



# **DIGITAL JOB SEARCH GUIDE FOR INTERNATIONAL DEGREE STUDENTS FOR EDUCATION OY**

**Patrisia Pihkoluoma**

Bachelor's thesis  
November 2021  
Bachelor's Degree in International Business

## **ABSTRACT**

Tampereen ammattikorkeakoulu  
Tampere University of Applied Sciences  
Degree Programme in International Business

PIHKOLUOMA PATRISIA:  
Digital Job Search Guide for International Degree Students for Edunation Oy

Bachelor's thesis 87 pages, appendices 22 pages  
November 2021

---

The thesis was commissioned by Edunation Oy. It is a start-up company operating in Tampere in education field. Their main services include helping international students come to Finland and obtain a degree from a Finnish higher education institution. International talents come to study in Finland, however many report experiencing difficulties finding work. The commissioner wanted to expand their services to include assistance with employment related matters. For this purpose, they requested a digital job search guide to meet the needs of their customers.

For the theoretical framework, author familiarized with literature, previous research, journals and articles about international talents' job search and employment in Finland. Consequently, author used mixed method to gather data for the purpose of the research. Quantitative and qualitative data was collected through a questionnaire and interviews. The target group for the survey were international degree students and graduates. For the interviews, author chose specialists in the field of international student migration and education in Finland.

The research examined how international talents perceive job search in Finland. Specialist interviews supported the research. Information was gathered on job search platforms, work culture differences, difficulties, assisting factors and overall experiences about job search in Finland. The findings indicate that international talents should be educated and assisted more in their job search efforts, for instance due to cultural differences. International talents need to acquire adequate job search skills and familiarize with the requirements and nature of labor market in Finland. When it comes to job search platforms, target group preferred and utilized mostly social media. What is more, it was researched that recruitment culture and practices in Finland influence international talents job search efforts.

As a result of the thesis research, author created a digital job search guide for international degree students for the commissioner. The data collected, commissioner's minimum requirements and authors interpretation were utilized when creating the content of the guide. Due to the changing nature of job markets, the guide needs to be updated frequently to remain accurate and relevant.

---

Key words: education, guide, international degree students, job search, work

## CONTENTS

1	INTRODUCTION .....	6
2	THESIS PLAN .....	7
2.1	Thesis topic.....	7
2.2	Thesis objective, purpose and research questions.....	7
2.3	Concepts.....	8
2.3.1	Working in Finland.....	8
2.3.2	Job search.....	9
2.3.3	Work culture .....	10
2.3.4	Finnish work culture .....	11
2.3.5	Digital guide.....	11
2.4	Theories applicable.....	12
2.4.1	Hofstede’s Cultural Dimensions Theory.....	12
2.4.2	Social Cognitive Career Theory .....	13
2.5	Working methods and data .....	14
2.5.1	Questionnaires .....	14
2.5.2	Interviews .....	15
2.5.3	Visual appearance of the guide.....	16
2.5.4	Ethical aspects of conducting research.....	16
2.6	Thesis process.....	17
3	WORKING IN FINLAND .....	19
3.1	Labor shortage.....	21
3.2	Work culture .....	22
3.2.1	Culture shock .....	23
3.2.2	Work culture comparison.....	24
3.3	Salaries .....	27
3.4	Job search platforms.....	28
3.5	Job search channels .....	29
3.6	International students path to employment in Finland .....	30
3.7	Resume and cover letter.....	32
4	DATA COLLECTION AND METHODS.....	35
4.1	Research objectives.....	35
4.2	Questionnaire.....	36
4.3	Specialist interviews.....	36
4.4	Data analysis method .....	37
4.5	Validity, reliability, and limitations .....	38
5	SURVEY DATA ANALYSIS.....	40

5.1	Background information .....	40
5.2	Quantitative analysis.....	41
5.2.1	Respondents by country.....	41
5.2.2	Education and work experience .....	42
5.2.3	Knowledge and importance of Finnish language .....	42
5.2.4	Job search channels .....	44
5.3	Qualitative analysis .....	46
5.3.1	Assistance in job search.....	47
5.3.2	Difficulties in job search.....	48
5.3.3	Differences in work culture .....	49
6	INTERVIEW DATA ANALYSIS.....	50
7	RESULTS .....	53
7.1	How to find a job in Finland as an international student? .....	53
7.1.1	Social Cognitive Career Theory in job search .....	54
7.2	Where to find a job in Finland as an international student? .....	56
7.3	What are common characteristics of Finnish work culture?.....	56
7.4	Digital job search guide for international degree students .....	57
8	DISCUSSION AND RECOMMENDATIONS .....	60
8.1	Recommendations .....	62
8.2	Further research .....	62
	REFERENCES .....	63
	APPENDICES.....	66
	Appendix 1. Questionnaire.....	66
	Appendix 2. Specialist interview questions .....	71
	Appendix 3. Digital job search guide for international degree students .....	72

**ABBREVIATIONS**

MEAE	Ministry of Economic Affairs and Employment
SCCT	Social Cognitive Career Theory
TEK	Trade Union of Academic Engineers and Architects in Finland
UAS	University of Applied Sciences

## 1 INTRODUCTION

Finland needs more international talents working in Finland to balance the ageing population and meet the labor market's needs. Annually thousands of international students come to study a higher education degree in Finland from various countries. In 2017, Finnish Ministry of Education and Culture introduced tuition fees for non-European students who want to study in a Finnish higher Education institution. According to statistics, tuition fees are relatively lower in Finland compared to other countries. Furthermore, Finland has been receiving most international degree students from Asia and countries near Finland. In 2018 over 40 percent of the students were from the following countries: Vietnam, China, and Russia. (Juusola, Nori, Lyytinen, Kohtamäki & Kivistö 2021, 11). There are many factors that affect the decision for foreign students to come to pursue a degree in Finland.

Furthermore, international talents encounter difficulties when it comes to finding work in a foreign country. It can be stated that commissioner's customers are students outside of Europe. Non-European students have the pressure of a one-year residence permit after graduation, which puts them in a less favourable position when finding work after graduation than European students. In addition when researching job search, it should be acknowledged that international talents often have different starting points compared to native people when looking for a job in Finland. The differences can be recognized for instance on the scale of network and ties to working life.

The purpose of the thesis was to develop the commissioner's services and help their customers acquire job search skills and find employment in Finland. The objective was to create a digital job search guide. The thesis focused on researching international talents position in the Finnish job market and their perceptions of job search. In addition, specialist interviews were conducted to discover and discuss other perspectives on the subject. With the data collected and literature review, author created a digital job search guide for international degree students in Finland.

