment and business services. TE has a

start-up grant that is aimed at encouraging new businesses and promoting employment. The grant provides an entrepreneur with a secure income during the time that getting the business up and running is estimated to take – however for no more than 18 months (TE-palvelut, 2016). Finnvera is another example, it is a state-owned financing company whose main tasks are to promote entrepreneurship, development of SMEs, internationalization and exports of firms, and government regional policy. In general, the Finnish environment is conducive for starting up businesses, the Nordic entrepreneurship survey (2015) showed that the majority of the Nordic entrepreneurs feel that their local municipality or region supports them in the future development of their business.

2.6 Starting up a business in Finland

Starting up a business requires a person to carefully consider the business environment of the target country. The world bank ranked Finland number 28 out of 185 countries at ease of doing business (The World Bank, 2016). The Finnish government has put in place policies to boost entrepreneurship such as the establishment of institutions that are aimed at helping individual and small and medium sized enterprises in protecting their intellectual property e.g. The Finnish Foundation for Innovations. TE-centres are government owned offices whose aim is to provide business support services, consultation and advice, they also provide SMEs with funding. Finnvera is another institution owned by the government whose main tasks are to promote entrepreneurship, development of SMEs, internationalization and exports of firms, and government regional policy (Toivonen, 2009.)

According to the World Bank through its publication entitled Doing Business 2017, it takes 3 procedures and about 14 days to establish a Private Limited Liability Company (Oy) in Finland. The first one is depositing the paid-in share capital in a bank. The companies act states that this share capital shall be Euro 2500 and must be paid in full into the company's bank account; pay the registration fee and get a receipt (World Bank, 2016). This takes one day.

The second procedure is Submitting a single start-up notification form to the NBPR (National Board of Patents and Registration) and the Tax Administration. The proce-

procedure takes 13 days to complete and costs Euro 380. The third procedure involves opening a file at a private insurer for pension insurance, accident insurance, and medical insurance of employees. It is done simultaneously with the second procedure and has no charge (World Bank, 2016.)

For a person needing guidance in starting up a business from the scratch, Infopankki (2016) recommends the following as the basic stages of starting up a business in Finland:

- Coming up with a good business idea
- Making a good business plan
- Organising funding
- Selecting company form
- Finding out type of permits needed for your business
- Notifying the trade register and the tax authorities about your company
- Getting the right insurance
- Organising your accounting.

More detailed Information with regards to the procedure and requirements of starting up and operating a business in Finland is readily available from various sources e.g. the World Bank's publication entitled Doing Business 2017, Expat Finland website, Enterprise Finland, TE- offices etc. However, going into the details related to the procedures is not within the scope of this thesis.

Foreign nationals from countries outside the EU/EAA states wishing to be self-employed in Finland require a residence permit for a self-employed person to practice their profession in Finland. You are considered self-employed if you practice a profession or are engaged in trade in your own name, or if you have a similar responsibility for a company (Finnish Immigration Service, 2016.)

In Finland, there is freedom of trade. This means that you may engage in business operations that are lawful and in accordance with good practice without requiring a licence from the authorities. However, for certain industries, you do need a licence for the sake of the community, the environment and consumer safety. In other fields, you must notify the authorities of your operations, even though an official licence is not required.

Before operations are commenced, it is always good to check whether a special licence or declaration is needed for the business and what else is required from a trader in this field (Suomen Uusyrittyskeskukset ry, 2015.) Table 4. shows the industries where a licence or notification of intention is required.

Table 4. Industries where a licence or notification of intention to trade is required (Suomen Uusyrittyskeskukset ry, 2015).

Industry	Licence or registration authority	Link
Inspection of vehicles	Finnish Transport Safety Agency - Trafi	www.trafi.fi
Serving alcoholic drinks in restaurants, etc. and the sale of alcoholic drinks (medium-strength beer, cider and very light wines) in food stores	The Finnish Regional State Administrative Agencies	www.avi.fi
Manufacture, import and wholesale of alcoholic beverages	National Supervisory Authority for Welfare and Health - Valvira	www.valvira.fi
Firearms dealing	Finnish Police Administration	www.poliisi.fi
Pharmacies, pharmaceutical plants, pharmaceutical wholesale businesses	Finnish Medicines Agency - Fimea	www.fimea.fi
Estate agents	The Finnish Regional State Administrative Agencies	www.avi.fi
Car repair shops	Finnish Transport Safety Agency - Trafi	www.trafi.fi
Driving schools	Finnish Transport Safety Agency - Trafi	www.trafi.fi
Right to use sponsors' marks on precious-metal products	Finnish Safety and Chemicals Agency - Tukes	www.tukes.fi
Mining operations	Finnish Safety and Chemicals Agency - Tukes	www.tukes.fi
Credit, financing and investment activities	Financial Supervisory Authority	www.finanssivalvonta.fi
Debt collection	The Regional State Administrative Agency of Southern Finland	www.avi.fi
Transport of patients	The Finnish Regional State Administrative Agencies	www.avi.fi
Electrical and lift contractors	Finnish Safety and Chemicals Agency - Tukes	www.tukes.fi
Taxis	Centres for Economical Development, Transport and the Environment (ELY)	www.ely-keskus.fi
Goods traffic, public transport and community permits	The Regional State Administrative Agency of South Ostrobothnia	www.ely-keskus.fi
Telecommunications	Finnish Communications Regulatory Authority - Ficora	www.viestintavirasto.fi
Tobacco products	Local authorities	www.kunnat.net
Large-scale industrial processing and storage of hazardous chemicals	Finnish Safety and Chemicals Agency - Tukes	www.tukes.fi
Minor industrial processing and storage of hazardous chemicals	Rescue services	www.pelastustoimi.fi
Insurance agents and brokers	Financial Supervisory Authority	www.finanssivalvonta.fi
Package-tour companies	Finnish Competition and Consumer Authority	www.kkv.fi
Security companies	Finnish Police Administration	www.poliisi.fi
Private social services	The Finnish Regional State Administrative Agencies (National Supervisory Authority for Welfare and Health - Valvira)	www.avi.fi (www.valvira.fi)
Private healthcare services	The Finnish Regional State Administrative Agencies (National Supervisory Authority for Welfare and Health - Valvira)	www.avi.fi (www.valvira.fi)

The Finnish Corporate law states that companies are legally independent entities whose shareholders have no liability to it (corporate veil). Companies are free to operate in most of the industries with the following exceptions; Healthcare, alcohol, tobacco, fire arms, dangerous chemicals, banking, insurance etc. These industries are more strictly regulated and need to be approved by the higher authority (Rantalainen Accounting Services, 2015.) The purpose of the competition act is for the protection of sound and

effective economic competition from harmful restrictive practices. It states that Smaller mergers will be controlled by the domestic Finnish Competition and Consumer Authority while Larger mergers will be controlled by the European Commission. It also prohibits the abuse of dominant positions and anti-trust acts such as anti-competitive agreements (Rantalainen Accounting Services, 2015). The mercantile law deals with issues of international trade, marketing and consumer protection.

3. RESEARCH METHODOLOGY

The author reviewed several research methods before starting the research and of the methods he reviewed he decided to use the research onion as a guide. The research onion is a metaphoric term for a research process created by Mark Saunders, Philip Lewis and Adrian Thornhill (2009). The term onion is derived from the fact that this process is done in layers (more like the layers of an onion), the outer layer represents the philosophy, followed by the approach, then the strategies, choices, time horizons and finally the innermost layer which represents the techniques and procedures (see figure. 1). The author chose this method because it gives a comprehensive breakdown of the entire research process.

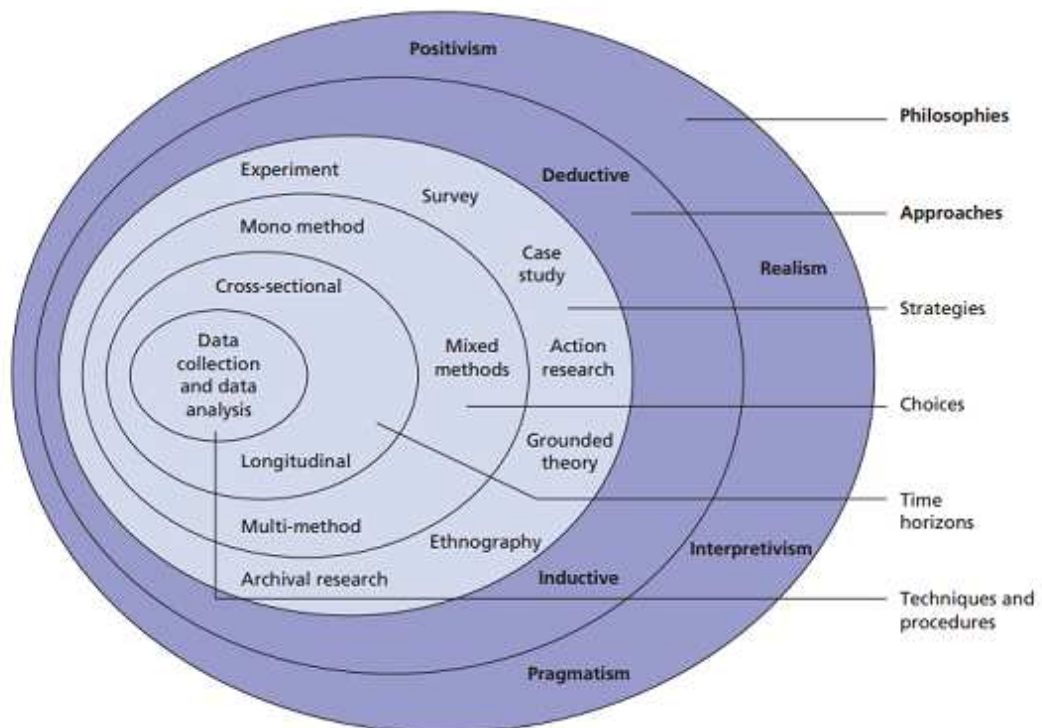


Figure 1. The research onion (Saunders et al., 2009)

3.1 Research philosophy

The research philosophy that will be used in this research is interpretivist. A research philosophy refers to the set of beliefs concerning the nature of the reality being investigated (Bryman, 2012). This in turn gives the researcher an idea on how to go about collecting, interpreting and analysing the data obtained. An interpretivist approach is one that believes that it is necessary to understand differences between humans in our roles as social actors. This approach seeks to understand the world from the point of view of the social actors, different interpretations are possible and thus are subjective (Hinkelman & Wischel, 2013.) This is suitable considering the fact that the respondents involved in this research have different backgrounds and may have different opinions of the phenomena. The author believes that the aim of this research is to gain an insight into the lives of the respondents so as to understand why they act in the way they do. Answering the research question involves taking into account the fact that individuals are intricate and understand the same objective reality in different ways and have individual reasons for their course of actions. Saunders et al., (2009) writes that Interpretivist constitutes subjective meanings and social phenomena. It focuses upon the details of a situation, a reality behind those details, subjective meanings and motivating actions.

3.2 Research approach, strategy and choices

The approach to this research will be an inductive one. An inductive research is one that begins with a research question and the collection of empirical data, which are used to generate hypothesis and theory (Russell, 2015). The author chose inductive rather than deductive because the latter exhibits a tendency to construct a fixed methodology that does not permit alternative explanations of what is happening in a given situation, and also because inductive approach allows the researcher to build a theory on how entrepreneurship can be considered as a career worth pursuing by international students in Finland. Research using an inductive approach is likely to be particularly concerned with the context in which such events were taking place. Therefore, the study of a small sample of subjects might be more appropriate than a large number as with the deductive approach (Saunders et al., 2009.)

The research strategy adopted is a case study of a successful enterprise run by a foreign national based in Helsinki. A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 1994). The case was chosen because the owner of the business is a qualified social worker who had been educated in her home country but decided to take up entrepreneurship as her career in Finland, hence fits in the theme of this research. A Case study in essence is suited for contemporary events when the relevant behaviour cannot be manipulated. Typically case study research uses a variety of evidence from different sources, such as documents, artefacts, interviews and observation (Rowley, 2002).

In this research the author uses triangulation to ensure reliability of the data. Cohen and Manion (1986) define triangulation as a way of mapping out, or explaining more fully, the richness and complexity of human behavior by studying it from more than one standpoint. O'Donoghue and Punch (2003), defined triangulation as a method of cross-checking data from multiple sources to search for regularities in the research data. This research will therefore also include two other interviews. One will be an interview with a Finnish student studying social work who had established a successful company and later sold. The other interview will be a focus group interview with three students who are working and studying in the social and health sector but have now decided to pursue careers as entrepreneurs.

In the research onion (see Figure. 2), the layer with choices gives us three possible methods to use in research for collecting data, there is the mono method, the multi method and the mixed method. The data collection method used in this research will be the mono method which involves the use of either qualitative or quantitative methods. The author was looking for a choice of method that would be suitable for use in a research with a nature that involves people's feelings, motivations and perceptions that underlie and influence their behaviour. Thus a qualitative method was chosen. A Qualitative research as defined by Cresswell (1998) is an enquiry process of understanding a social or human problem, based on building a complex holistic picture formed with words, reporting detailed views of informants and conducting the study in a natural setting.

3.3 Time horizons

The time horizon (see Figure, 2) is the time framework in which the project is intended to be completed (Saunders et al., 2009). The research onion specifies two time horizons, the cross sectional which means that the research is limited by a specified time frame, and the longitudinal which implies that the collection of data can be done repeatedly over an extended period and is used when the research seeks to examine change over time (Goddard & Melville, 2004). This research is time constrained hence the former will be used, once this research is completed it won't be expanded or researched further by the author.

3.4 Data collection and analysis

The data collection technique chosen was the descriptive qualitative method. A descriptive qualitative study is used to understand poorly understood phenomena that do not lend themselves readily to quantification. The inquiries are based on direct descriptions from the people who have experienced the phenomenon. Samples are typically small. Data are most often derived from loosely structured interviews with study participants, including both individual interviews and group interviews (Polit & Beck, 2009.) The primary data used in this research was obtained by recording the sessions of the semi-structured interviews conducted. The researcher conducted three interviews.

The first interview was with the owner of a business that makes organic beauty products in Helsinki. The interview started by the respondent telling a brief family background of herself and of her business. During this first phase of the interview the respondent was not interrupted in anyway by the researcher. The second phase of the interview involved the researcher asking open ended questions. The last phase of the interview was done in a way that the respondent was allowed to talk about any issue she might have felt was worth mentioning and the researcher was also free to ask any other questions that might have arisen during the course of the interview.

The second interview was a focus group interview with 3 respondents who are Finnish students doing a master's degree programme and also working for the Municipality, the

3 respondents were volunteers from a group of 10 people in a project on entrepreneurship, the group was targeted for this research because they have decided to change their careers and become entrepreneurs. The focus group interview was chosen as a data collection technique because the researcher wanted to collect as much data as possible in a short period of time and also because he wanted to have diverse views on the topic. The respondent's answer's will also be used as way of verifying some of the findings from the case study.

The data analysis will start with the transcription of the recordings. Transcription is a process of re-presenting data from the way it was given by participants into a form such as text which the researcher can work with more easily (Brown & Gibson, 2009). Transcription serves two aims, first it provides a guide to a given set of data as it is difficult to work with oral data and their recordings. The researchers can more easily go over and over the data to re-check the accuracy of their analysis. Second, it provides the researcher with an analytic focus on a given data set. It provides one level of engaging with the data set in order to understand it. Transcription is thus a central aspect of qualitative data analysis and not antecedent to it (Brown & Gibson, 2009.)

After transcribing the interviews, the researcher will group the data according to themes, thus will use thematic analysis. Thematic analysis was described as a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, it also often goes further than this, and interprets various aspects of the research topic (Boyatzis, 1998) [see also (Braun & Clarke, 2006)]. The picking or choosing of a theme won't be done according to the frequency it occurs in the data but rather on the importance it has with regards to the research question(s). The "keyness" of a theme is not necessarily dependent on quantifiable measures – but in terms of whether it captures something important in relation to the overall research question (Braun & Clarke, 2006).

The thematic analysis will be done according to the six phases described by Braun & Clarke (2006). The phases are;

1. Transcription of verbal data.
2. Generating of initial codes - Codes identify a feature of the data that appears interesting to the analyst, and refer to the most basic segment, or element, of the raw data or

information that can be assessed in a meaningful way regarding the phenomenon (Bo-yatzis, 1998) [see also (Braun & Clarke, 2006)].

3. Searching for themes -This step involves looking in detail at the data to start identifying themes: summaries of ‘what is going on here’. In the margins of each transcript or set of notes, start to note what the interviewee is referring to. Try to make these as abstract as possible. This means not just summarising the text, but trying to think what the text is an example of.

4. Reviewing themes – This involves the refinement of the themes already identified. During this phase you may notice that some themes are not themes at all and also that other themes need to be broken into two or more.

5. Defining and naming themes – This phase involves finding out what the texts, word or concepts mean and allocating names to the identified themes.

6. Writing the findings- This begins when you have a set of fully worked-out themes, and involves the final analysis and write-up of the report.

3.5 Ethical considerations

Due to the qualitative nature of the research the researcher had to make sure that ethical issues were thoroughly dealt with before starting the interviews. The interviewees were well informed about the purpose of the research they were being asked to take part in. The benefits and risks of taking part in the research were outlined to them. The researcher asked them whether written informed consent was preferred, all the participants were willing to take part in the research without having to sign a confidentiality agreement. However, the author will not use the real names of participants or institutions involved, he will adopt the use of pseudonyms to ensure respect and anonymity of all participants and institutions. An example of the confidentiality agreement that was made available to the participants can be found in the appendices.

3.6 Limitations to the study

This thesis comes with a few limitations that might have affected its validity if they were not properly mitigated. The first limitation the author observed was his inherent

biasness towards the topic which might have originated from the fact that he himself is also an international student in Finland facing the same phenomenon being investigated and also the fact that he has prior studies in the business field which strongly advocates for entrepreneurship. Despite this the author approached the research as professionally as possible by being neutral in the way he was drafting and asking the questions, he accommodated both supporting and conflicting views relevant to the topic with impartiality.

The first interview was conducted in the business premises of the interviewee at her request. This meant that she had to break from the interview and attend to the customers. However, she was not bothered by that fact and carried on with the interview normally. The researcher had no problems with conducting the interview in such a place. Qualitative methods of data collecting can actually be done in the respondent's natural setting.

The time constraints had affected the research process in a few ways. Firstly, the focus group used in the research was supposed to have a larger number of interviewees but most of them could not make it to the interview due to the short notice. The author was informed late about the existence of that particular target group, he however decided to go ahead and include the focus group in the research because it adds more credibility to the research.

Language was one hindrance to the process, the author realised that some of the respondents were not very confident with their English speaking skills but nevertheless they were allowed to use Finnish when it suited them.

The small sample size used in the research may pose challenges when generalising the research findings but it still gives an accurate representation of the environment and factors influencing and affecting the general population of foreign students with regards to entrepreneurship in Finland.

4. RESEARCH FINDINGS

The findings of the research will be presented in such a way that the themes most significant to answering the research questions will be presented first.

4.1 Motivation to take up entrepreneurship

Entrepreneurs have been depicted as persons with a high affinity for achievement and self-actualisation. This observation is in agreement with McClelland who proposed that regardless of gender and culture or age, we all have these three motivating factors, the need for achievement, the need for affiliation and the need for power. The dominant one is usually influenced by our culture and life experiences. He identified the need for achievement to be the most dominant driver in an entrepreneur (McClelland, 1965). The research findings are in agreement with this theory.

The motivation for a person to become an entrepreneur in Finland seems to be dependent on the job one has and the satisfaction it brings. The respondent from the case study interview (to be referred to as Hilda, henceforth with) mentioned that although she had the necessary qualification to work as a social worker in Finland, she failed to find employment befitting her qualification. “All I could get was working in day cares, and that wasn’t really my job”. These sentiments indicate that Hilda was not really happy working at day cares, and was only there for survival. A lot of foreign nationals are faced with the same predicament, however instead of being comfortable with the money she was getting at the day care, Hilda decided to quit her job. This job was one of the factors that motivated her to pursue something different, something she would be happy doing (need for achievement). “The pay was ok I wouldn’t complain about that, but it wasn’t my thing I wasn’t happy doing that. So when I got pregnant I decided not to go back to päiväkoti work, day care work”. Hilda had also mentioned that her previous job in her country of origin involved working with street children and victims of domestic

violence, this could have also contributed to her quitting her job at the day care because she probably did not think it was challenging enough. Working with street children and victims of domestic violence is obviously much more challenging, this might have triggered her urge for a more challenging kind of work in order for her to feel useful/ beneficial. Thus entrepreneurship provided her with a new challenge (success or failure). Her family's entrepreneurial background probably also contributed in her decision to take up entrepreneurship. This is in agreement with McClelland's theory that said the dominant motivating factor is usually influenced by our culture and life experiences.

The respondents in the focus group interview had mentioned doing something different than what they are currently doing to be the main motivating factor behind their decision of becoming entrepreneurs and also the freedom to be creative. Their current jobs do not allow them to pursue some of the ideas that they may have. Peter, one of the respondents said that he had been working for six years and he had lots of ideas on how to do different kinds of things but some of them cannot be achieved while he was working. Maja said that her motivation to take up entrepreneurship was simply because she has a chance of doing something different with her career.

John had the following to say when asked the same question: "I like to vision things, I like to innovate and sometimes when working for the city it might be difficult to do that, but it's easier when you can choose what you want to do and you don't have to think about certain rules and things like that."

Unlike Hilda the respondents in the focus group were all Finnish citizens who were working in the field in which they had qualifications in, but they still felt that they needed to do something else, something different for them to be satisfied. This phenomenon vindicates Joseph Schumpeter (1934) who suggested that entrepreneurship entails innovation and that an entrepreneur does not operate within conventional technological constraints, making small gradual changes to existing production methods; instead he develops new technologies or products that make discrete continuous changes that shift the paradigm altogether (Parker, 2004).

4.2 Obstacles to entrepreneurship in Finland

The obstacles found in the research were; tax, language, funding and the unknown. In the next chapters the findings will be presented under their own subheadings.

4.2.1 Tax

Tax is one of the factors that affects an entrepreneur's decision on where to start up his business. Earlier literature has established that more progressive income taxation reduces the willingness to take risk, and thus would lead to less entrepreneurial activity (Kerr and Nanda, 2009). It is common knowledge that the more tax you pay as an individual entrepreneur leaves you with less expendable capital. However, some successful entrepreneurs argue that tax has never discouraged an entrepreneur from pursuing a sensible investment. Warren Buffet was once quoted as saying that he has never seen an entrepreneur "shy away from a sensible investment because of the tax rate on the potential gain." (Time, 2016).

When asked about the challenges entrepreneurs face in Finland, most of the research participants mentioned high taxes. Hilda said that challenges are many but basically it is high taxation and low sales. "It's a lot, the list goes on and on but basically its low sales and high taxes, because if no one knows you, when the sales are low there is not enough income to meet the costs".

The problem of low sales is one that can be attributed to a lot of things for instance marketing strategy and relevance of the product or service being offered. Even though Hilda faced this problem especially in the initial stages of her business she managed to overcome it and went on to have a successful business. When the author asked how she was able to continue her business, she said through perseverance and believing in herself and her product. She believes she offers the best customer service and the best quality in products that is what makes her customers come back to her shop and tell other people about her products. "By offering quality. I think I offer the best customer service in this country and I offer the best quality in cosmetic products that are made in Finland. So its quality and good service or rather excellent quality and excellent service".

The respondent to the other individual interview, Emma, a Finnish student entrepreneur who started her own (with two partners) company providing care services to the municipality also identified high taxes and operating costs to be the obstacles to an entrepreneur in Finland. However, she also exhibited high levels of perseverance when she continued with the business despite her partner's quitting. "After one year both of my business partners decided to leave. Being an entrepreneur did not feel as their thing. I got a new partner and we continued". She also believes that her company did its work very well and thus gained a good reputation which led to more sells.

Emma's will to continue with her business despite her friends quitting reaffirms the displacement school of thought mentioned earlier in chapter 2, which suggested that a group hinders a person's development, either bringing it to a halt or by eliminating certain factors that are critical to that person's development. As a result, the frustrated individual will be projected into an entrepreneurial pursuit out of his or her own motives to succeed (Kuratko, 2016).

4.2.2 Language

It is a well-known fact that the Finnish language is not the easiest to learn, especially if you do not have enough time to learn it intensively. This is one of the problems that affects international students especially those that want to work in Finland. Finnish language proficiency is one of the most important aspects employers look at, being able to effectively communicate with clients is very imperative to a company. However, for entrepreneurs, it is more important to know cross cultural communication, Lisa Nielsen (2016) writes in an article titled importance of communication in the business world, that in today's global economy, businesses cannot ignore the importance of cross-cultural communication. Businesses are finding that it is in their best interest to learn about national, cultural and ethnic groups they need to communicate with to grow their businesses. Knowledge of language nuances and local customs are important to that growth as a misstep can cause a lost sale or a delayed project.

The respondents did not mention language as one of the main obstacles to becoming an entrepreneur in Finland. Hilda said that language was the reason why she initially found

it hard to get a job and settle down. She had said she could only get day-care jobs and that was not what she wanted to do thus started a business, but did not mention it as an obstacle in her business.

Emma advised that the first step to take by a person wishing to become an entrepreneur as a service provider in Finland is to learn the language. The author agrees that language plays an important role in business and social relationships. For an entrepreneur to be successful he needs to effectively communicate with his customers. If your customer base is mostly Finnish speaking, then it is very necessary to learn the language. The other reason is one that involves safety especially if you are exposed to hazardous material. In Finland most of the labels on products are in Finnish, hence it is imperative to have basic knowledge of the language. However basic language skills and good cross cultural communication skills are relevant to an entrepreneur.

4.2.3 Funding

As an entrepreneur in Finland you can obtain funding from a number of organisations depending on the kind of business you wish to engage in, the requirements may differ depending on the funding organisation you approach. The important fact is that you need to have a properly written business plan that shows that your business can be profitable and self-sustaining (see chapter 2). The respondents interviewed did not include funding as a challenge. The author expected funding to be one of the major concerns of the respondents considering that the Financial capital school of thought (see chapter 2.3.1) proposed that decisions regarding financing occur at every major point of the entrepreneurial process.

Hilda said that she used personal resources to fund her business though she had received start-up grant of 600 euros per month for six months. This grant is given by the local employment and development office. The purpose of start-up grants is to encourage new businesses and promote employment. The grant provides an entrepreneur with a secure income during the time that getting the business up and running is estimated to take – however for no more than 18 months (Ministry of Employment and the Economy, 2013.)

Emma, said that they did not need much money to start up their business, the starting capital needed for a limited company was 2500 euros at the time. “All our services were implemented in customers’ homes. We didn’t have to invest that much money. Starting capital for a limited company (Oy) was 2500 euros. We had own cars and at the beginning, our office was at home. So we did not need any loans”.

The fact that none of the respondents mentioned funding as an obstacle to starting up their business does not mean that it is not considered as a challenge. This observation merely suggests that the respondents had had properly planned on where to access funding and other related resources. This can be supported by the strategic formulation school of thought which emphasises the planning process in entrepreneurial venture development. It brings out the importance of identifying the uniqueness of products, markets, resources and people in order to use that as leverage in a competitive environment and have effective venture formations

4.2.4 The unknown

The three respondents in the focus group are working students who have just recently decided to pursue new careers in entrepreneurship. Two of them mentioned that it is difficult to decide to get into entrepreneurship because of not knowing what lies ahead.

Maja said the following: “If I go into entrepreneurship it will be like a jump into the unknown, so that’s the thing, I think I need to have a good plan so that I don’t do anything stupid, I think that’s the biggest challenge for me personally.”

John had a similar answer: “I think the problem is that it feels difficult if I would want to have my own firm, it sounds really difficult that there all these steps that you need to take, it’s also difficult because you don’t know what’s waiting for you on the other side”.

The unknown can also relate to the risk that an individual takes when getting into entrepreneurship. The common man on the street may think that becoming an entrepreneur requires one to take up risky ventures, this is actually not the case. Entrepreneurs are individuals who take calculated risks and they will go for ventures that have moderate

levels of risk (parker, 2004) respondents Maja and John had mentioned the fear of getting into the unknown to be a challenge, nevertheless, it has not stopped them from pursuing their plans. This shows that they have assessed the risk involved and have probably already formulated a contingency plan. In becoming an entrepreneur, an individual risks financial well-being, career opportunities, family relatives and psychic well-being. The level of uncertainty involved in an entrepreneurial venture indicates that individuals drawn to such lines of business will possess a certain level of risk taking propensity. (Smith-Hunter, Kapp & Yonkers, 2003.)

5. CONCLUSION AND RECOMMENDATIONS

The high unemployment rate and lack of job satisfaction among foreign students in Finland, brings out the question whether Entrepreneurship is a viable career option for foreign students in Finland? To answer this question, the research involved conducting two semi-structured interviews and one focus group interview. The interviews included two entrepreneurs and three Master's level students who have decided to take up entrepreneurship as a career.

The research methods involved using the research onion as a methodology guide. The research involved literature review and conducting two individual interviews of a semi structured nature and one focus group interview. The first interview was with a qualified social worker turned entrepreneur, of foreign origin based in Helsinki, Finland. The second one was with a Finnish student entrepreneur who started her company in Jyväskylä, Finland. The third interview was a focus group interview with three Master level Finnish students, working and studying in the social /health fields who have decided to take up entrepreneurship as a career change. The focus was mainly on the foreign entrepreneur and the interviews with the Finnish respondents were for triangulation purposes.

The findings indicate that for the foreign national's job dissatisfaction and the difficulty in finding employment that befits their qualification are the main motivating factors for taking up entrepreneurship. The challenges the respondents of the individual interviews both Finnish and foreign mentioned were high taxes, low sales and high operation costs. The research has shown that entrepreneurship can be a viable career option for foreign students in Finland. It requires perseverance, commitment, self-belief and hard work to overcome the obstacles.

The reliability of the findings is enhanced by the fact that triangulation was used for validating. This thesis is useful not only to foreign students wishing to take up entrepreneurship but also to the educational institutions in terms of giving career guidance to

their students and government agencies tasked to encourage entrepreneurship as a means of enhancing economic growth but also a solution to the growing unemployment rate in the country.

Throughout this thesis process the author had to answer questions as to why this topic is relevant to the social field. This made the author realise that entrepreneurship is still being regarded as belonging only to the business field. This in itself indicates that the social field (universities) need to start educating their students about the importance of entrepreneurship in this field, especially that this sector is changing from being solely public to being partially private. Universities need to come up with programmes that teach their students how to start and run organisations that provide social services by means of innovative solutions to address or solve social problems. The world is fast changing and technology is one of the tools that can be utilised in this field, entrepreneurs can come up with innovative ways of doing things to achieve greater efficiency and performance. Universities should start nurturing social entrepreneurship.

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APPENDICES

APPENDIX 1 – Interview with the foreign entrepreneur

Interviewee: Hilda

Interviewer: Eugene Chiboma

H: I'm Hilda I am originally from Uganda. I came here in 2010, January 2010 (child talks in the background). Pieni hetki! You do have options of editing, right?

E: Yes, I do!

H: I originally came here from Uganda in 2010, uh coming to Finland I left Uganda when I was educated. I had a bachelor's degree in social work and social administration, unfortunately I couldn't work as a social worker here, back home I was a social worker; but due to language things and settling here wasn't easy, so I couldn't find a job that I really wanted to do, that is social work.