## 2 THESIS PLAN

Thesis plan explains the topic, objective and purpose of the following thesis. It also introduces shortly different theories and concepts, which will be used in the work. Working methods and data collection will be also presented. At the end of this chapter, one can find the planned structure of the thesis.

### 2.1 Thesis topic

This thesis is made for a commissioner, company based in Tampere called Edunation. The company was established in 2017 and their main mission is to attract international talents to study in Finland, while making education the biggest industry in Finland. Edunation helps students outside of Europe apply successfully to their partner universities in Finland and Europe and develop their skills through Pathway Diploma program. The company also offers Finnish language courses.

Edunation wanted to expand their services to include assistance with employment related matters and therefore, they needed a job search guide for their customers, international degree students who are coming to Finland outside of the Europe. International talents may struggle to adapt to Finnish work culture, find a job and many other aspects related to work. The commissioner had limited information related to working in Finland only on one page on their website, therefore the objective is to create a job search guide which would help them with their current customers and hopefully gain more leads in the future and grow as a company. The title suggestion for the thesis was:

*“Digital job search guide for international students for Edunation”*

### 2.2 Thesis objective, purpose and research questions

The objective for this thesis would be to research the process and practices of finding a job as an international student in Finland and creating a digital job search guide for international students as a result. The objective of the digital job search guide is to help the commissioner’s customers learn and adapt to the

Finnish work practices and consequently improve the chances of landing a job. The purpose is to improve employment opportunities for foreign degree students in Finland as well as develop commissioner's services by attracting more customers with the guide. The research question in this thesis would be:

"How to find a job in Finland as an international student?".

The sub-questions formulated to support the main research question would be:

"Where to find a job in Finland as an international student?".

"What are common characteristics of Finnish work culture?".

## **2.3 Concepts**

The thesis will present and explain different theories and concepts related to working, job search and work culture in Finland. The literature will formulate theoretical framework of the thesis and will be included in the secondary data section of the work. The main concepts of this thesis are "Employment", "Working in Finland", "Job search", "Work culture", "Finnish work culture" and "Digital guide". The main concepts will be explained in this section, since it is crucial to understand the terms because the end result of this thesis is a digital job search guide. By author explaining the main terms, the reader will gain a better understanding of framework of the thesis.

### **2.3.1 Working in Finland**

According to Pehkonen (2006) study article about immigrants' employment in Finland, the nature of Finnish working life can be demanding. In Finland, employers emphasize and value certain skills, such as being independent, however, with the required to work well in a team. This indicates that job seekers need to have acquired good social skills and benefit from a wide social network in Finland. International students should focus on connecting with different people and broadening their network from the first study year. In the article Pehkonen also stated that according to the results of the study, finding a job depends a lot on the job seekers own activity and willingness to find a job.

Furthermore, motivation to learn for instance the language, helps to adapt to the Finnish work culture and consequently find a job. (2006, 125). This is seen as

crucial and the author agrees that international students should be introduced to the Finnish language at an early stage, for instance through learning platforms such as Duolingo and WordDive. It is well-known that learning a new language is often time consuming and requires persistence as well as active repetition from the learner. The study also indicated that in job search, the inactive individuals were less likely to find employment. They seemed to also encounter more difficulties which were not easy to overcome. Other aspects introduced that may negatively affect the integration of immigrants were lack of Finnish language skills, social network and unemployment. (Pehkonen 2006, 125-126). Due to similarity of the nature of the research, these are likely similar concerns international degree students face when they come to study and live in Finland. To address these possible issues, international students must be prepared, informed, and assisted in integrating and adapting to the Finnish culture. Generally, individuals often encounter difficulties when transitioning into a new culture; however, it is up to the person to establish whether they have the capabilities or willingness to overcome the situations.

International students come to study in Finland with a student residence permit. According to Finnish Immigration Service, international students can apply for a one-year residence permit extension after graduation and look for a job in Finland. Once a student finds a job, they need to apply for a new residence permit based on work, which allows them to be employed in Finland. The author considers this crucial to acknowledge, when making and designing the digital job search guide content.

### **2.3.2 Job search**

Job search is a concept that explains the process of finding a job. The process may occur in different situations, for instance from unemployment to employment, career transition or job change. According to a Journal of Applied Psychology, job search is a process directed by motivation, goals and self-activation that leads work opportunities. International students' motivation, goals, and activity need to be emphasized when creating the digital job search guide. There can be also cultural differences that may affect the student's own perspective of job search. (van Hooft et al. 2020, 674). The various perspectives will be researched through interviews for this thesis.

Job search has changed tremendously over the past decade. There are new ways, channels, methods, and processes that one must face in search for work. One cannot affect all the things that have changed, for instance the complexity of the process. However, one can change their own way of searching for a job and adapt to the new way. (Bolles 2020, 6-8). The purpose of the digital job search guide is to inform and prepare international students for the job search process in Finland. Job search and recruitment processes differ in every country, therefore adapting and gaining knowledge of the specific country's common practices is crucial when integrating and adapting. In Finland, the job search process is usually time-consuming, and the recruitment process lasts on average 5-12 weeks. The length depends on the amount and quality of the candidates for the particular job position. The job seekers own resources, such as stable mental health and social support are often helpful in the process of finding a job. (Hoppe & Laine 2014, 22-23). In addition, Hoppe and Laine (2014, 13) emphasize the importance of job seekers knowledge of their own skills as well as information of the work they are applying for. To succeed in job search, job applicants need to be self-aware and adapt to different situations that may occur in the process.

### **2.3.3 Work culture**

Work culture is a subcategory of culture. To explain work culture, one needs to define culture. Culture is a broad concept of the environment people live in and work. As reported by Lotze (2004, 10) culture includes personal and environmental community traits, traditions, beliefs, behaviour and thoughts. Work culture as a concept can be defined as the beliefs, traditions, behaviour traits of a work community. It explains the behaviour within specific workplace. In addition, work culture can widely reflect the common values, beliefs and attitudes of working in a particular company. (Lotze 2004, 11-12). Each workplace has a different culture, however there can be found certain similar characteristics in a societal concept. The author of this thesis will introduce Finnish work culture to readers, in order to create more efficient and comprehensive digital job search guide as a result.