I had been working with street children and victims of domestic violence in Uganda. When I came to Finland, I couldn't get a job like that, they needed Finnish language, they needed experience in Finland my education was okay, they had approved it here as a sosionomi, but they still couldn't give me an opportunity to work. All I could get was working in day cares, and that wasn't really my job. The pay was ok, I mean if you are from Uganda and you start getting a Finnish salary like 2000 something that's ok. The pay was ok. I wouldn't complain about that, but it wasn't my thing I wasn't happy about that. So when I got pregnant I decided not to go back to Päiväkoti work, day care work. I started thinking what Finland needed most, like what do immigrant people, what do people who feel different need in Finland, what is missing here? And what did I miss as a person, as an immigrant African woman living in Finland, what did I want that wasn't here, what did I need and wasn't here, and that was products for our hair types and skin colour. But also products that are really moisturising coz our skins dry and they are not really meant for this weather. Dry air, dries you even more. So then I decided to do business and that was uh 2012, I started writing my ideas and business proposals, putting them on paper and doing more research on what I want to do and how I want it to be and when do I want to start.

I went through different situations when I was starting, I had to find out where exactly to start from, what exactly to start with and where to go. And one of these places was Enterprise Helsinki, it gives you advice on what you want to do and helps you develop your own Idea. So that helped me to develop my own idea, and after that I started doing more research on the products I wanted to bring here, and then I started in 2014. I opened shop here on 1st January 2014.

E: When you started business, how did you develop your network, your clientele?

H: It took like a year to really get started, so most of my friends started to tell about me and then when somebody bought, they told a friend and that friend told a friend. So I developed the network basically from the bushfire. Like someone tells someone and that someone tells someone and that's how I get my customers normally, at least 70 percent of my customers have come from there. Hey good morning! (a friend walks in the shop).

E: So you were saying that the network developed through word of mouth...

H: And also because I make unique products, they are hand made by me, you can't find them anywhere else. and also because back to the beginning when I started, the products they sale in those Afro Asian shops, they call them afro but they are really Asian shops. They are not afro shops. They are selling these products that people in Africa stopped using a long time ago, but people in Finland coz they left Africa or wherever they came from a long time ago, they think that's what we use in Africa. These are chemical products, things that will harm your skin, will give you skin cancer, give you different cancers. so when I started, people saw something better and they came.

E: how did you get your funding and support for your business?

H: Funding and support... basically it's personal, not from anywhere else.

E: Did you have any help from the labour office or social services?

H: Labour office, what's the labour office?

E: It's a government institution that helps people who are unemployed, and want to start up something, they also help you look for jobs

H: Is it työtoimisto?

E: Yes

H: They give startti raha, 600 euros per month for six months.

E: Did you get that?

H: Yes, everybody gets that when they start.

E: What challenges did you face when starting the business?

H: That's quite big! Lots of them, low sales, high taxation, weather. It's a lot the list goes on and on but basically its low sales uh because if no one knows you, when the sales are low there is not enough income to meet the costs.

E: So what motivated you to continue with your business, since you were having low sales?

H: Because I wanted it, I wanted it to happen and I struggled to make it happen!

E: How do you the handle the competition in this kind of business?

H: By offering quality. I think I offer the best customer service in this country and I offer the best quality in cosmetic products that are made in Finland. So its quality and good service or rather excellent quality and excellent service.

E: Do you think being an entrepreneur is a viable option for foreign students who are finding it difficult to find employment here in Finland?

H: Yes!

E: Do you have any advice for them?

H: Many students when they come here, they look for "this job" and they never find it because the competition is high and they lack language skills, normally they never get that dream job and they end up doing cleaning jobs and they are offering their most productive age to cleaning, and even though they offer these cleaning services, they are not appreciated .And because they are not appreciated and they are still in this productive age they lose motivation, they lose courage, they lose the desire to do it more , then they get into unemployment. When they get into unemployment it becomes a cycle and it starts rotating around, they are unemployed living on less money, then they get depressed, you've spent so many years in this education and you feel this education has not helped you because you have master's degree, PhDs. I have met foreign students with master's degrees and PhDs and they are doing cleaning jobs! They become negative in life, negative even on their own lives. So this affects them psychologically mentally, health wise and also their esteem goes down and that affects uh then you get into crime. But if you study here and you start business, because most of we people from Africa, we have education that is very good, we have two types of education; the education that you get the certificate on and the other type of education when you don't get a certificate on, this I will call the informal education.

This informal education is the most important to us but we don't know because we are uhm uhm. The media and the western countries, use the formal education as a yard stick

to assess us but they don't use the same yardstick to assess us on informal education. What do I mean? For example, I come from a family where my grandfather was a business person, small business, selling different stuff, chickens, goats in the markets. My father did the same thing, he sold different things, but on a larger scale, my mother's family were black smiths, they could weld anything. When you go to school and have the education from there, the school will help you to add value to it, and when you add value, you make better business. This formal education gives you empowerment to show case what you are good at, it's not telling you that you are going to do the job that you are studying forever. It is only giving you empowerment, but informal education is this thing that you have lots and lots of experience in. like I told you that my father's family sold chickens and my mother's did welding and some members did cosmetics. So in this cosmetics part (I think in Zambia you have the same kind of businesses where women make soaps and candles.) we grow shear butter in Uganda and this is the same Knowledge that I am using here, so my formal education adds value to the informal knowledge that I obtained in my country. Foreign students from low developed countries should try to impart this informal education, add value to it, incorporate it in their day to day lives so that they don't have to be fixed on just looking for jobs, foreign students can create jobs, can employ Finnish student actually, because many western students have grown into this kind of formal education," my mother is a doctor, my father is this and that". Then us we have this knowledge that you have learned from your grandfather, grandmother and this knowledge is very important but many times it is not weighed at all, and because of this we under value it. Foreign students when they come here, even when they have this knowledge when they are seeking employment they are not thinking of it, all they think about is "I have a master's degree, I have PhD, I have this work experience". They are not thinking "oh I can make a chair, I can make a bag, I can design clothes, I can make shampoo", they are not thinking of that. When they come here they should be thinking of this informal education, not just in Finland but all over the world, anyone from a low developed country has other, skills that we need to add value to, and once we add value to these skills we are not going to be cleaners of any country. We are not going to do work that breaks our backs, why should you break your back at a young age? Yet you have other skills that you learned and you yourself are under valuing.

E: That's very interesting, okay so that was all on the question and answer segment. Thank you very much!

E: Career wise, are you happy being an entrepreneur or you would rather go back to being a Social worker?

H: No I can't go back, because I am incorporating my social work skills in my business. In social work I studied the ethics of social work and I have studied to be non – judgemental, I have studied to see people the way they are and not judge them but also try to be empathetic that if I put myself in this person's shoes, how will it be if it were me? The same with business, people come to buy, if you go to Alepa, Prisma and all the other shops, the attendants just say "Moi, kiitos", that's it. In this shop when you come in, you talk with us we just don't say hello and goodbye that's a no no in here. I am incorporating everything I studied into my business. I am trying to make my informal skills better and I would never go back to my previous job, off course the economy is doing badly now, Anttila just closed last night.

E: In conclusion I just want to say that, I noticed immediately I entered this shop that it has this warm welcoming feeling.

H: Yah, it's different! I'm not going to judge anyone and I'm not going to make people feel bad because of who they are. In the world today people want you to apologise for who you are, they want to apologise for being a black man, they want you to apologise for being different, they want you to be down there. That's not the world we want to live in anymore, as young productive African people. I don't have to apologise for having afro hair, I don't have to straighten my hair, I see women who do that as apologising "oh I was born with bad hair, so I have to make it look nicer for you to appreciate my beauty", I don't have to apologise for that. I don't have to apologise for being born with this skin no, why should I apologise by bleaching my skin? When you see some people bleaching their skins that's what they are doing, they are apologising. So going back to work, I think I wouldn't fit in anymore.

APPENDIX 2 – Interview with the Finnish student entrepreneur

Interviewer: Eugene Chiboma

Interviewee: Emma (not real name)

E: Tell me about yourself (your studies, family back ground, business history and your work life)

Emma: I am Emma, 28 years old student. I am studying at Diak in the second year. I am from Finland and I have been living here for all my life. After I graduated from the upper secondary school I studied 3 years at vocational school, home economics and later on I got interested in nursing due to my work in home care. I studied 2,5 years to become a practical nurse. During my studies, I worked in the private home nursing company. At school I had business studies and I created some kind of plan for an imaginary company. Later on that idea started to grow. I discussed with a friend of mine concerning a tv- series called Matkaoppaat (Travel Guides.) It was sad how old people travel abroad and get lost and cannot speak needed languages. How great would it be to create a business where nurses could travel with old people and take care of them during the holiday. From this idea everything started (even though we never had these services implemented).

Another friend of mine was a student in a bachelor programme in Business and she wanted to use our plan for her study assignment. Our plan grew even more and we started to think, maybe this idea could really work! One teacher (a business coach) saw our idea and he encouraged us to continue. we started making plans and finding out actions needed to become an entrepreneur. I graduated in 2010 and four months after that (2011) our company was incorporated. We were 3 women, all of us just 21 years old and full of energy and plans.

E: What motivated you to be an entrepreneur?

Emma: I had a lot of work experiences and I believed in our idea. We started marketing. We visited different care centres, made a company web page, called different magazines for interviews and we just did our job as well as we could. We offered services for the Jyväskylä municipality about 80%(family services, disability services and some services for old people) Main idea was rehabilitative work method and working together with customers. We had a chance to use our own skills and hobbies like music, sports, art etc.

E: What were your options before starting the business (employment, studies?)

Emma: Basically I did not study business. One of my partners studied business while establishing the business, but I believe in learning by doing. You can never learn all from books, what it really means to be an entrepreneur. In my opinion 80% is about your attitude and will to learn, 10% about studies and theory, and 10% ready to work 24/7. Five years as an entrepreneur taught me, more than I could ever learn at school

E: How was the network for your business built?

Emma: we had a good coach who told us how to progress. I can't remember how many offices we needed to visit but we got pretty good guidance.

E: How did you acquire funding / support to start?

Emma: All our services were implemented in customer's homes. We didn't have to invest that much money (low risk company). Starting capital for Limited company(Oy) was 2500e. We had own cars and in the beginning our office was at home. So we did not need any loans.

E: What role (if any) did the labour office or social service play in your business?

Emma: We needed to apply for the permission from Valvira before providing services for the municipality. Jyväskylä municipality was buying our services from different departments like child welfare, disabled units and family services (lastensuojelu, vammaispalvelu ja lapsiperheiden kotipalvelu).

E: What challenges did you face when starting your business?

Emma: A lot of different papers to fill and offices to visit. Work was really 24/7 and we needed to be really active and believe in the idea. After one year both of my business partners decided to leave. Being an entrepreneur did not feel as "their thing". I got a new partner and we continued. I sold my part of the business in 2016 because I wanted to study more (The first year while I studied, I worked at the same time, but in practice it did not work out). I also wanted to travel and see different work places and prove my skills as a professional. The company is still running really well and it is growing.

E: What do you think is the biggest obstacle to one becoming an entrepreneur in Finland?

Emma: Your idea must be really good. Taxes and costs are so high in Finland. Personal attitude, you are kind of "married" with the company and that is the thing that you realize after establishing it.

E: How do you handle the competition in this kind of business?

Emma: The need for the services was so high. We had a lot of work to do so there was not that intense competition. There was a lot of work for every service producer. We did our work well so we had a good reputation and connection with the municipality.

E: What would you advise a person trying to start up a business in Finland?

Emma: Make a good plan and ask advice from professionals. Your idea might be “super” but you have to find out, is there really need for that kind of services or products? You have to be ready to work 24/7, give 110% of yourself and believe in your idea.

E: Do you think being an entrepreneur is a viable option for foreign students who are having difficulties finding employment?

Emma: Yes, if the idea is really good and needed. I think that providing cheaper services as a foreign entrepreneur is not the way of starting any kind of business. Finnish language is the first step as a service provider and attitude for hard work. Finnish people might have some prejudices towards foreigners so probably you have to prove your skills and work extra hard for a good reputation. We had a similar challenge because we were just 21 years old and needed to prove that we are skilled to provide these services even if though we are young.

E: Thank you very much!

The End.

ENTREPRENEURSHIP AS A VIABLE CAREER OPTION FOR
FOREIGN/INTERNATIONAL STUDENTS IN FINLAND

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Thesis, Fall 2016

Diaconia University of Applied Sciences

Degree Programme in Social Services

Bachelor of Social Services (UAS)

ABSTRACT

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This research seeks to find out if entrepreneurship is a possible career option for foreign students in Finland. The theory part of the study includes review of some of the earlier theories on entrepreneurship and some of the measures the Finnish government has put in place to motivate and encourage entrepreneurship in Finland. The research methodology used involved conducting three qualitative interviews of a semi-structured nature. The first interview was a case study of a successful foreign entrepreneur based in Helsinki. The interview with a Finnish student entrepreneur, who started her company upon graduation, and a focus group interview with three Finnish Master level students, who have decided to take up entrepreneurship as a career, were used in the triangulation process of validating the claims of the foreign entrepreneur.

The findings indicate that for the foreign national's job dissatisfaction and the difficulty in finding employment that befits their qualification are the main motivating factors for taking up entrepreneurship. The challenges the respondents of the individual interviews both Finnish and foreign mentioned were high taxes, low sales and high operation costs. The research has shown that entrepreneurship can be a viable career option for foreign students in Finland. However, it requires perseverance and understanding that it requires a high degree of commitment and hard work, belief and confidence.

The reliability of the findings is enhanced by the fact that triangulation was used for validation. This thesis is useful not only to foreign students wishing to take up entrepreneurship but also to the educational institutions in terms of giving career guidance to their students, and government agencies tasked to encourage entrepreneurship as a means of enhancing economic growth but also a solution to unemployment.

Key words: entrepreneurship, career, foreign students
Qualitative Research

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1. INTRODUCTION

The Finnish labour market is increasingly becoming more competitive. Each year a new set of graduates and other skilled people enter the labour market. Among these are the international students who come to study and hopefully work in Finland and also those people who migrate to Finland due to various other reasons. Unfortunately, most of these people do not easily find employment because of several factors some of which are not within the scope of this thesis. The blocked mobility thesis which is a theory that proposed that labour market arrangements segregate certain groups, creating barriers to their mobility. Many immigrants suffer from unfamiliarity with the social, economic and legal structures of the host society, difficulties with languages, non-recognition of credentials and discrimination. It is argued that they may experience difficulties in finding jobs in the core sectors of the economy, especially if they do not possess additional education or training in the host country (Kim, Hurh & Fernandez 1989.) Forsander (2003) also writes that in the Nordic societies, the threshold of labour market inclusion is high, which keeps unemployment high among immigrants (Forsander, 2003).

Statistics compiled by the Centre for International Mobility (CIMO) have shown that fewer than half of the total number of international students find employment in Finland after completing a higher education degree (CIMO, 2014). It has been observed that regardless the level of education, Immigrants still suffer from higher unemployment than the rest of the society in general and they end up more often into blue collar jobs like cleaners and shop assistants (Statistics Finland, 2008), this consequently results in a lot of them feeling unappreciated and undervalued and contributes to feelings of low self-esteem and eventually depression.

It is due to the above mentioned reasons and the fact that the author is himself a foreign student based in Finland, that motivated him to research on alternative ways of which to earn a living and have a career in Finland. His background in business studies was also a bias in choosing a business related topic. The theme chosen mainly cuts across two

fields, the social field and the business field. In social work, unemployment is regarded as one of the major factors that leads to social exclusion, therefore finding solutions to this social ill is definitely relevant to the social worker's profession. Entrepreneurship involves innovation which generally has no professional boundaries. It has also been emphasised that entrepreneurship education is not a separate field; rather it is part of a broader civic education (Ikonen, 2006).

There is not a lot of information regarding the employment of foreign students/ graduates from Finnish higher education institutions, hence this topic will be relevant to employers and universities who would like to know more on the employment situation and career options available to these students. A study called the International Students Barometer indicated that employability and career services are the greatest weaknesses of the Finnish higher education system (CIMO, 2011).