### **2.3.4 Finnish work culture**

The digital job search guide is targeted for international students who are planning to study and work in Finland. Therefore, it is crucial to define the characteristics of work culture specifically in Finland. Finnish work culture can be defined through cultural characteristics. According to Saviaro, crucial characteristics of Finnish society are honesty, equality, and trust. Finns have strong community spirit even though they may seem introverted at first (2010, 22-25). What is more, in Finland often individual's own achievement and hard work is valued, instead of being privileged by other means. To provide more insight, Finnish work culture can be described as flexible. In January 2020, MEAE implemented the new Working Hours Act (872/2019). The act supports remote and independent working style, providing the employees the right to work remotely if agreed with employer. This also affects the working culture in Finland. Generally, employers in Finland trust the employees to deliver the duties and work as agreed, without strict monitoring.

According to Edunation's employees, they receive most students from these following countries: India, Philippines and Vietnam. Asian work culture differs a lot from Nordic working culture. Finnish work culture can be further explained and compared to Asian countries through Hofstede's Cultural Dimensions Theory which will be presented in the theories section of the thesis.

### **2.3.5 Digital guide**

The intended outcome of this thesis is a digital guide for international students for Edunation. A guide can be defined as informational product that is informative and motivates the reader to take action. It is a cost-effective and efficient way of reaching one's customers (Pennisi, Gunawan, Major & Winder 2011). The goal of a guide is to be informative, advise the reader and provide instructions to achieve something. For this thesis, the goal of the guide is to help international students to get a job in Finland.

When creating a guide, author should define the following: targeting the audience, deciding the purpose and call to actions. The guide should be appealing, comprehensive and clear. Author should also consider the visual appearance, layout and text format of the guide. A guide should be cohesive and answer the needs of the target groups. (Pennisi et al. 2011). All in all, the author should have the readers perspective when creating the guide, in order for it to be successful.

## **2.4 Theories applicable**

### **2.4.1 Hofstede's Cultural Dimensions Theory**

Dutch researcher Geert Hofstede developed Cultural Dimensions Theory in 1980. The aim of the theory was to determine the different dimensions that affect cultures. The cultural dimensions theory can be also implemented when describing differences between cultures and societies. (Hofstede 2011, 6-9).

Furthermore, work cultures can be compared to each other through Hofstede Insights Country Comparison Tool. In this thesis, Hofstede Insights Country comparison tool will be used to determine the main differences between Finland and Edunation's target countries as well as defining Finnish work culture. It is crucial to first identify Edunation's customers target countries, where most of their students come from. When writing this thesis, the commissioners target countries are India, Philippines, and Vietnam. According to Hofstede (2011, 8) culture can be evaluated and defined by these different categories:

- Collectivism vs. Individualism
- Indulgence vs Restraint
- Long-Term Orientation vs Short-Term Orientation
- Masculinity vs. Femininity
- Power Distance Index
- Uncertainty Avoidance Index

By comparing the countries, author can gain a better understanding of how international students perceive Finnish work culture. Before entering the job market and beginning the job search process, author considers that it is crucial for foreign students and the readers to understand the nature of Finnish work culture. By

gaining knowledge in this matter, students can prepare themselves and adapt to the situations they may face. People who do not adapt or search for information are less likely to fail when it comes to finding a job in Finland and understanding the culture overall.

#### **2.4.2 Social Cognitive Career Theory**

Author will be also presenting behavior and career theory, that can be applied to the concept of job search. Robert W. Lent, Steven D. Brown, and Gail Hackett created Social Cognitive Career Theory in 1994. The SCCT is based on Bandura's (1986) social cognitive theory, which has been used when examining person's learning behavior. It presents and analyses factors affecting individuals' behaviour and action. According to Bandura's theory, environmental factors, personal attributes, and behaviour are influencing each other. The SCCT has been widely used to investigate the affecting factors related to career interests and choices. The three core variables of SCCT are individuals' personal goals, outcome expectations and self-efficacy. (Lent, Brown & Hackett 2013, 117-119).

The surrounding environment can affect negatively or positively into one's actions. (Lent et al. 2013, 117-119). In job search, one can discuss the actions of recruiters and surrounding society as an influencing environmental factor. The theory is applicable and can provide a lot of insights in finding jobs as an international student. Job search is ultimately action which results when individual's take initiative and pursue their goals. Therefore behavioral theory can be applied and researched to explain job search. Researching and applying this theory to the thesis, will help to create the job search guide and include different motivational aspects and assist international talents in understanding that they have a huge effect on the outcome of their job search.

## **2.5 Working methods and data**

The primary data for this thesis will be collected in the forms of a questionnaire and interviews. Quantitative and qualitative data collection methods will be implemented. The reason for this is to gain a clear understanding of the phenomenon of job search. The author needs to collect data, such as feedback and experiences from the target group of the guide. In addition, specialist perspective will provide more valuable insights when developing the guide. It will also help to research the job search process and work situation amongst international degree students in Finland and assist in developing an efficient digital job search guide.

### **2.5.1 Questionnaires**

As indicated by Patten (2017) questionnaires are effective and useful way of collecting data. The possible disadvantages may be that answer rates may end up low and that they don't correspond to the bigger picture. It is crucial for the researcher to prepare carefully and define the overall framework for instance the objectives of the questionnaire. (Patten 2017, 1-4).

When designing the questionnaire, it is important to carefully determine the questions, their order and the outlook of the survey. The questionnaire will be made for adults. The platform used will be Microsoft Forms. The reasons for choosing this platform is that it is free, it has the limit of 50,000 respondents and the questionnaire can be imbedded into emails. The answers can be also transferred to Excel for further analysis. Another benefit of using Microsoft Forms is that the data can be collected anonymously. The author is aware of data protection aspects and responsibilities in protecting the privacy of respondents, such as the questionnaire answers. The respondent's privacy will be protected in the data collection. The author also commits that individual cannot be identified without their consent. Privacy notice will be also stated in the forms and email when collecting the data. The data will be only used for the purpose and time period of this thesis research and will be securely disposed afterwards with no possibility of recovery.

According to Andres (2012, 61-64) author needs to also consider the design, color, font size, wording and visuals. The questionnaire should not be too long to fill in, but comprehensive enough. For this thesis, a questionnaire will be made and sent to international students in Finland through various channels. The questionnaire will be sent to Edunation's customers through their Zoho CRM system, LinkedIn and also to few international student groups on social media. The goal is to receive many responses and gather enough data to make analysis and conclusions for the research.

### **2.5.2 Interviews**

To gain more knowledge and data about the subject from another perspective, interviews will be conducted. The target group for the interviews will be specialists who have experience related to international student job search, employment, and recruitment in Finland. This will enable the author to ask more open-ended questions that will as a result, help to determine and evaluate the situation.

According to Cassell (2015), interviews can be divided into three types as unstructured, semi-structured or structured. The main difference in these types is that the level of structure is different. The interviews for this thesis will be conducted in a structured manner. In a structured interview the questions and their order are planned in advance. In structured interviews the interviewees are asked the same questions in the same order. (Cassell 2015, 12). This results in consistency which makes the analysis more coherent and easier to comprehend. As indicated by Cassell (2015, 12) the less structured interviews demand the interviewer to be more creative and active when interviewing, which requires skills and knowledge to receive the wanted data. The author of the thesis will be using structured method, to seamlessly compare the answers and analyze them for conclusions.

The data analysis method chosen by the author is abductive content analysis. The method can be used in both quantitative and qualitative research in measuring and interpreting the data. This method allows the author to analyze and draw conclusions from the overall data received in the research. The aim of abductive

content analysis is to organize and transform the received data into an understandable and clear form. With the assistance of abductive content analysis, the author can understand the data and as a result, make comprehensive and reliable conclusions of the subject or phenomena in question. (Tuomi & Sarajärvi 2018, 107-110). Microsoft Forms and Excel will be also used in the data analysis. After data collection, the content and focus aspects of the digital job search guide will be clearer to the author.

The goal of the questionnaire and interviews is to answer the research questions and develop understanding of how to help international students in Finland through the job search guide. Since there will be a guide, the author needs to emphasize the main content and focus on explaining the key components adequately of the intended outcome. The secondary data that will be researched for this thesis will be gathered from various books, research, scientific publications, and different online sources.

### **2.5.3 Visual appearance of the guide**

As a result of the thesis research, author will create the content of the guide. Author will also develop an idea about the visual representation of the final product. It was agreed with the commissioner that Edunation's design manager will create the template for the digital job search guide. The template of the guide will be discussed with the commissioner and design specialist in more detail as the process progresses. Consequently, author will also provide ideas and wishes regarding the template for the design manager after discussing with commissioner. In the end, author will provide the content of the guide to the design manager, and they will create the template and add the text into the template.

### **2.5.4 Ethical aspects of conducting research**

When conducting a research, certain ethical aspects can be recognized. These are guidelines, that one should follow when writing and executing and research, writing the thesis. Author must demonstrate that they are familiar with the ethics of research and work accordingly. Ethical aspects need to be considered when doing the survey and interviews. The survey and interviews should be voluntary

and there should be an option to refuse to answer to questions or withdraw at any time. Andres (2012, 30-31) also states that researchers should always state the purpose and how the responses will be used and analyzed in the surveys. Also, the researchers' contact information can be provided if respondents have any questions or concerns related to the research. By following ethical aspects of conducting research, the author can ensure the quality of the work.

## **2.6 Thesis process**

This section will explain the structure of the work, which is the core of the thesis writing process. The goal is to provide a general view on the thesis as well as the content presented. The first chapter of the thesis is the introduction. It aims to provide background information on the written thesis as well as the research. After reading the introduction, it should be clear to the reader what the thesis is about and what will be discussed and researched. The second chapter presents the thesis plan, which contains information about the objectives, goals, theories, concepts, and research methods and provides an overall outlook of the framework.

Third chapter is dedicated to explaining and defining the concept of working in Finland. The goal is for the reader to understand the characteristics and concepts of working in Finland profoundly. The chapter in question will form the crucial core of the thesis which will include explicit information about the work culture, salaries, job search platforms, job search agencies and operations in Finland. It will also contain information and explain the typical job search process for international students and the importance of job search documents. The intended outcome of the thesis is to produce a digital job search guide for international students; hence it is of great importance to present the details of working in Finland. The data and research of this chapter will be used and implemented in the digital job search guide for international students in Finland.

After discussing with the commissioner, minimum requirements for the content of the digital job search guide were decided. The content of the guide will include at least the following information: basic information of working and living in Finland,

student job agencies and portals, example of a career path in Finland, differences in work culture in Finland and other countries, how Finnish students work during the studies, benefits of having work experience from lower-level jobs, career counseling departments of the universities, volunteer work, salary expectations and citations from international students. Nevertheless, author's freedom of choice remained respectfully aside from the minimum criteria set by the commissioner.

The fourth chapter explains the data collection and methods of the research. It will contain information about planning and executing, as well as analysis method of the questionnaire and interviews. Author will also discuss research objectives and other aspects that affect the data collection, such as validity, reliability, and limitations. In chapter five, author presents the survey findings and conducts analysis of the data. Statistics and numbers will be used to present the data, alongside with explanations. In this chapter, survey results were analyzed both quantitatively and qualitatively.

The chapter number six entails the interview data analysis. Author presents the main aspects of the collected data and analyzes the subject from various perspectives based on the discussion with specialists in the field. Chapter seven concludes the key results and analyses from both data collection methods, survey and interviews. In this chapter, research questions are answered based on the literature and data collected. Author ties together theory and literature, to provide an overall understanding of the research and its relevance to the thesis. The information summarized in this chapter will also affect the content and recommendations of digital job search guide. The relevance of collected data was also explained and justified for the purpose of the guide. Author showcased how the data collected was implemented in the finished guide.

In the chapter eight, author discusses the thesis, proposes recommendations and further research possibilities. Author evaluates the thesis process, findings, and ties together the work. The made digital job search guide will be attached in the Appendix. The digital job search guide content is based on literature, collected data and conducted research in the thesis.

### 3 WORKING IN FINLAND

In this chapter, the characteristics of working in Finland will be explained and presented. The goal is for the reader to understand the characteristics and concepts of working in Finland. The chapter forms the crucial core of the thesis and the digital job search guide, since it includes important information about the attributes of Finnish work culture, salaries, job search platforms, job search agencies and operations in Finland. Author also presented information and explained the typical job search process for international students and the importance of a resume and cover letter. The data and research of this chapter will be utilized in the digital job search guide for international students in Finland.

In Finland, employers value all work experience acquired. Especially individuals who do not have previous work experience should acknowledge this and be open when entering the Finnish job market. Many students in Finland work part-time alongside their studies during evenings and weekends. This is a good way of earning money that can also help pay tuition fees and network. Most common workplaces for students in Finland are restaurants, retail stores, bars and clubs and food courier positions in companies such as Wolt and Foodora. These workplaces commonly offer flexible working hours and fixed minimum salary. Provided that, international students working experiences may differ in Finland, since there are many attributes that affect the process.