The students who come or wish to come to study in Finland will find this topic useful in the sense that it will give them information on a possible way of how to sustain themselves while living in Finland, if they cannot find formal employment. It also gives them a realistic view of the contemporary Finnish labour market especially considering the fact that universities are always informing them that the Finnish labour market needs more foreigners to cushion the labour deficit that is inevitable due to the aging Finnish population.

The topic is relevant to the author's professional development because it gives theoretical as well as factual knowledge on how to start up a business/ organisation in Finland. It is a well-known fact that being a social worker is a demanding and varied profession that requires one to wear many hats, being knowledgeable about entrepreneurship is an added advantage that can be very useful in this field. In human service organizations, administrative and managerial positions often overlap and require skills from both domains (Jaskyte, 2015). Entrepreneurship is also relevant in the social field because it offers solutions to social problems such as unemployment and other issues that come with job dissatisfaction. For-instance highly educated people who cannot find formal employment that matches their qualifications usually feel unappreciated, feel like failures and end up depressed. Sequeira & Rashid (2006) wrote that migrants may face ob-

stacles in terms of integration, particularly in the labour market and entrepreneurship provides them with a way of overcoming many of these barriers.

1.1 Background

The economic and migration crisis in most western countries has led to a lot of debate on whether Europe should close its borders, people have different opinions and concerns towards immigrants. The most notable one being that foreigners/ immigrants take jobs away from the locals. This concern has been fuelled by the increasing unemployment rate in most European countries and can best be explained by the Realistic Conflict Group Theory (RCGT), which proposes that when two groups are in competition for scarce resources, the potential success of one group threatens the well-being of the other, resulting in negative outgroup attitudes (Sherif & Sherif, 1979). However, the reality is that immigrants create more jobs which is good for the economy. Evidence based research has in fact shown that immigrants of all skill levels do not significantly affect native employment in the short term but boost employment in the long term. The quantitative evidence shows that, overall, immigrants do not take native workers' jobs in the long term and that they stimulate job creation through increased production, self-employment, entrepreneurship, and innovation (Constant, 2014). In 2012 it was recorded that there were over 9,000 immigrant entrepreneurs in Finland, of whom 43% work in Helsinki and the capital region. This percentage includes foreign language speakers, i.e. those whose native language is other than Finnish, Swedish or Saami (Joronen, 2012).

Entrepreneurship in Finland received a boost in the 90's after the recession that started in 1991. During this period of the recession, unemployment in Finland reached its highest level since World War 2. After the recession in 1994, Finland joined the European Union and the government set up a venture capital investment company to assist entrepreneurial activities (Dana, 2006).

1.2 Aims and objectives

The aim of this thesis is to find out if entrepreneurship can be considered as an alternative career option to the international and foreign students in Finland. This is due to the fact that the expectations of the students before and after graduating is to find formal employment in an organisation or company that is already existing. This however, may not be the case to a number of them due to the competitive and highly demanding Finnish labour market. Entrepreneurship thus needs to be introduced to these students at an early stage in order for them to have an open mind for possibilities of starting up their own companies and organisations.

The focus of this paper is to investigate a narrative of a successful immigrant entrepreneur in Finland, finding out through her experiences how she has managed to be successful in the Finnish business environment. Therefore, the objective of this research is to acquire information that can motivate international students to become entrepreneurs and consequently avoiding the unemployment trap, by engaging themselves in something that they will be proud doing and be able to advance their lives and boost their self-esteem.

1.3 Research question

The research question shall thus be; In which way(s) can entrepreneurship be a viable career option for foreign students in Finland? To realise the objective, the following questions will also be asked. 1) What motivates students to become entrepreneurs? 2) What are the main obstacles to a student wishing to become an entrepreneur in Finland?

2. THEORETICAL BACKGROUND

Entrepreneurship has had a lot of definitions throughout the years. In order to have an understanding of the term, in the theoretical background the author will first look at some of the early definitions and also recent ones, then he will introduce the definition that best suits the purpose of this research.

The theoretical part consists a summarisation of some of the early theories and an introduction of the more contemporary theories i.e. those theories that were written after 1975. The earlier theories were mainly concerned with defining and identifying salient aspects of entrepreneurship in a general way. The modern contributions on this literature are framed in terms of optimising choices between entrepreneurship and paid employment, and essentially belong to the tradition of neoclassical micro economics (Parker, 2004).

After reviewing the modern theories, the author will look at the definitions and demographics of foreign/international students in Finland. This will be followed by a look at some of the employment opportunities that are available to these students in Finland. The last part in this chapter will focus on how to start a business in Finland.

2.1 Defining entrepreneurship

When defining entrepreneur everything depends on the perspective of the person creating the definition, and the aspects and elements on which that person decides to focus in his or her research (Fillion, 2011). This view point was also shared by Bula (2012) in her article entitled *Evolution and Theories of Entrepreneurship: A Critical Review on the Kenyan Perspective*, she wrote that the classical and neo-classical theorists have laboured in trying to define entrepreneurship, but there is no single definition of Entrepreneurship. It all depends on the focus of the one defining it and from which perspec-

tive one looks at it. Some researchers look at entrepreneurship from the economics view, sociology and psychology, others look at it from the management perspective, while others look at it from the social perspective. Entrepreneurship is therefore a multidimensional concept (Bula, 2012).

To define entrepreneurship one has to first understand what an entrepreneur is. The term entrepreneur was derived from the French word 'enterprender' which means to undertake. In the 16th century the French men who undertook military expeditions were in fact called entrepreneurs. However, the first economist to use this term when describing the risk taking function of starting a business venture was an Irish man called Richard Cantillon in the 18th century (Gordon et al., 2009). Parker presents, that Cantillon (1755) in his paper arbitrage and the bearing of uncertainty was stressing the importance of the entrepreneur as an arbitrageur or speculator, who conducts all exchanges and bears risk as a result of buying at certain prices and selling at uncertain ones. Cantillon's is a risk theory of profit and it suggests that anyone who receives an uncertain income can essentially be regarded as an entrepreneur (Parker, 2004).

Most people who start-up businesses produce a product without knowing for certain how the majority of the consumers will respond to it, even though market analysis might give them an idea, it is never known for certain, an entrepreneur understands this and is willing to take the risk. Entrepreneurs should be responsible for all the progress and consequences. For example, the entrepreneur should be a risk taker on his/her business whether it goes successful or not and he/she needs to be evaluated by the consumers in a competitive market.

Joseph Schumpeter (1965) in his book *Economic Theory and Entrepreneurial History* described entrepreneurs as those individuals who exploit market opportunity through technical and/or organizational innovation. Innovation in this concept encompasses aspects such as the following; the introduction of a new product with which consumers are not yet familiar or introduction of a new quality of an existing product, taking advantage of a new market which the particular branch of manufacturer of the product in question has not previously entered, the introduction of new method of production that is not yet tested by experience in the branch of manufacturer concerned and, the conquest of a new source of supply of raw materials.

The more recent definitions of an entrepreneur seem to incorporate the ideas of both Cantillon and Schumpeter. Innovation has proved to be a very important factor when it comes to the survival of modern day businesses especially that we are now in a global market with fierce competition. Entrepreneurs are constantly improving their products or services with the aim of getting an edge in the market which translates to more profits. Some of the recent definitions include the following;

A person who uses resources economically in order to design innovative products or services with a competitive edge based on differentiation (Fillion, 2011).

Anyone who is creating a new product or business under conditions of extreme uncertainty (Ries, 2011).

Any person who undertakes a business or industrial venture with a view of making a profit (Parker, 2004).

Definitions of entrepreneur will most likely differ (as can be seen above) according to the author's. The definition that will be adopted in this paper will be the one that was proposed by the Organisation for Economic Co-operation and Development (OECD) which states that an entrepreneur is a person who works for himself or herself but not for someone else (OECD, 2001). Having defined what an entrepreneur is, we now hence forth adopt the meaning of entrepreneurship as the ability of making money by starting or running businesses, especially when this involves taking financial risks (Oxford Dictionary, 2016).

The official definition of an entrepreneur in Finland depends on the authority concerned, for instance in corporate law an entrepreneur is defined as a person who, alone or together with others, carries out activities in a business whose objective is to make a profit. These activities include a degree of risk taking, while from the viewpoint of unemployment benefit, a person is regarded as an entrepreneur when (s)he is liable to take out insurance as specified by the Self-Employed Persons' Pensions Act, or works in a managerial position (managing director or member of the board of directors) in an enterprise where (s)he owns at least 15 % or his/ her family members or s(he) together with family members own at least 30 %, or works as an employee in an enterprise whereof (s)he, his/her family members or all of them together own at least 50 %. (Suomen Uusyrityskeskukset ry, 2015.)

The term career is often used interchangeably with the term job, but in essence the two are different. A job can be defined as something you do in the short term to earn money while a career is an occupation that lasts a long time. The author will be using the term career to mean an occupation that one is both financially and psychologically satisfied with, that has opportunities for progress and has been achieved through a series of acquiring skills, knowledge and experience. The online English oxford dictionary defines a career as being an occupation undertaken for a significant period of a person's life and with opportunities for progress (Oxford dictionary, 2016).

2.1.1 Forms of Entrepreneurship

Starting a new enterprise with a completely new idea is said to be the most challenging and the riskiest, but it can also be the most rewarding. When considering entrepreneurship one needs to have knowledge of the different forms of entrepreneurship. The kind of business idea will definitely influence the type of entrepreneur you will become, nevertheless, the most important aspects people look at when deciding what kind of business to open depends on these factors- independence(control), taxes, liability, transferability of ownership, life span of the business and raising of capital. The key is to identify the legal structure that best meets your needs and the needs of your business. The different forms of entrepreneurship are;

a) Start-up entrepreneurship: a start-up is a company that is in its initial stage and its business idea has something “new”. A start up is usually financed by the entrepreneurs themselves or through bank loans, credit unions, grants from non-profit organisations etc. Start-ups are considered to be high risk ventures because they have no proven track record.

b) Franchisee: a franchisee is a form of entrepreneurship that allows you to have a business without having your own business idea. It operates by obtaining a license from the franchisor and uses their trademark. A franchisor duplicates a concept, i.e., offers it widely for the use of several enterprises. This results in a network of undertakings operating in co-operation and using the same concept (Suomen Uusyrityskeskukset ry, 2015). An example of a franchisee is opening up a Mc Donald’s fast food restaurant in your neighbourhood.

c) Part time entrepreneurship: this refers to people who are in a full time job or students who spend their free time creating or running an enterprise. In other words, a part time entrepreneur is a person who has other sources of income besides the business. This means that your financial risk will be lower because your income is not entirely dependent on the business.

d) Partnership: a partnership is when two or more people put their resources and skills together for the benefit of a business. In a partnership profits and liabilities are shared according to the partnership agreement.

e) Team entrepreneurship: this type of entrepreneurship involves several people who wish to become entrepreneurs establishing a business together. All these people are responsible for the success of the enterprise. For example, when two businesses merge, the partners of these enterprises may become partners in the new enterprise. (Suomen Uusyrityskeskukset ry, 2015.)

f) Social entrepreneurship: the term 'social entrepreneur' is used to describe a person who recognises a social problem and proceeds to solve it by entrepreneurial means. The results of such an effort can be measured either financially or as a social return (Finnish Institute in London, 2012). A social enterprise may choose any legal form of incorporation.

g) Forced Entrepreneurship: The bulk of information on entrepreneurship talks about the venture creation of businesses under normal conditions i.e. individuals taking the risk of starting a business mainly because of the motivating factors for an entrepreneur. Forced entrepreneurship, however, is when individuals have no other option but to engage in some form of business in order to have an income for survival. This form of entrepreneurship is mostly found in places where there is high unemployment with little or no social security. These individuals become necessity entrepreneurs. Necessity entrepreneurs are individuals in developing countries who start small enterprises out of necessity. While they range from street sellers to educated hopefuls with little access to formal employment, the one thing that unites them is the need to survive (Brewer, 2014).

2.2 Early theories on entrepreneurship

Entrepreneurship is said to be a multidimensional concept and a phenomenon that cuts across social, economic and psychological aspects of life. There are a lot of theories that exist on entrepreneurship, Parker in his book *The Economics of Self-Entrepreneurship* (2004) grouped some of the theories according to the following themes: Arbitrage and the bearing of uncertainty, Co-ordination of factors of production, Innovation, Leadership and motivation and Personal and Psychological traits.

2.2.1 Arbitrage and the bearing of uncertainty

Richard Cantillon initiated the idea of entrepreneurs as being risk takers. He wrote that entrepreneurs take the position of an agent who buys the means of production at a certain price and combine them into a new product and sell them at another, bearing all the risks involved. The risk comes with every new product because one cannot know for certain how that product will be received by the customer. Cantillon's is a risk theory of profit. According to him anyone who receives an uncertain income can be regarded as an entrepreneur. This type of an entrepreneur is not an Innovator nor does he change supply and demand but is intelligent, perceptive and willing to take risks (Parker, 2004).

Frank Knight (1921), his line of thought highlighted the importance of uncertainty and how it affects entrepreneurs through the unknown availability of natural resources, technological changes and fluctuating prices (Parker, 2004). Knight saw an ever changing world as an opportunity for an entrepreneur to make profit, but also means that we cannot have guaranteed knowledge of future events. Therefore, risk can be applied to situations where we cannot know the outcome, but can influence the odds. Uncertainty on the other hand is a situation where we do not know the outcome and cannot influence the odds due to lack of knowledge. Thus knight viewed the entrepreneur as an opportunist who's looking for favourable odds.

2.2.2 Co-ordination of factors of production

Factors of production are the resources needed for the generation of goods and/or services. These resources are classified in terms of land, labour, capital and enterprise. According to Jean Baptiste Say (1828), the main contribution of the entrepreneur is to combine and co-ordinate these factors of production. The entrepreneur is regarded as a person who stands at the centre of the economic system, directing and rewarding the various factors of production and taking the remainder as profit (Parker, 2004). Baptist entrepreneur is an opportunist who has good judgement skills, is not afraid to take risks and has a desire to acquire wealth.

2.2.3 Innovation

Innovation can be defined as the successful exploitation of new ideas. Joseph Schumpeter (1934) suggested that entrepreneurship entails innovation and that an entrepreneur does not operate within conventional technological constraints, making small gradual changes to existing production methods; instead he develops new technologies or products that make discrete continuous changes that shift the paradigm altogether (Parker, 2004).

One striking thing about Schumpeter's entrepreneurship theory was that in this theory an entrepreneur does not bear any risk, he explains that the risk is usually borne by the capitalist such as banks and other financial lending institutions. However, one might ask how Schumpeter can explain the situation whereby the entrepreneur finances his activities with his own capital. This is what caused several subsequent writers to criticise this theory, for example Kanbur (1980) criticised Schumpeter for ignoring entrepreneurs' actual and opportunity costs in ventures that can (often do) fail (Parker, 2004).

According to Schumpeter innovation occurs when the entrepreneur; Introduces a new product, creates a new production method, establishes a new market, introduces a new organization in any industry, finds out a new source of raw material supply and introduces a new organization in any industry. He believed that the entrepreneur is a relevant and key player in economic development. He gave an example of what he called 'crea-

tive destruction', where entrepreneurs would unleash a wave of innovative products and production processes that would displace the old ones and trigger rapid imitations by new competitors and consequently trigger economic growth. (Parker, 2004.)

Schumpeter's entrepreneur is a large scale businessman who is rarely found in developing countries, where the common entrepreneurs are small scale businessmen men who would rather imitate than innovate.

2.2.4 Leadership and motivation

Abraham Maslow in the 1940's came up with the theory of needs, he identified the basic needs of human beings and arranged them according to their importance i.e. physiological needs (food, warmth, water, etc.), safety needs, belonging needs, esteem needs (feeling of accomplishment), and self-actualization. (McClelland, 1965.)