According to the latest information from Statistics Finland in 2019, international students formulated 10 percent of the overall amount of higher education students in universities and universities of applied sciences (UAS) in the country. What is more, it was researched that there are more international students studying in UAS than in research universities in Finland. This may be affected by the fact that there is larger variety of degree programs offered in English in UAS, compared to research universities. According to the statistics, international students have the potential and interest to stay in Finland after graduation. Therefore, the emphasis should be on helping them to search for a job and become employed in Finland also in the future. Furthermore, according to a Publication of MEAE 47/2016, the employment rate is lower with international students than

with native Finnish citizens. According to the journal, approximately 50% of foreign citizens were employed one year after graduation compared to 80% of Finnish citizens that studied a similar degree. Few major factors that were proven to increase foreign student's opportunities were learning the Finnish language and attaining working life contacts from Finland. During studies, international students can complete internships and write theses in companies that operate in Finland. Another way of adapting and increase the opportunities would be look for a part-time job. (2016, 28-29).

To provide more insight to the subject of international students' job search, Rolle Alho published a qualitative study about international student's job search experiences in 2020. The research analyzed 31 international students that have completed a higher education degree in Finland. Research studied migration to the Finnish labor market after graduation. According to Alho, job search experiences vary depending on many factors such as the degree, home country, language skills, adaptation, and preferences. It has become evident that international students benefit of knowing Finnish language when entering the job market. Consequently, when looking for a job in Finland as an international student defining a job search strategy, networking and consistency are important. The research also concluded that international students' own attitude and capabilities affect their employment and opportunities in the destination country. People are different and for instance, those who are more extroverted may have more opportunities to create a social network and increase their chances of landing a job. (Alho 2020, 17-18).

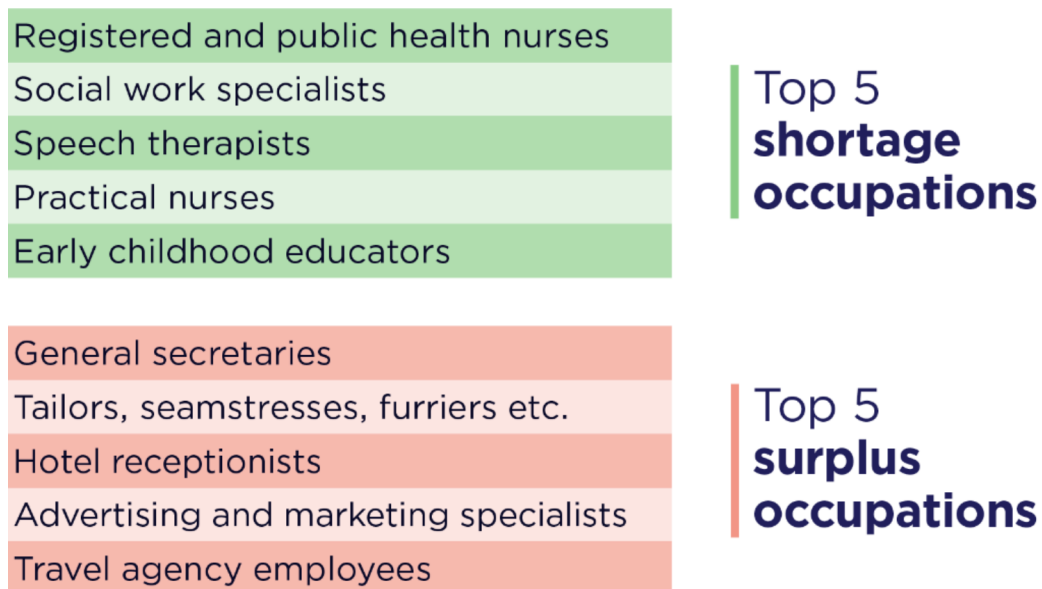
The education also often affects the employability. The more specialized an individual is, the more opportunities they may have in the job market. For instance, nurses in Finland are highly requested. Therefore, it is considered easier for a nurse to find a job in Finland compared to a less specialized student for instance an art student. (Alho 2020, 17). International students can enhance and improve their skills to match the needs of the job market by educating themselves for instance online through courses. There are many free online courses available for instance in marketing and sales in HubSpot Academy. (HubSpot Academy 2021). It is necessary to understand individuals own skills, such as strengths and weak-

nesses. To stay relevant and appealing to employers, one must educate themselves throughout their life. Continuous learning cannot be underestimated because it can open many opportunities for an individual, such as improving career and employability. (TEK Työkirja 2021, 96). There is always something and employees must adapt to the new challenges by training and educating themselves.

What is more, it can be discussed that job search requires knowledge and effort from the job seeker, especially from international students. It is challenging to start looking for a job, if individual has not familiarized with the culture, Finnish language, companies and overall, the environment in Finland. With the job search guide, international students can prepare to enter job market and acquire the required knowledge and skills to succeed in the process. Author wants to emphasize for international students that more focus needs to be directed to creating a social network and consequently acknowledge the informal recruitment popularity in Finland.

### **3.1 Labor shortage**

In Finland, there is labor shortage. The most recent occupational barometer was published in March 2021, by the Finnish MEAE. The data illustrated in the Figure 1 below was researched by MEAE's employment service from February to March 2021. As presented, most of the labor shortage is evident in the health care sector. Indeed, more nurses and social workers are needed in Finland. Especially taking the coronavirus pandemic into a consideration, nurses are requested all around the world. In fact, it has been estimated that Finland would be demanding over thirty thousand more nurses to work in Finland in the following ten years. (Yle 2021). To provide more insight to the labor shortage situation in Finland, according to Alho in his research, the interviewees who studied nursing found work relatively easier than those who studied humanities for instance. This is due to sectoral differences and shortage of labor in healthcare. Nurses can find work positions for instance in hospitals around Finland. (2020, 17). Many international students have come to Finland to study nursing in recent years.



SOURCE: Occupational Barometer

Figure 1. Occupational Barometer. Ministry of Economic Affairs and Employment. Press release. 2021.

Statistics indicate that surplus occupations in Finland include those in the following fields: tourism, secretaries, tailors, and marketing. The occupational barometer changes annually and may present some occupations in trend like phases. It does not directly affect the employment of an individual person, rather it presents the overall situation of occupations in the country. Although as mentioned by the author in the previous chapter, it appears that the more specialized education an individual has, the smoother and faster their transition to job becomes. There can indeed be recognized a shortage of skilled and educated labor in Finland.

### 3.2 Work culture

Culture can be defined in many ways. Merriam Webster dictionary describes culture as the common knowledge, values, norms, and attributes of a specific group. Culture is reflected everywhere, for instance in our everyday actions. Saviaro states that culture as a concept also involves subcategories, such as ethnic and social group culture. (2010, 14). Culture is a strong attribute that drives the behaviour and reflects characteristics of a particular society. Saviaro presents the conclusions of a study which claims that 80 percent of Finns are proud of their country and nationality. (2010, 23). What is more, the definition of culture can also be applied in the working context, which is then perceived as the work culture.

Trade Union of Academic Engineers and Architects in Finland made a survey for their Työkirja in 2021. According to their research, working culture in Finland can be described to value flexible and independent working, low hierarchy, and more friendly relationship with supervisors. The basic requirements for employees in Finland are being precise and punctual, being on-time and being creative and self-driven (2021, 63). Working in another country involves working in a different environment which is formulated from own culture. Work culture is different in every country and to adapt better, it is crucial to understand the culture one is living in. The working conditions are worldly known to be decent in Finland. There are for instance collective labor agreements, trade unions, occupational safety and health regulations, law-set mandatory breaks and minimum salaries. The agreements and working conditions are strictly observed and they should not be neglected. In Finland, the employment contract is in the written form, and it must state all the crucial information such as the salary, working hours that have been agreed by both parties (Saviaro 2010, 78). According to Saviaro, discrimination in workplace is also regarded as a crime by law in Finland. (2010, 78). In the working life, both the employer and employee have responsibilities that they need to acknowledge.

### **3.2.1 Culture shock**

Foreign residents may experience culture shock in Finland. The probability of it increases if individual's home country's culture differs significantly from the Finnish one. Culture shock is when an individual faces distress as a result of adapting to a new culture. (Saviaro 2010, 14). The nature and timing of the culture shock varies on many factors, such as the cultural differences with home country, support system, familiarization level with the new country and language for instance. (2010, 15). Culture shock occurs very often and should not be feared since it is a normal human reaction to a major life change.

What is more, Saviaro has divided individuals adapting process into four phases: honeymoon, culture shock, recovery, and adjustment. (2010, 14). Some common signs that may indicate that an individual is experiencing culture shock are feelings of sadness, loneliness, pains, insomnia, loss of identity and confidence,

missing family, depression, and problem-solving issues. (Saviaro 2010, 15-16). The changes may not happen in the presented order for everyone, but it is common to experience some of these stages when moving to Finland as a foreigner. However, what needs to be considered is that individuals own capabilities and for instance personality can affect how they deal with the new culture and situations. (2010, 15). International students should acknowledge that they may face some differences when adapting and consequently experience culture shock. However, culture shock is not a permanent state of mind, and the feelings will diminish eventually.

### **3.2.2 Work culture comparison**

Hofstede's Cultural Dimensions Theory (1980) was created after analyzing country data retrieved from surveys, applying it to a national and societal context and conducting quantitative research. (Hofstede 2011, 16). The concepts and attributes of cultures can be viewed as segmented dimensions. A comparison of different countries can aid in understanding the Finnish work culture. Hofstede's developed and researched rankings can be used because cultural and societal changes take time, and the rankings are still reliable. Hofstede (2011, 22). For this thesis, the author compares Finland to Asian countries such as India, Vietnam, and the Philippines. Understanding the Finnish work culture allows one to better prepare for and adapt to the Finnish working life. Geert Hofstede's cultural comparison theory is mainly used when describing cultural differences. It provides insights and knowledge that may be learned and applied to accomplish the research's objectives. Cultures differ in terms of work culture hierarchy and flexibility, for example. When international students enter the employment market in Finland, they benefit from having a thorough understanding of the culture and way of life. Part-time employment, for example, is an efficient way to become acquainted with and adapt to the culture while pursuing a degree.

The Philippines, Vietnam, and India are Edunation's target markets. The author compared the diverse cultures to Finnish culture in order to gain a better comprehension of them. Understanding the differences is essential since it prepares international students for the demands and character of Finnish work culture. The

comparison was conducted with the use of the Hofstede Insights website, book, and journal.

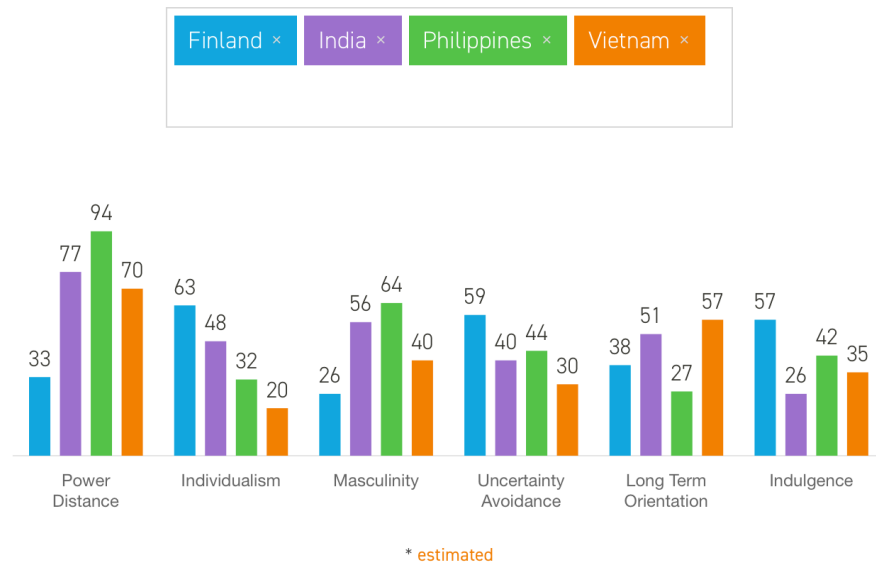


Figure 2. Hofstede Insights Country Comparison Tool. Countries compared: Finland, India, Philippines and Vietnam (Hofstede Insights). 2021.

Finland ranked 26 in masculinity, as indicated in Figure 2. In this category, Asian countries performed better. Finland is regarded as a feminine country, implying that equality and solidarity are valued in Finnish society. This is particularly evident in conflict situations, as Finns are known to negotiate and make compromises. Countries with higher masculinity scores are considered to have more success and accomplishment-oriented cultures. (Hofstede 2001, 286). In terms of power distance, Finland received a score of 33. This displays Finland's equality in money, power, and honor. This can be examined in work communities through disagreements with management, decision making, and gender equality. (Hofstede 2001, 79). Countries with lower scores in this area, according to Hofstede (2001,107), tend to have less authority centralized in the work organization. Furthermore, there is less hierarchy, and employees are frequently consulted rather than directed in their job. In comparison, India, the Philippines, and Vietnam have high scores. This suggests that inequality and hierarchy are regarded as norm and is commonly accepted.