David McClelland (1917-1998) in his book the achieving society built on Maslow's theory and identified three motivators which he believed that every person has, these were the need for achievement, the need for affiliation and the need for power. McClelland proposed that regardless of gender and culture or age, we all have these three motivating factors and the dominant one is usually influenced by our culture and life experiences. He identified the need for achievement to be the most dominant driver in an entrepreneur. People with a high need for achievement seek to excel and thus tend to avoid both low-risk and high-risk situations (McClelland, n.d.).

2.2.5 Personal and Psychological traits

Personal and psychological traits have long been regarded as factors that differentiate an entrepreneur from a non-entrepreneur. Rotter (1966) came up with the locus of control theory that suggests that a person's behaviour is affected by the beliefs of that person that events are influenced either by the one's own efforts (internal locus of control) or by forces beyond one's control (external locus of control). Links have been found between locus of control and behaviour patterns in a number of different areas, for in-

stance people with internal locus of control are said to be more successful in business than those with an external locus of control. This can be supported by McClelland theory of achievement.

The locus of control theory should be used pragmatically because if analysed from different perspectives it may be confusing e.g. some people may have internal locus of controls but are influenced by the culture and belief system around them for instance, a lot of people in the authors home country can be said to be internals but are made to be externals due to their religious belief that God already has a plan set for them, a case in point was when the country's currency and economy performed very badly in 2015, the government called for a national day of prayer with the hope of a getting a solution from God (Hill, 2015).

2.3 Modern views on entrepreneurship

From the above mentioned theories we can see that entrepreneurship is a phenomenon that cuts across a lot of aspects of life, from economic to social to psychological and so forth. In the study of contemporary entrepreneurship, one concept recurs: Entrepreneurship is interdisciplinary (Kuratko, 2016). This is one of the reasons why no particular definition of entrepreneurship has been taken up, however most of the authors do agree that for one to be considered as an entrepreneur there should be at least some element of risk, innovation, profit, leadership and having a market share, involved.

Kuratko (2016) in his book *Entrepreneurship: Theory, process and practise*, came up with the school of thoughts approach on entrepreneurship which divides it into specific activities either macro or micro. These two viewpoints (micro and macro) are further broken down into six school of thoughts with each view point having three.

2.3.1 The Macro view

The macro view of entrepreneurship presents a broad selection of factors that relate to success or failure in contemporary entrepreneurial ventures. This selection includes ex-

ternal processes that are sometimes beyond the control of the individual entrepreneur, for they exhibit a strong external locus of control (Kuratko, 2016). These processes are;

a) The environmental school of thought; this school of thought deals with the external factors that affect the lifestyle of the potential entrepreneur. These can either be positive or negative forces in the modelling of entrepreneurial desires. The focus being on institutions, values and influence of the society that when grouped together form a socio-political environmental framework that shapes the entrepreneur (Kuratko, 2016). For example, developing countries have a large number of small scale entrepreneurs mainly because of high levels of unemployment and the lack of effective social welfare institutions. The friends to these entrepreneurs are most likely facing the same kind of atmosphere and will hence influence each other.

b) The financial capital school of thought; this school of thought is based on the capital- seeking process. The search for start-up and growth funding is the complete focus of this thought. Venture capital is very imperative to an entrepreneur's development. This thought is therefore a financial management viewpoint of the entrepreneurial process and development, decisions regarding financing occur at every major point.

c) The displacement school of thought; this school of thought focusses on the negative aspect of group phenomenon, whereby somebody feels out of place or is literally displaced from the group. It suggests that a group hinders a person's development, either bringing it to a halt or by eliminating certain factors that are critical to that person's development. As a result, the frustrated individual will be projected into an entrepreneurial pursuit out of his or her own motives to succeed (Kuratko, 2016). There are three main types of displacements that demonstrate this school of thought; Political displacement (Government regulations and policies that limit or regulate or disadvantage free enterprise), Cultural displacement (social groups excluded from professional fields, e.g. Ethnic background, sex, religion and race), and Economic displacement (job loss, economic shrinkage and anything affected by economic variations or recession and depression).

These examples of displacement show the external forces that can affect the development of entrepreneurship. Cultural awareness, knowledge of political public policy and economic indoctrination will aid and improve entrepreneurial understanding under the displacement school of thought (Kuratko, 2016.)

2.3.2 The Micro view

The micro view on entrepreneurship examines the factors that are specific to entrepreneurs and are part of the internal locus of control. It suggests that each entrepreneur has the ability to direct or adjust the outcome of each major influence. It has the following school of thoughts as described by Kuratko (2016).

a) The entrepreneurial trait school of thought; this school of thought approach focuses on the characteristics of successful entrepreneurs and it suggests that if those characteristics are emulated by potential entrepreneurs, they can increase their chances of also becoming successful entrepreneurs. It lists these traits as being achievement need, creativity, determination, and technical knowledge, among others. It also supports the idea that the nurturing and supportive atmosphere that exists in an entrepreneurial family will lead to the development of certain traits early in life that will eventually lead to entrepreneurial success (Kuratko, 2016.)

b) The venture opportunity school of thought; this focuses on the opportunity aspect of venture development. The search for ideas, development of concepts and the implementation of venture opportunities are important areas in this thought. Creativity and market awareness are viewed as essential. Developing the right idea at the right time for the right market niche is the key to entrepreneurial success. It is based on the corridor principle i.e. new pathways or opportunities will arise that lead entrepreneurs in different directions. The ability to recognize these opportunities when they arise and to implement the necessary steps for action are key factors. Those in support of this School of thought believe that proper preparation in the interdisciplinary segments will boost an entrepreneur's ability to recognise venture opportunities (Kuratko, 2016).

c) The strategic formulation school of thought; this approach emphasises the planning process in entrepreneurial venture development. It brings out the importance of identifying the uniqueness of products, markets, resources and people in order to use that as leverage in a competitive environment and have effective venture formations. This involves the adaptation of the following strategies; a) Unique markets – Mountain versus mountain gap strategies i.e. identifying major market segments as well as markets that arise from larger markets, b) Unique people. Great chef strategies which refers to the skills or special talents of one or more individuals around whom the venture is built) Unique products – Better widget strategies, which refers to

innovations that encompass new or existing markets and, d) Unique resources. Water well strategies, this refers to the ability to harness special resources such as land, labour, capital and raw materials, over a period of time. This school encompasses a breadth of managerial capability that requires an interdisciplinary approach (Kuratko, 2016).

As earlier stated, the early theories on entrepreneurship were more of a general nature while as the recent theories are more comprehensive, one can even say that they are more technical, this makes them appropriate and well suited to the modern environment that is constantly evolving. However, the key points of both the old and new theories are the same, innovation is still one of the most important aspects in modern day business environment. Entrepreneurs facing fierce competition need to constantly upgrade or improve their products or services in order to maintain a market share. Risk is also still prevalent in the modern theories, though some may argue that in modern times an entrepreneur does not necessarily need to bear the financial risk of starting up a business because there are numerous ways of obtaining funding for his business e.g. crowd funding which one can use to solicit for funds for his/ her idea, from people all over the world using the internet. Management skills, psychological and personal traits are still as important in modern times as they were in the olden days.

2.4 Defining international students in Finland

International students are defined by the OECD as being persons admitted by a country other than their own, usually under special permits or visas, for the specific purpose of following a particular course of study in an accredited institution of the receiving country (OECD, 2003.) The difference between foreign and international students is that foreign students are considered to have permanent residence permits and may have moved to that country due other reasons than just for the sole purpose of studying (OECD, 2006). The author recognises the difference between the definition of international and foreign students but will however use the terms interchangeably due to the fact that the two are categorised as one in most of the data/ resources available. When data on international students are not available, data on foreign students is used (OECD, 2013).

Finland prides itself for having one of the best education system in the world and this coupled with the fact that there are no tuition fees for all regular degree students as well as international exchange students, has attracted a lot of foreign students over the years. The institute of international education as reported on the project atlas website, writes that there were a total of 29,625 international students in Finland in the academic year 2013/2014 (Institute of International Education, 2016). The top 10 countries of origin of these students are as shown in table 1 below.

Table 1. Top 10 Places of Origin for Full-Degree students in Finland in 2013/14

Rank	Place of Origin	Number of Students	Percent of Total
1	Russia	2,816	14.2%
2	China	2,147	10.8%
3	Viet Nam	1,378	6.9%
4	Nepal	1,180	5.9%
5	Estonia	817	4.1%
6	Nigeria	711	3.6%
7	India	695	3.5%
8	Pakistan	691	3.5%
9	Germany	658	3.3%
10	Iran	584	2.9%
	All Others	8,209	41.3%

What happens to these international students when they graduate? Do they go back to their countries of origin or do they settle in Finland? What determines the answer to these question's is obviously employment related. It has been reported that about 45.5% of the students in Finland who graduated with a higher education degree in 2011 were employed here, just over 5% continued their studies and just under 20% remained in Finland under another status (not employed nor a student) (Centre for international mo-

bility, 2014.) This indicates that the rate of those employed in Finland has gone down, in 2009 51% of the graduates were still employed in Finland a year after graduation (CIMO, 2014). The real reason behind this drop may not be accurately known but it does indicate the worsening employment trend in Finland. However, some of the reasons that could attribute to this slump maybe that there is an increase of foreign students in Finland hence stiffer competition in the labour market and also because of the language requirements, most foreign graduates in Finland find it hard to acquire work that reflects their qualifications and end up in odd jobs, which de-motivates them hence leaving Finland for other more rewarding countries.

The type of qualification obtained also matters and it has been observed that students who obtain a bachelor's degree from universities of applied sciences have a better chance of finding work within a year upon graduating. This could be due to the fact that these students have more time to settle in Finland since their degrees take between 3.5 to 4 years to complete, and it includes a lot of work based training which gives them the much needed work experience (CIMO, 2014). On the other hand, it takes only two years for students in traditional universities to complete a master's degree designed for international students. Table 2 on the next page shows the situation in 2012 of the students who completed a higher education degree in Finland in 2011, by educational level.

Table 2. Situation in 2012 of the students who completed a higher education degree in Finland in 2011, by educational level (CIMO, 2014).

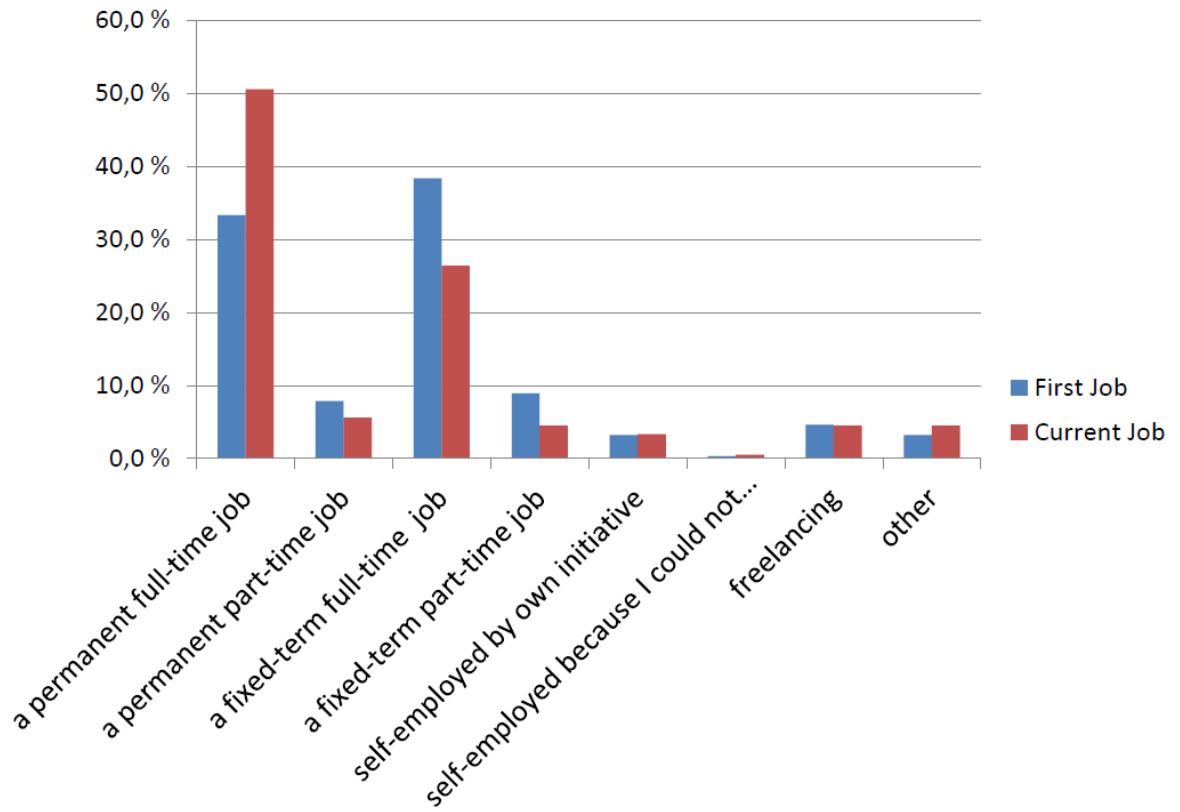
Type of qualification	Degrees 2011, number	Not in Finland 2012, %	Employed in Finland 2012, %	Students in Finland 2012, %	In Finland other, 2012, %
University of applied sciences, Bachelor's degree	1036	25.9	49.4	7.3	17.4
Traditional university, Bachelor's degree	93	22.6	46.2	23.7	7.5
University of applied sciences, Master's degree	54	24.1	59.3	1.9	14.8
Traditional university Master's degree	1006	35.7	41.8	3.5	19.0
Doctoral degree	236	41.1	36.9	0.8	21.2
Other (licentiate, specialisation in medicine)	19	10.5	78.9	0.0	5.3
Total	2444	31.1	45.5	5.6	17.9

2.5 Employment opportunities for foreign students in Finland

International students with study visas to Finland are generally allowed 25 hours of work in a week. With a student residence permit you will have the right to work if such work is part of a traineeship required for a degree or is on a research paper required for the studies. You may perform other kinds of work for 25 hours a week on average during the academic term. The number of working hours is not restricted on a weekly level, which means that you can work periodically during the academic term according to your situation, so that you work for 25 hours a week on average (Finnish immigration service, 2016). However, if you are a Nordic or EU/EEA citizen you are not required to have any special permits for working in Finland and you are not restricted as to how many hours per week you can work during your studies here.

There are a lot of job advertising platforms available in Finland. The employment offices in Finland are available to give advice to any person who seeks employment, some of their larger offices have advisers who are there specifically for immigrant job seekers. The Finnish labour market like many other labour markets worldwide is very competitive. Language has been cited by many people as being the number one key to penetrating the Finnish labour market. Many international students struggle to learn Finnish hence end up settling for jobs that do not require a high proficiency in Finnish. The most common types of jobs that usually do not require a high proficiency in Finnish are, the newspaper and magazine delivery, cleaning services, dish washing, English language teaching and IT related jobs. Most of these jobs as expected, are not permanent jobs. However, upon graduation the students who possess the required permits to work in Finland can be employed in full time permanent jobs, part time permanent jobs, fixed term part time jobs, self employed by own initiative (entrepreneurship), self-employed because of no other options (forced entrepreneurship), and free lancing. In 20011-12 a partly European Union funded and coordinated by the university of Helsinki project called VALOA, carried out a study on international graduate employability in Finland. The survey involved 363 respondents which included international graduates (2009- 10) from 15 Finnish Higher education institutions (HEIs). Table 3 on the next page shows the classifications of the jobs the graduates had acquired.