Individualism in Finland scored 63, which explains and contributes to employers' demands and expectations. Employees are expected to be self-sufficient and independent, as well as capable of working effectively in a team setting. Countries

with a higher level of individualism place a greater emphasis on the employee's own time and freedom of choice. Lower-scoring countries have a more collectivist culture, in which individuals' personal interests are frequently sacrificed to serve the needs of the society. (2001, 226). In avoiding uncertainty, Finland has a score of 59. This demonstrates that in Finland, there is a slightly greater emphasis on adhering to norms and laws than in countries with a low uncertainty avoidance index. (Hofstede 2001,146). Residents of high-scoring countries may endure more stress and discomfort at work. (Hofstede 2001, 160). Moreover, Finland scored 38 in long-term orientation, allowing it to be described as a more normative culture. It comprises a strong respect for customs, a lack of tendency to plan the future, and a strong desire to obtain instant outcomes. This validates Hofstede's (2001) findings that countries with lower scores tend to adapt better to changing circumstances. Finland's indulgence score is 57. (Hofstede 2001, 165). People in cultures with a high indulgence score are more likely to follow their inclinations and urges when it comes to living and enjoying life. Countries with lower scores are considered as more limited, and leisure time is generally valued less. According to the World Happiness Report published in 2021, Finland has been ranked the happiest country four years in a row. (Helliwell, Layard, Sachs & De Neve, 2021).

According to research on the employability of international graduates educated in Finnish higher education institutions, differences in work culture can be expected, particularly for individuals from Asian countries. According to the study, directness, horizontal level hierarchy, and low control, which are common in Finnish work culture, may make it difficult for foreigners to adjust (Cai, Pekkola & Shumilova 2012, 65). However, the author emphasizes that this is subjective and that it is possible to overcome. As previously stated in the section on culture shock, individuals' capabilities and personalities have been shown to influence their response to changes and adaptation. It also applies when people are adjusting to a new culture and method of working.

### 3.3 Salaries

According to the most recent statistics from 2019, the average monthly salary in Finland is around 3000€. The compensation is primarily determined by a variety of factors, including the employer's sector, occupation, education level, job experience, and corporate field. The wage for those working for the central government is slightly greater, as seen in Figure 3. When it comes to occupations, doctors and chief executive officers earned the most monthly.

Employer sector	Median of total earnings, €/month		
	Total	Men	Women
Private sector	3 210	3 439	2 917
Local government	2 895	3 288	2 835
Central government	3 783	4 082	3 393
<b>Total</b>	<b>3 140</b>	<b>3 460</b>	<b>2 896</b>

Figure 3. Total Earnings by employer sector 2019. Source: Statistics Finland, Structure of Earnings.

The statistics indicate that the higher education level an individual has, the better salary they earn on average. To present an example, individuals who obtained a master's degree earn more on average than individuals who graduated from a bachelor's degree. (Statistics of Finland 2019). In addition to the aforementioned variables, individuals' other skills, such as their language knowledge may also have an impact on their annual wage.

### 3.4 Job search platforms

In today's society, the majority of job search platforms have transitioned online. The popularity of newspapers and agencies has declined dramatically. Digital job search platforms and sources have become the standard for many. Digital platforms have various advantages for the user, the job seeker, and the company. Online platforms are generally free or low-cost, simple to use, and extremely accessible. (Chen & Haymon 2016, 1-3). To introduce the fundamental advantages of digital job search platforms, author presents the following aspects;

1. Economic

This is advantageous to both parties involved. Online platforms are often free for recruiters for example to publish a job advertisement. LinkedIn is used broadly for recruitment purposes. In addition, it is free for a job seeker to apply for and browse job adverts. All that is required is an internet connection and a device to explore with, such as a phone or laptop.

2. Easily accessible

With a single touch, one can connect with thousands of individuals. The online platforms allow users to chat and network with others from all over the world. What is more, individual biographies and accomplishments are relatively easily available online for anyone who is interested.

Digitalization should be seen as an advantage and a phenomenon that brings the world of opportunity to a job seeker. (Chen & Haymon 2016, 1-3). With adequate knowledge and tools, one can benefit from the digital environment. Given the facts, it is crucial to have one's social media profiles updated. According to Hoppe and Laine, the most crucial channels for a job seeker to have are LinkedIn, Facebook, and Twitter. (2014, 100). This can increase individual's chances of succeeding in job search as these platforms are in popular use. Moreover LinkedIn has become the most popular way of networking and a crucial recruitment platform (2014, 103). Author recommends that international students create their LinkedIn profiles as soon as they start their studies in Finland and update it when necessary.

### 3.5 Job search channels

Job search platforms can help international students seek employment. The sheer volume of information and channels available might be overwhelming. To help in the process, the author highlights some of the most popular services in Finland where one can find work. In recent years, job search channels and platforms have evolved. To be successful in a job search, it is critical to obtain recent knowledge and information on current sources. In 2021, TEK published their latest job search and career guide for technology students called Työkirja. In the guide, some main channels to discover jobs in Finland in 2021 were discovered. To present the main categories, they are the following: university's career services, work fairs, internships, social contacts, social media and the employer's websites. (2021, 8-9). International students can explore and find jobs with the help of the following platforms used commonly in Finland:

- Careerjet
- Duunitori
- HR companies
- Indeed
- Jobsportal
- Monster
- Oikotie
- Private recruitment/employment agencies
- The Hub (startups)
- TE-office (national employment service)
- Universities career services
- Work in Finland

(TEK.fi)

International students can also explore and utilize their universities career services. According to the study conducted by Cai, Pekkola & Shumilova there seemed to occur differences in the quality of the services international students received from different institutions. (2012, 66). The expected purpose of foreign student service units in institutions, is to assist in getting started in the job search process as well as examining documents, for example. In addition to the plat-

forms listed, international students can investigate other options in their employment search. Recruitment events, fairs, and webinars are excellent approaches to smooth the transition into the job market. Various work-related activities, such as career weeks, are also organized by universities. (TEK Työkirja 2021, 8). Taking the initiative and participating in those activities allows one to gain competencies and widen one's social network.

### 3.6 International students path to employment in Finland

The path to employment for international students varies depending on the circumstances and the individual. Certain stages, however, can be identified and accentuated when engaging in the job search process. The author compiled the stages into the illustrative Figure below to present the process based on the research and literature review.