Table 3. Status of employment of international graduates from Finnish higher educational institutions (Cai & Shumilova 2012)



World-wide, entrepreneurship has been embraced by all players in the economic field as a means of creating new value, ranging from economic growth and increased work satisfaction to increased living standards and improved consumer products and services (European Commission, 2003.) Economic constraints and global competition have broken the old promise that education systems made, which was that if you work extremely hard in school you will be guaranteed a good job upon graduation. Nowadays getting a good job is extremely difficult whether you have good educational certificates or not. Finding employment when you are a foreign or international student may even be harder, especially if you don't speak the local language. The national unemployment rate for Finland in 2010 was 10%, while the unemployment rate for foreigners was at 23% (Heikkilä, 2013). This is double that of the locals, this has been one of the reasons why foreign students in Finland end up doing jobs that they are not particularly satisfied with. They settle for these jobs not because they want to but because they have to, in order to support themselves financially and avoid being unemployed. A survey by the VALOA project found out that the reasons why international students (who don't quali-

fy for social benefits) take up temporary jobs can be reduced to ones related to survival (Shumilova, Cai & Pekkola, 2013). The same survey continues to say that the self – employed respondents were the most satisfied as compared to the other groups, though the number of entrepreneurs among the respondents was quite low, only 4% (Shumilova et al., 2013). The question that comes to mind after reading this is “why is the number of entrepreneurs so low yet they are the ones that are most satisfied with their jobs”? The answer to this question is motivation. The students are not motivated to pursue entrepreneurship in Finland. Entrepreneurship is a career that involves uncertainty and degree of risk, the international students simply do not have enough information and encouragement. Thus the author chose to highlight some very important factors in this section that may encourage these students.

Understanding the motivation factors to entrepreneurship is very important if one has to understand the whole entrepreneurial process. Motivation can be the deciding factor as to who becomes an entrepreneur and who doesn't. The motivating factors for one to start up his or her own business have been identified by scholars on entrepreneurship to include the following;

1) Self-efficacy: a person's belief in his/her ability to perform certain task (Bandura, 1997). Entrepreneurial self-efficacy (ESE) is viewed as having the capabilities that can modify a person's belief in his or her likelihood of completing the tasks required to successfully initiate and establish a new business (Bandura, 1986.)

2) Need for achievement (nAch): the engagement in activities with a high degree of individual responsibility to achieve specific goals (Shane, Locke & Collins, 2003).

3) Tolerance for ambiguity: the tendency to euphemize challenging situations as opportunities instead of threat (Shane et al., 2003).

4) Risk Taking: a higher form of achievement motivation because it requires individuals to participate in activities that provide challenges (Shane et al., 2003).

5) Locus of Control: entrepreneurs have been known to have a strong internal locus of control. Locus of control is a concept defining whether a person believes he/she is in control of his/her future or someone else is in control of it.

6) Goal setting: this relates to incentives specifically financial performance (Shane et al., 2003).

7) Independence and autonomy: this dimension highlights the entrepreneurial motivation to be able to control one's work life including control over one's own time and work, making independent decisions, having flexibility to combine work with one's personal life (Reynolds & Curtin, 2008).

8) Dissatisfaction: describes entrepreneurial motivation out of dissatisfaction with prior work arrangement (Akehurst et al. 2012).

These are some of the motivating factors that make people engage into entrepreneurship. However, the reasons for one to start business ventures are numerous and varied, these reasons range from situational factors, such as unemployment or having a spouse die, to discovering a product or service to be marketed. Thus it can be concluded that the decision to become involved in a business venture is influenced by the individual's personal and environmental situation. It also worth noting that the motivations for beginning a business venture have an effect on opportunity recognition (Mayo et al., 2002). The author will therefore look at the environment (Finland) and identify some measures taken up by the government that encourage entrepreneurship.

The Finnish government has come up with a deliberate policy that has made it easier for persons to establish new businesses, Finland is now among the highly ranked countries in the world when it comes to ease of doing business. The government has also established organisations that help entrepreneurs in many ways such as providing information, guidance and also funding. REFERENCE? Enterprise Finland is an initiative of the ministry of Economic affairs and employment that offers information, services and tools for companies and company founders, on its website it has an interesting test called the entrepreneur test, which evaluates the capabilities of a person to become an entrepreneur (MyEnterprise Finland, 2016).

In Finland, support for innovative entrepreneurship and the innovation activities of SMEs is based on a systemic policy approach. The Finnish Funding Agency for Technology and Innovation (Tekes) provides well-established programmes aimed to encourage SME participation in co-operative research, development and innovation projects (The Innovation policy platform, 2013). The establishment of organisations such as TE-palvelut is an example of the government's commitment to fostering the growth of entrepreneurship in Finland. It offers public employment and business services. TE has a

start-up grant that is aimed at encouraging new businesses and promoting employment. The grant provides an entrepreneur with a secure income during the time that getting the business up and running is estimated to take – however for no more than 18 months (TE-palvelut, 2016). Finnvera is another example, it is a state-owned financing company whose main tasks are to promote entrepreneurship, development of SMEs, internationalization and exports of firms, and government regional policy. In general, the Finnish environment is conducive for starting up businesses, the Nordic entrepreneurship survey (2015) showed that the majority of the Nordic entrepreneurs feel that their local municipality or region supports them in the future development of their business.

2.6 Starting up a business in Finland

Starting up a business requires a person to carefully consider the business environment of the target country. The world bank ranked Finland number 28 out of 185 countries at ease of doing business (The World Bank, 2016). The Finnish government has put in place policies to boost entrepreneurship such as the establishment of institutions that are aimed at helping individual and small and medium sized enterprises in protecting their intellectual property e.g. The Finnish Foundation for Innovations. TE-centres are government owned offices whose aim is to provide business support services, consultation and advice, they also provide SMEs with funding. Finnvera is another institution owned by the government whose main tasks are to promote entrepreneurship, development of SMEs, internationalization and exports of firms, and government regional policy (Toivonen, 2009.)

According to the World Bank through its publication entitled Doing Business 2017, it takes 3 procedures and about 14 days to establish a Private Limited Liability Company (Oy) in Finland. The first one is depositing the paid-in share capital in a bank. The companies act states that this share capital shall be Euro 2500 and must be paid in full into the company's bank account; pay the registration fee and get a receipt (World Bank, 2016). This takes one day.

The second procedure is Submitting a single start-up notification form to the NBPR (National Board of Patents and Registration) and the Tax Administration. The proce-

procedure takes 13 days to complete and costs Euro 380. The third procedure involves opening a file at a private insurer for pension insurance, accident insurance, and medical insurance of employees. It is done simultaneously with the second procedure and has no charge (World Bank, 2016.)

For a person needing guidance in starting up a business from the scratch, Infopankki (2016) recommends the following as the basic stages of starting up a business in Finland:

- Coming up with a good business idea
- Making a good business plan
- Organising funding
- Selecting company form
- Finding out type of permits needed for your business
- Notifying the trade register and the tax authorities about your company
- Getting the right insurance
- Organising your accounting.

More detailed Information with regards to the procedure and requirements of starting up and operating a business in Finland is readily available from various sources e.g. the World Bank's publication entitled Doing Business 2017, Expat Finland website, Enterprise Finland, TE- offices etc. However, going into the details related to the procedures is not within the scope of this thesis.

Foreign nationals from countries outside the EU/EAA states wishing to be self-employed in Finland require a residence permit for a self-employed person to practice their profession in Finland. You are considered self-employed if you practice a profession or are engaged in trade in your own name, or if you have a similar responsibility for a company (Finnish Immigration Service, 2016.)

In Finland, there is freedom of trade. This means that you may engage in business operations that are lawful and in accordance with good practice without requiring a licence from the authorities. However, for certain industries, you do need a licence for the sake of the community, the environment and consumer safety. In other fields, you must notify the authorities of your operations, even though an official licence is not required.

Before operations are commenced, it is always good to check whether a special licence or declaration is needed for the business and what else is required from a trader in this field (Suomen Uusyrityskeskukset ry, 2015.) Table 4. shows the industries where a licence or notification of intention is required.

Table 4. Industries where a licence or notification of intention to trade is required (Suomen Uusyrityskeskukset ry, 2015).

Industry	Licence or registration authority	Link
Inspection of vehicles	Finnish Transport Safety Agency - Trafi	www.trafi.fi
Serving alcoholic drinks in restaurants, etc. and the sale of alcoholic drinks (medium-strength beer, cider and very light wines) in food stores	The Finnish Regional State Administrative Agencies	www.avi.fi
Manufacture, import and wholesale of alcoholic beverages	National Supervisory Authority for Welfare and Health - Valvira	www.valvira.fi
Firearms dealing	Finnish Police Administration	www.poliisi.fi
Pharmacies, pharmaceutical plants, pharmaceutical wholesale businesses	Finnish Medicines Agency - Fimea	www.fimea.fi
Estate agents	The Finnish Regional State Administrative Agencies	www.avi.fi
Car repair shops	Finnish Transport Safety Agency - Trafi	www.trafi.fi
Driving schools	Finnish Transport Safety Agency - Trafi	www.trafi.fi
Right to use sponsors' marks on precious-metal products	Finnish Safety and Chemicals Agency - Tukes	www.tukes.fi
Mining operations	Finnish Safety and Chemicals Agency - Tukes	www.tukes.fi
Credit, financing and investment activities	Financial Supervisory Authority	www.finanssivalvonta.fi
Debt collection	The Regional State Administrative Agency of Southern Finland	www.avi.fi
Transport of patients	The Finnish Regional State Administrative Agencies	www.avi.fi
Electrical and lift contractors	Finnish Safety and Chemicals Agency - Tukes	www.tukes.fi
Taxis	Centres for Economical Development, Transport and the Environment (ELY)	www.ely-keskus.fi
Goods traffic, public transport and community permits	The Regional State Administrative Agency of South Ostrobothnia	www.ely-keskus.fi
Telecommunications	Finnish Communications Regulatory Authority - Ficora	www.viestintavirasto.fi
Tobacco products	Local authorities	www.kunnat.net
Large-scale industrial processing and storage of hazardous chemicals	Finnish Safety and Chemicals Agency - Tukes	www.tukes.fi
Minor industrial processing and storage of hazardous chemicals	Rescue services	www.pelastustoimi.fi
Insurance agents and brokers	Financial Supervisory Authority	www.finanssivalvonta.fi
Package-tour companies	Finnish Competition and Consumer Authority	www.kkv.fi
Security companies	Finnish Police Administration	www.poliisi.fi
Private social services	The Finnish Regional State Administrative Agencies (National Supervisory Authority for Welfare and Health - Valvira)	www.avi.fi (www.valvira.fi)
Private healthcare services	The Finnish Regional State Administrative Agencies (National Supervisory Authority for Welfare and Health - Valvira)	www.avi.fi (www.valvira.fi)

The Finnish Corporate law states that companies are legally independent entities whose shareholders have no liability to it (corporate veil). Companies are free to operate in most of the industries with the following exceptions; Healthcare, alcohol, tobacco, fire arms, dangerous chemicals, banking, insurance etc. These industries are more strictly regulated and need to be approved by the higher authority (Rantalainen Accounting Services, 2015.) The purpose of the competition act is for the protection of sound and

effective economic competition from harmful restrictive practices. It states that Smaller mergers will be controlled by the domestic Finnish Competition and Consumer Authority while Larger mergers will be controlled by the European Commission. It also prohibits the abuse of dominant positions and anti-trust acts such as anti-competitive agreements (Rantalainen Accounting Services, 2015). The mercantile law deals with issues of international trade, marketing and consumer protection.

3. RESEARCH METHODOLOGY

The author reviewed several research methods before starting the research and of the methods he reviewed he decided to use the research onion as a guide. The research onion is a metaphoric term for a research process created by Mark Saunders, Philip Lewis and Adrian Thornhill (2009). The term onion is derived from the fact that this process is done in layers (more like the layers of an onion), the outer layer represents the philosophy, followed by the approach, then the strategies, choices, time horizons and finally the innermost layer which represents the techniques and procedures (see figure. 1). The author chose this method because it gives a comprehensive breakdown of the entire research process.

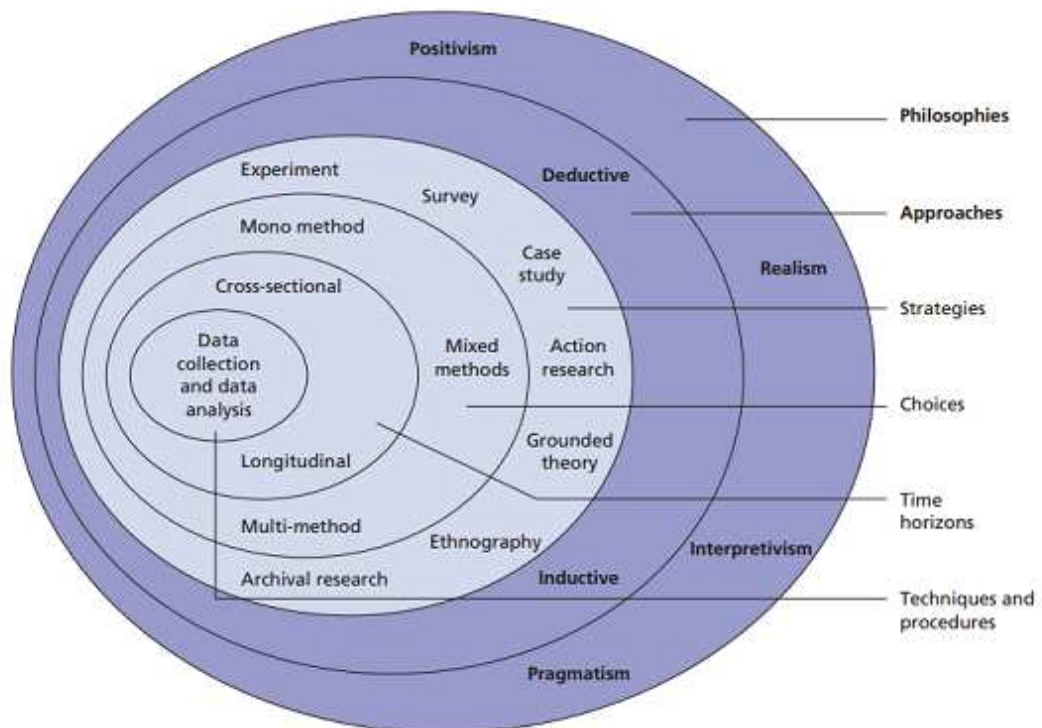


Figure 1. The research onion (Saunders et al., 2009)

3.1 Research philosophy

The research philosophy that will be used in this research is interpretivist. A research philosophy refers to the set of beliefs concerning the nature of the reality being investigated (Bryman, 2012). This in turn gives the researcher an idea on how to go about collecting, interpreting and analysing the data obtained. An interpretivist approach is one that believes that it is necessary to understand differences between humans in our roles as social actors. This approach seeks to understand the world from the point of view of the social actors, different interpretations are possible and thus are subjective (Hinkelman & Wischel, 2013.) This is suitable considering the fact that the respondents involved in this research have different backgrounds and may have different opinions of the phenomena. The author believes that the aim of this research is to gain an insight into the lives of the respondents so as to understand why they act in the way they do. Answering the research question involves taking into account the fact that individuals are intricate and understand the same objective reality in different ways and have individual reasons for their course of actions. Saunders et al., (2009) writes that Interpretivist constitutes subjective meanings and social phenomena. It focuses upon the details of a situation, a reality behind those details, subjective meanings and motivating actions.

3.2 Research approach, strategy and choices

The approach to this research will be an inductive one. An inductive research is one that begins with a research question and the collection of empirical data, which are used to generate hypothesis and theory (Russell, 2015). The author chose inductive rather than deductive because the latter exhibits a tendency to construct a fixed methodology that does not permit alternative explanations of what is happening in a given situation, and also because inductive approach allows the researcher to build a theory on how entrepreneurship can be considered as a career worth pursuing by international students in Finland. Research using an inductive approach is likely to be particularly concerned with the context in which such events were taking place. Therefore, the study of a small sample of subjects might be more appropriate than a large number as with the deductive approach (Saunders et al., 2009.)

The research strategy adopted is a case study of a successful enterprise run by a foreign national based in Helsinki. A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 1994). The case was chosen because the owner of the business is a qualified social worker who had been educated in her home country but decided to take up entrepreneurship as her career in Finland, hence fits in the theme of this research. A Case study in essence is suited for contemporary events when the relevant behaviour cannot be manipulated. Typically case study research uses a variety of evidence from different sources, such as documents, artefacts, interviews and observation (Rowley, 2002).

In this research the author uses triangulation to ensure reliability of the data. Cohen and Manion (1986) define triangulation as a way of mapping out, or explaining more fully, the richness and complexity of human behavior by studying it from more than one standpoint. O'Donoghue and Punch (2003), defined triangulation as a method of cross-checking data from multiple sources to search for regularities in the research data. This research will therefore also include two other interviews. One will be an interview with a Finnish student studying social work who had established a successful company and later sold. The other interview will be a focus group interview with three students who are working and studying in the social and health sector but have now decided to pursue careers as entrepreneurs.

In the research onion (see Figure. 2), the layer with choices gives us three possible methods to use in research for collecting data, there is the mono method, the multi method and the mixed method. The data collection method used in this research will be the mono method which involves the use of either qualitative or quantitative methods. The author was looking for a choice of method that would be suitable for use in a research with a nature that involves people's feelings, motivations and perceptions that underlie and influence their behaviour. Thus a qualitative method was chosen. A Qualitative research as defined by Cresswell (1998) is an enquiry process of understanding a social or human problem, based on building a complex holistic picture formed with words, reporting detailed views of informants and conducting the study in a natural setting.

3.3 Time horizons

The time horizon (see Figure, 2) is the time framework in which the project is intended to be completed (Saunders et al., 2009). The research onion specifies two time horizons, the cross sectional which means that the research is limited by a specified time frame, and the longitudinal which implies that the collection of data can be done repeatedly over an extended period and is used when the research seeks to examine change over time (Goddard & Melville, 2004). This research is time constrained hence the former will be used, once this research is completed it won't be expanded or researched further by the author.

3.4 Data collection and analysis

The data collection technique chosen was the descriptive qualitative method. A descriptive qualitative study is used to understand poorly understood phenomena that do not lend themselves readily to quantification. The inquiries are based on direct descriptions from the people who have experienced the phenomenon. Samples are typically small. Data are most often derived from loosely structured interviews with study participants, including both individual interviews and group interviews (Polit & Beck, 2009.) The primary data used in this research was obtained by recording the sessions of the semi-structured interviews conducted. The researcher conducted three interviews.

The first interview was with the owner of a business that makes organic beauty products in Helsinki. The interview started by the respondent telling a brief family background of herself and of her business. During this first phase of the interview the respondent was not interrupted in anyway by the researcher. The second phase of the interview involved the researcher asking open ended questions. The last phase of the interview was done in a way that the respondent was allowed to talk about any issue she might have felt was worth mentioning and the researcher was also free to ask any other questions that might have arisen during the course of the interview.

The second interview was a focus group interview with 3 respondents who are Finnish students doing a master's degree programme and also working for the Municipality, the

3 respondents were volunteers from a group of 10 people in a project on entrepreneurship, the group was targeted for this research because they have decided to change their careers and become entrepreneurs. The focus group interview was chosen as a data collection technique because the researcher wanted to collect as much data as possible in a short period of time and also because he wanted to have diverse views on the topic. The respondent's answer's will also be used as way of verifying some of the findings from the case study.

The data analysis will start with the transcription of the recordings. Transcription is a process of re-presenting data from the way it was given by participants into a form such as text which the researcher can work with more easily (Brown & Gibson, 2009). Transcription serves two aims, first it provides a guide to a given set of data as it is difficult to work with oral data and their recordings. The researchers can more easily go over and over the data to re-check the accuracy of their analysis. Second, it provides the researcher with an analytic focus on a given data set. It provides one level of engaging with the data set in order to understand it. Transcription is thus a central aspect of qualitative data analysis and not antecedent to it (Brown & Gibson, 2009.)

After transcribing the interviews, the researcher will group the data according to themes, thus will use thematic analysis. Thematic analysis was described as a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, it also often goes further than this, and interprets various aspects of the research topic (Boyatzis, 1998) [see also (Braun & Clarke, 2006)]. The picking or choosing of a theme won't be done according to the frequency it occurs in the data but rather on the importance it has with regards to the research question(s). The "keyness" of a theme is not necessarily dependent on quantifiable measures – but in terms of whether it captures something important in relation to the overall research question (Braun & Clarke, 2006).

The thematic analysis will be done according to the six phases described by Braun & Clarke (2006). The phases are;

1. Transcription of verbal data.
2. Generating of initial codes - Codes identify a feature of the data that appears interesting to the analyst, and refer to the most basic segment, or element, of the raw data or

information that can be assessed in a meaningful way regarding the phenomenon (Bo-yatzis, 1998) [see also (Braun & Clarke, 2006)].

3. Searching for themes -This step involves looking in detail at the data to start identifying themes: summaries of 'what is going on here'. In the margins of each transcript or set of notes, start to note what the interviewee is referring to. Try to make these as abstract as possible. This means not just summarising the text, but trying to think what the text is an example of.

4. Reviewing themes – This involves the refinement of the themes already identified. During this phase you may notice that some themes are not themes at all and also that other themes need to be broken into two or more.

5. Defining and naming themes – This phase involves finding out what the texts, word or concepts mean and allocating names to the identified themes.

6. Writing the findings- This begins when you have a set of fully worked-out themes, and involves the final analysis and write-up of the report.

3.5 Ethical considerations

Due to the qualitative nature of the research the researcher had to make sure that ethical issues were thoroughly dealt with before starting the interviews. The interviewees were well informed about the purpose of the research they were being asked to take part in. The benefits and risks of taking part in the research were outlined to them. The researcher asked them whether written informed consent was preferred, all the participants were willing to take part in the research without having to sign a confidentiality agreement. However, the author will not use the real names of participants or institutions involved, he will adopt the use of pseudonyms to ensure respect and anonymity of all participants and institutions. An example of the confidentiality agreement that was made available to the participants can be found in the appendices.

3.6 Limitations to the study

This thesis comes with a few limitations that might have affected its validity if they were not properly mitigated. The first limitation the author observed was his inherent

biasness towards the topic which might have originated from the fact that he himself is also an international student in Finland facing the same phenomenon being investigated and also the fact that he has prior studies in the business field which strongly advocates for entrepreneurship. Despite this the author approached the research as professionally as possible by being neutral in the way he was drafting and asking the questions, he accommodated both supporting and conflicting views relevant to the topic with impartiality.

The first interview was conducted in the business premises of the interviewee at her request. This meant that she had to break from the interview and attend to the customers. However, she was not bothered by that fact and carried on with the interview normally. The researcher had no problems with conducting the interview in such a place. Qualitative methods of data collecting can actually be done in the respondent's natural setting.

The time constraints had affected the research process in a few ways. Firstly, the focus group used in the research was supposed to have a larger number of interviewees but most of them could not make it to the interview due to the short notice. The author was informed late about the existence of that particular target group, he however decided to go ahead and include the focus group in the research because it adds more credibility to the research.

Language was one hindrance to the process, the author realised that some of the respondents were not very confident with their English speaking skills but nevertheless they were allowed to use Finnish when it suited them.

The small sample size used in the research may pose challenges when generalising the research findings but it still gives an accurate representation of the environment and factors influencing and affecting the general population of foreign students with regards to entrepreneurship in Finland.

4. RESEARCH FINDINGS

The findings of the research will be presented in such a way that the themes most significant to answering the research questions will be presented first.

4.1 Motivation to take up entrepreneurship

Entrepreneurs have been depicted as persons with a high affinity for achievement and self-actualisation. This observation is in agreement with McClelland who proposed that regardless of gender and culture or age, we all have these three motivating factors, the need for achievement, the need for affiliation and the need for power. The dominant one is usually influenced by our culture and life experiences. He identified the need for achievement to be the most dominant driver in an entrepreneur (McClelland, 1965). The research findings are in agreement with this theory.

The motivation for a person to become an entrepreneur in Finland seems to be dependent on the job one has and the satisfaction it brings. The respondent from the case study interview (to be referred to as Hilda, henceforth with) mentioned that although she had the necessary qualification to work as a social worker in Finland, she failed to find employment befitting her qualification. “All I could get was working in day cares, and that wasn’t really my job”. These sentiments indicate that Hilda was not really happy working at day cares, and was only there for survival. A lot of foreign nationals are faced with the same predicament, however instead of being comfortable with the money she was getting at the day care, Hilda decided to quit her job. This job was one of the factors that motivated her to pursue something different, something she would be happy doing (need for achievement). “The pay was ok I wouldn’t complain about that, but it wasn’t my thing I wasn’t happy doing that. So when I got pregnant I decided not to go back to päiväkoti work, day care work”. Hilda had also mentioned that her previous job in her country of origin involved working with street children and victims of domestic

violence, this could have also contributed to her quitting her job at the day care because she probably did not think it was challenging enough. Working with street children and victims of domestic violence is obviously much more challenging, this might have triggered her urge for a more challenging kind of work in order for her to feel useful/ beneficial. Thus entrepreneurship provided her with a new challenge (success or failure). Her family's entrepreneurial background probably also contributed in her decision to take up entrepreneurship. This is in agreement with McClelland's theory that said the dominant motivating factor is usually influenced by our culture and life experiences.

The respondents in the focus group interview had mentioned doing something different than what they are currently doing to be the main motivating factor behind their decision of becoming entrepreneurs and also the freedom to be creative. Their current jobs do not allow them to pursue some of the ideas that they may have. Peter, one of the respondents said that he had been working for six years and he had lots of ideas on how to do different kinds of things but some of them cannot be achieved while he was working. Maja said that her motivation to take up entrepreneurship was simply because she has a chance of doing something different with her career.

John had the following to say when asked the same question: "I like to vision things, I like to innovate and sometimes when working for the city it might be difficult to do that, but it's easier when you can choose what you want to do and you don't have to think about certain rules and things like that."

Unlike Hilda the respondents in the focus group were all Finnish citizens who were working in the field in which they had qualifications in, but they still felt that they needed to do something else, something different for them to be satisfied. This phenomenon vindicates Joseph Schumpeter (1934) who suggested that entrepreneurship entails innovation and that an entrepreneur does not operate within conventional technological constraints, making small gradual changes to existing production methods; instead he develops new technologies or products that make discrete continuous changes that shift the paradigm altogether (Parker, 2004).

4.2 Obstacles to entrepreneurship in Finland

The obstacles found in the research were; tax, language, funding and the unknown. In the next chapters the findings will be presented under their own subheadings.

4.2.1 Tax

Tax is one of the factors that affects an entrepreneur's decision on where to start up his business. Earlier literature has established that more progressive income taxation reduces the willingness to take risk, and thus would lead to less entrepreneurial activity (Kerr and Nanda, 2009). It is common knowledge that the more tax you pay as an individual entrepreneur leaves you with less expendable capital. However, some successful entrepreneurs argue that tax has never discouraged an entrepreneur from pursuing a sensible investment. Warren Buffet was once quoted as saying that he has never seen an entrepreneur "shy away from a sensible investment because of the tax rate on the potential gain." (Time, 2016).

When asked about the challenges entrepreneurs face in Finland, most of the research participants mentioned high taxes. Hilda said that challenges are many but basically it is high taxation and low sales. "It's a lot, the list goes on and on but basically its low sales and high taxes, because if no one knows you, when the sales are low there is not enough income to meet the costs".

The problem of low sales is one that can be attributed to a lot of things for instance marketing strategy and relevance of the product or service being offered. Even though Hilda faced this problem especially in the initial stages of her business she managed to overcome it and went on to have a successful business. When the author asked how she was able to continue her business, she said through perseverance and believing in herself and her product. She believes she offers the best customer service and the best quality in products that is what makes her customers come back to her shop and tell other people about her products. "By offering quality. I think I offer the best customer service in this country and I offer the best quality in cosmetic products that are made in Finland. So its quality and good service or rather excellent quality and excellent service".

The respondent to the other individual interview, Emma, a Finnish student entrepreneur who started her own (with two partners) company providing care services to the municipality also identified high taxes and operating costs to be the obstacles to an entrepreneur in Finland. However, she also exhibited high levels of perseverance when she continued with the business despite her partner's quitting. "After one year both of my business partners decided to leave. Being an entrepreneur did not feel as their thing. I got a new partner and we continued". She also believes that her company did its work very well and thus gained a good reputation which led to more sells.

Emma's will to continue with her business despite her friends quitting reaffirms the displacement school of thought mentioned earlier in chapter 2, which suggested that a group hinders a person's development, either bringing it to a halt or by eliminating certain factors that are critical to that person's development. As a result, the frustrated individual will be projected into an entrepreneurial pursuit out of his or her own motives to succeed (Kuratko, 2016).

4.2.2 Language

It is a well-known fact that the Finnish language is not the easiest to learn, especially if you do not have enough time to learn it intensively. This is one of the problems that affects international students especially those that want to work in Finland. Finnish language proficiency is one of the most important aspects employers look at, being able to effectively communicate with clients is very imperative to a company. However, for entrepreneurs, it is more important to know cross cultural communication, Lisa Nielsen (2016) writes in an article titled importance of communication in the business world, that in today's global economy, businesses cannot ignore the importance of cross-cultural communication. Businesses are finding that it is in their best interest to learn about national, cultural and ethnic groups they need to communicate with to grow their businesses. Knowledge of language nuances and local customs are important to that growth as a misstep can cause a lost sale or a delayed project.

The respondents did not mention language as one of the main obstacles to becoming an entrepreneur in Finland. Hilda said that language was the reason why she initially found

it hard to get a job and settle down. She had said she could only get day-care jobs and that was not what she wanted to do thus started a business, but did not mention it as an obstacle in her business.

Emma advised that the first step to take by a person wishing to become an entrepreneur as a service provider in Finland is to learn the language. The author agrees that language plays an important role in business and social relationships. For an entrepreneur to be successful he needs to effectively communicate with his customers. If your customer base is mostly Finnish speaking, then it is very necessary to learn the language. The other reason is one that involves safety especially if you are exposed to hazardous material. In Finland most of the labels on products are in Finnish, hence it is imperative to have basic knowledge of the language. However basic language skills and good cross cultural communication skills are relevant to an entrepreneur.

4.2.3 Funding

As an entrepreneur in Finland you can obtain funding from a number of organisations depending on the kind of business you wish to engage in, the requirements may differ depending on the funding organisation you approach. The important fact is that you need to have a properly written business plan that shows that your business can be profitable and self-sustaining (see chapter 2). The respondents interviewed did not include funding as a challenge. The author expected funding to be one of the major concerns of the respondents considering that the Financial capital school of thought (see chapter 2.3.1) proposed that decisions regarding financing occur at every major point of the entrepreneurial process.

Hilda said that she used personal resources to fund her business though she had received start-up grant of 600 euros per month for six months. This grant is given by the local employment and development office. The purpose of start-up grants is to encourage new businesses and promote employment. The grant provides an entrepreneur with a secure income during the time that getting the business up and running is estimated to take – however for no more than 18 months (Ministry of Employment and the Economy, 2013.)

Emma, said that they did not need much money to start up their business, the starting capital needed for a limited company was 2500 euros at the time. “All our services were implemented in customers’ homes. We didn’t have to invest that much money. Starting capital for a limited company (Oy) was 2500 euros. We had own cars and at the beginning, our office was at home. So we did not need any loans”.

The fact that none of the respondents mentioned funding as an obstacle to starting up their business does not mean that it is not considered as a challenge. This observation merely suggests that the respondents had had properly planned on where to access funding and other related resources. This can be supported by the strategic formulation school of thought which emphasises the planning process in entrepreneurial venture development. It brings out the importance of identifying the uniqueness of products, markets, resources and people in order to use that as leverage in a competitive environment and have effective venture formations

4.2.4 The unknown

The three respondents in the focus group are working students who have just recently decided to pursue new careers in entrepreneurship. Two of them mentioned that it is difficult to decide to get into entrepreneurship because of not knowing what lies ahead.

Maja said the following: “If I go into entrepreneurship it will be like a jump into the unknown, so that’s the thing, I think I need to have a good plan so that I don’t do anything stupid, I think that’s the biggest challenge for me personally.”

John had a similar answer: “I think the problem is that it feels difficult if I would want to have my own firm, it sounds really difficult that there all these steps that you need to take, it’s also difficult because you don’t know what’s waiting for you on the other side”.

The unknown can also relate to the risk that an individual takes when getting into entrepreneurship. The common man on the street may think that becoming an entrepreneur requires one to take up risky ventures, this is actually not the case. Entrepreneurs are individuals who take calculated risks and they will go for ventures that have moderate

levels of risk (parker, 2004) respondents Maja and John had mentioned the fear of getting into the unknown to be a challenge, nevertheless, it has not stopped them from pursuing their plans. This shows that they have assessed the risk involved and have probably already formulated a contingency plan. In becoming an entrepreneur, an individual risks financial well-being, career opportunities, family relatives and psychic well-being. The level of uncertainty involved in an entrepreneurial venture indicates that individuals drawn to such lines of business will possess a certain level of risk taking propensity. (Smith-Hunter, Kapp & Yonkers, 2003.)

5. CONCLUSION AND RECOMMENDATIONS

The high unemployment rate and lack of job satisfaction among foreign students in Finland, brings out the question whether Entrepreneurship is a viable career option for foreign students in Finland? To answer this question, the research involved conducting two semi-structured interviews and one focus group interview. The interviews included two entrepreneurs and three Master's level students who have decided to take up entrepreneurship as a career.

The research methods involved using the research onion as a methodology guide. The research involved literature review and conducting two individual interviews of a semi structured nature and one focus group interview. The first interview was with a qualified social worker turned entrepreneur, of foreign origin based in Helsinki, Finland. The second one was with a Finnish student entrepreneur who started her company in Jyväskylä, Finland. The third interview was a focus group interview with three Master level Finnish students, working and studying in the social /health fields who have decided to take up entrepreneurship as a career change. The focus was mainly on the foreign entrepreneur and the interviews with the Finnish respondents were for triangulation purposes.

The findings indicate that for the foreign national's job dissatisfaction and the difficulty in finding employment that befits their qualification are the main motivating factors for taking up entrepreneurship. The challenges the respondents of the individual interviews both Finnish and foreign mentioned were high taxes, low sales and high operation costs. The research has shown that entrepreneurship can be a viable career option for foreign students in Finland. It requires perseverance, commitment, self-belief and hard work to overcome the obstacles.

The reliability of the findings is enhanced by the fact that triangulation was used for validating. This thesis is useful not only to foreign students wishing to take up entrepreneurship but also to the educational institutions in terms of giving career guidance to

their students and government agencies tasked to encourage entrepreneurship as a means of enhancing economic growth but also a solution to the growing unemployment rate in the country.

Throughout this thesis process the author had to answer questions as to why this topic is relevant to the social field. This made the author realise that entrepreneurship is still being regarded as belonging only to the business field. This in itself indicates that the social field (universities) need to start educating their students about the importance of entrepreneurship in this field, especially that this sector is changing from being solely public to being partially private. Universities need to come up with programmes that teach their students how to start and run organisations that provide social services by means of innovative solutions to address or solve social problems. The world is fast changing and technology is one of the tools that can be utilised in this field, entrepreneurs can come up with innovative ways of doing things to achieve greater efficiency and performance. Universities should start nurturing social entrepreneurship.

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APPENDICES

APPENDIX 1 – Interview with the foreign entrepreneur

Interviewee: Hilda

Interviewer: Eugene Chiboma

H: I'm Hilda I am originally from Uganda. I came here in 2010, January 2010 (child talks in the background). Pieni hetki! You do have options of editing, right?

E: Yes, I do!

H: I originally came here from Uganda in 2010, uh coming to Finland I left Uganda when I was educated. I had a bachelor's degree in social work and social administration, unfortunately I couldn't work as a social worker here, back home I was a social worker; but due to language things and settling here wasn't easy, so I couldn't find a job that I really wanted to do, that is social work.

I had been working with street children and victims of domestic violence in Uganda. When I came to Finland, I couldn't get a job like that, they needed Finnish language, they needed experience in Finland my education was okay, they had approved it here as a sosionomi, but they still couldn't give me an opportunity to work. All I could get was working in day cares, and that wasn't really my job. The pay was ok, I mean if you are from Uganda and you start getting a Finnish salary like 2000 something that's ok. The pay was ok. I wouldn't complain about that, but it wasn't my thing I wasn't happy about that. So when I got pregnant I decided not to go back to Päiväkoti work, day care work. I started thinking what Finland needed most, like what do immigrant people, what do people who feel different need in Finland, what is missing here? And what did I miss as a person, as an immigrant African woman living in Finland, what did I want that wasn't here, what did I need and wasn't here, and that was products for our hair types and skin colour. But also products that are really moisturising coz our skins dry and they are not really meant for this weather. Dry air, dries you even more. So then I decided to do business and that was uh 2012, I started writing my ideas and business proposals, putting them on paper and doing more research on what I want to do and how I want it to be and when do I want to start.

I went through different situations when I was starting, I had to find out where exactly to start from, what exactly to start with and where to go. And one of these places was Enterprise Helsinki, it gives you advice on what you want to do and helps you develop your own Idea. So that helped me to develop my own idea, and after that I started doing more research on the products I wanted to bring here, and then I started in 2014. I opened shop here on 1st January 2014.

E: When you started business, how did you develop your network, your clientele?

H: It took like a year to really get started, so most of my friends started to tell about me and then when somebody bought, they told a friend and that friend told a friend. So I developed the network basically from the bushfire. Like someone tells someone and that someone tells someone and that's how I get my customers normally, at least 70 percent of my customers have come from there. Hey good morning! (a friend walks in the shop).

E: So you were saying that the network developed through word of mouth...

H: And also because I make unique products, they are hand made by me, you can't find them anywhere else. and also because back to the beginning when I started, the products they sale in those Afro Asian shops, they call them afro but they are really Asian shops. They are not afro shops. They are selling these products that people in Africa stopped using a long time ago, but people in Finland coz they left Africa or wherever they came from a long time ago, they think that's what we use in Africa. These are chemical products, things that will harm your skin, will give you skin cancer, give you different cancers. so when I started, people saw something better and they came.

E: how did you get your funding and support for your business?

H: Funding and support... basically it's personal, not from anywhere else.

E: Did you have any help from the labour office or social services?

H: Labour office, what's the labour office?

E: It's a government institution that helps people who are unemployed, and want to start up something, they also help you look for jobs

H: Is it työtoimisto?

E: Yes

H: They give startti raha, 600 euros per month for six months.

E: Did you get that?

H: Yes, everybody gets that when they start.

E: What challenges did you face when starting the business?

H: That's quite big! Lots of them, low sales, high taxation, weather. It's a lot the list goes on and on but basically its low sales uh because if no one knows you, when the sales are low there is not enough income to meet the costs.

E: So what motivated you to continue with your business, since you were having low sales?

H: Because I wanted it, I wanted it to happen and I struggled to make it happen!

E: How do you the handle the competition in this kind of business?

H: By offering quality. I think I offer the best customer service in this country and I offer the best quality in cosmetic products that are made in Finland. So its quality and good service or rather excellent quality and excellent service.

E: Do you think being an entrepreneur is a viable option for foreign students who are finding it difficult to find employment here in Finland?

H: Yes!

E: Do you have any advice for them?

H: Many students when they come here, they look for "this job" and they never find it because the competition is high and they lack language skills, normally they never get that dream job and they end up doing cleaning jobs and they are offering their most productive age to cleaning, and even though they offer these cleaning services, they are not appreciated .And because they are not appreciated and they are still in this productive age they lose motivation, they lose courage, they lose the desire to do it more , then they get into unemployment. When they get into unemployment it becomes a cycle and it starts rotating around, they are unemployed living on less money, then they get depressed, you've spent so many years in this education and you feel this education has not helped you because you have master's degree, PhDs. I have met foreign students with master's degrees and PhDs and they are doing cleaning jobs! They become negative in life, negative even on their own lives. So this affects them psychologically mentally, health wise and also their esteem goes down and that affects uh then you get into crime. But if you study here and you start business, because most of we people from Africa, we have education that is very good, we have two types of education; the education that you get the certificate on and the other type of education when you don't get a certificate on, this I will call the informal education.

This informal education is the most important to us but we don't know because we are uhm uhm. The media and the western countries, use the formal education as a yard stick

to assess us but they don't use the same yardstick to assess us on informal education. What do I mean? For example, I come from a family where my grandfather was a business person, small business, selling different stuff, chickens, goats in the markets. My father did the same thing, he sold different things, but on a larger scale, my mother's family were black smiths, they could weld anything. When you go to school and have the education from there, the school will help you to add value to it, and when you add value, you make better business. This formal education gives you empowerment to show case what you are good at, it's not telling you that you are going to do the job that you are studying forever. It is only giving you empowerment, but informal education is this thing that you have lots and lots of experience in. like I told you that my father's family sold chickens and my mother's did welding and some members did cosmetics. So in this cosmetics part (I think in Zambia you have the same kind of businesses where women make soaps and candles.) we grow shear butter in Uganda and this is the same Knowledge that I am using here, so my formal education adds value to the informal knowledge that I obtained in my country. Foreign students from low developed countries should try to impart this informal education, add value to it, incorporate it in their day to day lives so that they don't have to be fixed on just looking for jobs, foreign students can create jobs, can employ Finnish student actually, because many western students have grown into this kind of formal education," my mother is a doctor, my father is this and that". Then us we have this knowledge that you have learned from your grandfather, grandmother and this knowledge is very important but many times it is not weighed at all, and because of this we under value it. Foreign students when they come here, even when they have this knowledge when they are seeking employment they are not thinking of it, all they think about is "I have a master's degree, I have PhD, I have this work experience". They are not thinking "oh I can make a chair, I can make a bag, I can design clothes, I can make shampoo", they are not thinking of that. When they come here they should be thinking of this informal education, not just in Finland but all over the world, anyone from a low developed country has other, skills that we need to add value to, and once we add value to these skills we are not going to be cleaners of any country. We are not going to do work that breaks our backs, why should you break your back at a young age? Yet you have other skills that you learned and you yourself are under valuing.

E: That's very interesting, okay so that was all on the question and answer segment. Thank you very much!

E: Career wise, are you happy being an entrepreneur or you would rather go back to being a Social worker?

H: No I can't go back, because I am incorporating my social work skills in my business. In social work I studied the ethics of social work and I have studied to be non – judgemental, I have studied to see people the way they are and not judge them but also try to be empathetic that if I put myself in this person's shoes, how will it be if it were me? The same with business, people come to buy, if you go to Alepa, Prisma and all the other shops, the attendants just say "Moi, kiitos", that's it. In this shop when you come in, you talk with us we just don't say hello and goodbye that's a no no in here. I am incorporating everything I studied into my business. I am trying to make my informal skills better and I would never go back to my previous job, of course the economy is doing badly now, Anttila just closed last night.

E: In conclusion I just want to say that, I noticed immediately I entered this shop that it has this warm welcoming feeling.

H: Yeah, it's different! I'm not going to judge anyone and I'm not going to make people feel bad because of who they are. In the world today people want you to apologise for who you are, they want to apologise for being a black man, they want you to apologise for being different, they want you to be down there. That's not the world we want to live in anymore, as young productive African people. I don't have to apologise for having afro hair, I don't have to straighten my hair, I see women who do that as apologising "oh I was born with bad hair, so I have to make it look nicer for you to appreciate my beauty", I don't have to apologise for that. I don't have to apologise for being born with this skin no, why should I apologise by bleaching my skin? When you see some people bleaching their skins that's what they are doing, they are apologising. So going back to work, I think I wouldn't fit in anymore.

APPENDIX 2 – Interview with the Finnish student entrepreneur

Interviewer: Eugene Chiboma

Interviewee: Emma (not real name)

E: Tell me about yourself (your studies, family back ground, business history and your work life)

Emma: I am Emma, 28 years old student. I am studying at Diak in the second year. I am from Finland and I have been living here for all my life. After I graduated from the upper secondary school I studied 3 years at vocational school, home economics and later on I got interested in nursing due to my work in home care. I studied 2,5 years to become a practical nurse. During my studies, I worked in the private home nursing company. At school I had business studies and I created some kind of plan for an imaginary company. Later on that idea started to grow. I discussed with a friend of mine concerning a tv- series called Matkaoppaat (Travel Guides.) It was sad how old people travel abroad and get lost and cannot speak needed languages. How great would it be to create a business where nurses could travel with old people and take care of them during the holiday. From this idea everything started (even though we never had these services implemented).

Another friend of mine was a student in a bachelor programme in Business and she wanted to use our plan for her study assignment. Our plan grew even more and we started to think, maybe this idea could really work! One teacher (a business coach) saw our idea and he encouraged us to continue. we started making plans and finding out actions needed to become an entrepreneur. I graduated in 2010 and four months after that (2011) our company was incorporated. We were 3 women, all of us just 21 years old and full of energy and plans.

E: What motivated you to be an entrepreneur?

Emma: I had a lot of work experiences and I believed in our idea. We started marketing. We visited different care centres, made a company web page, called different magazines for interviews and we just did our job as well as we could. We offered services for the Jyväskylä municipality about 80%(family services, disability services and some services for old people) Main idea was rehabilitative work method and working together with customers. We had a chance to use our own skills and hobbies like music, sports, art etc.

E: What were your options before starting the business (employment, studies?)

Emma: Basically I did not study business. One of my partners studied business while establishing the business, but I believe in learning by doing. You can never learn all from books, what it really means to be an entrepreneur. In my opinion 80% is about your attitude and will to learn, 10% about studies and theory, and 10% ready to work 24/7. Five years as an entrepreneur taught me, more than I could ever learn at school

E: How was the network for your business built?

Emma: we had a good coach who told us how to progress. I can't remember how many offices we needed to visit but we got pretty good guidance.

E: How did you acquire funding / support to start?

Emma: All our services were implemented in customer's homes. We didn't have to invest that much money (low risk company). Starting capital for Limited company(Oy) was 2500e. We had own cars and in the beginning our office was at home. So we did not need any loans.

E: What role (if any) did the labour office or social service play in your business?

Emma: We needed to apply for the permission from Valvira before providing services for the municipality. Jyväskylä municipality was buying our services from different departments like child welfare, disabled units and family services (lastensuojelu, vammaispalvelu ja lapsiperheiden kotipalvelu).

E: What challenges did you face when starting your business?

Emma: A lot of different papers to fill and offices to visit. Work was really 24/7 and we needed to be really active and believe in the idea. After one year both of my business partners decided to leave. Being an entrepreneur did not feel as "their thing". I got a new partner and we continued. I sold my part of the business in 2016 because I wanted to study more (The first year while I studied, I worked at the same time, but in practice it did not work out). I also wanted to travel and see different work places and prove my skills as a professional. The company is still running really well and it is growing.

E: What do you think is the biggest obstacle to one becoming an entrepreneur in Finland?

Emma: Your idea must be really good. Taxes and costs are so high in Finland. Personal attitude, you are kind of "married" with the company and that is the thing that you realize after establishing it.

E: How do you handle the competition in this kind of business?

Emma: The need for the services was so high. We had a lot of work to do so there was not that intense competition. There was a lot of work for every service producer. We did our work well so we had a good reputation and connection with the municipality.

E: What would you advise a person trying to start up a business in Finland?

Emma: Make a good plan and ask advice from professionals. Your idea might be “super” but you have to find out, is there really need for that kind of services or products? You have to be ready to work 24/7, give 110% of yourself and believe in your idea.

E: Do you think being an entrepreneur is a viable option for foreign students who are having difficulties finding employment?

Emma: Yes, if the idea is really good and needed. I think that providing cheaper services as a foreign entrepreneur is not the way of starting any kind of business. Finnish language is the first step as a service provider and attitude for hard work. Finnish people might have some prejudices towards foreigners so probably you have to prove your skills and work extra hard for a good reputation. We had a similar challenge because we were just 21 years old and needed to prove that we are skilled to provide these services even if though we are young.

E: Thank you very much!

The End.