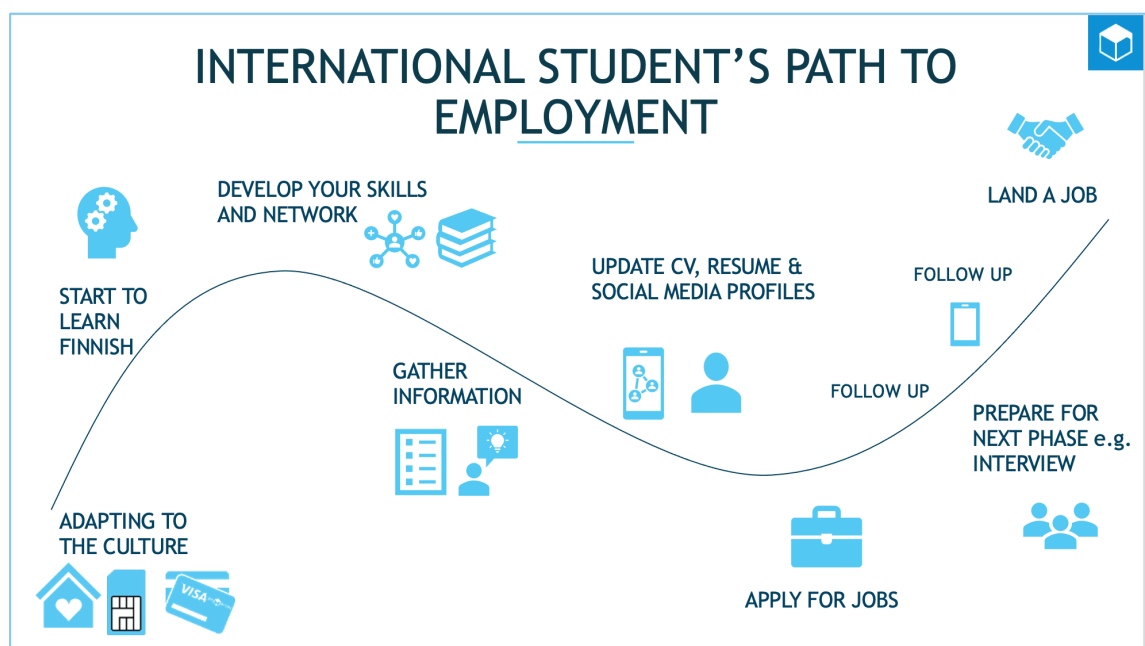


Figure 4. International student's path to employment. Modified: Education PowerPoint.

When international students begin their job search in Finland, the process can be segmented into several stages. The first level entails becoming acquainted with the Finnish holistic culture. This includes being acquainted with the Finnish way of life, customs, traditions, and the work culture and surroundings. As a result, the individual is aware of the traditions and can decrease the effects of culture shock.

The second stage for an international student is to start learning Finnish. Previous research confirms that foreigners should learn Finnish to some extent in order to ease finding a job in Finland. Knowing the language may lead to more available opportunities in the Finnish job market. The third step entails developing one's talents and expanding network. During the studies, students gain knowledge and abilities that they can utilize in the work environment. When it comes to personal development, international students should be active and self-motivated. One could participate in different courses, webinars, volunteer work and complete other qualifications. Universities often arrange career related events; hence it is recommended that students attend those. Creating a social network is critical and will help them in the future when contacting recruiters and sending job applications. Being active and social, as well as stepping outside of one's comfort zone, are all advantageous. (Välttilä 2019, 13).

Following step would be to gather information about the topics that pique one's interest. Students can familiarize and find information about interesting companies, culture, employment contracts, career manuals, and other job search-related topics. This stage must be completed prior to revising resumes and submitting job applications. International students should learn about the requirements and nature of the labor market. (Välttilä 2019, 9). What is more, it is crucial that international students keep their resumes and cover letters up to date always. Social media profiles should be also updated.

The 'apply for jobs' stage is frequently the most time demanding and critical. This is when individuals apply for jobs. This step may also include sending emails and making phone calls to recruiters. The most important aspect of this phase is to apply for various positions while maintaining good quality and personalized applications. As a result, the individual's chances of finding a job increase. This stage may be time-consuming since the resume and cover letter must always be modified to match the individual position and company requirements.

If the previous stage is successfully completed and matches the recruiter's needs, the individual will be invited to the subsequent steps. It is beneficial to be prepared. Following the submission of an application, the next stage may include interviews (one-on-one or in groups), various tests, or video recordings. The most

promising candidates are often invited to an interview with the recruiter, who could be an HR professional or another company's representative. Välttilä highlights certain aspects that applicants should be prepared for in the interview. These are introducing oneself and one's history, presenting motivation and skills as well as demonstrating work experience and willingness (2019, 28-29).

In this context, follow-ups imply, for example, calling the recruiter to request additional information about the applied job position. Following the interview, follow up can include sending an email thanking the interviewer and possibly adding value to one's case as a candidate. Individuals can be creative at this phase, but not too intrusive. Following up can also assist to showcase a person as a potential candidate, especially if the organization is well-known among job seekers. Välttilä advises keeping phone calls brief and planning in advance. This allows the applicant to exhibit oneself in a professional manner. Making phone calls can be advantageous to both the job seeker and the recruiter and should be considered as a way to make an impression. (2019, 11).

The final stage is accepting an offer and securing a job position. Following acceptance of the job offer, the next step is to agree on the terms and conditions and sign the work contract. Applicants, however, should not be disheartened if they do not receive a job offer. In this case, the candidate should go back to the "Apply for jobs" stage and apply to other positions. There can be hundreds of applicants for a single position, an individual's own effort and determination is immensely important. Since the job search process is not always straightforward, these stages have been developed to serve as a guideline. It is important to remember that job searching is a skill that can be practiced and improved.

### **3.7 Resume and cover letter**

The recruitment process involves a large number of people and, naturally, applications. It is critical to recognize the significance of standing out and positioning well amongst other applicants. Recruiters may receive dozens or hundreds of applications for a single position. This depends on the size of the company, industry, but it is important to recognize that there may be competition when entering the job market. A resume, often referred to as CV is an essential element

in the job search process. Resume frequently provides the first impression of a person seeking for a job. Because a resume might land an individual an interview, it should be well-structured and efficient. It is generally one to two pages long and covers all the crucial information about the candidate, such as personal details, education, employment experience, and other qualifications. The text should be clearly understandable and should represent the person as an individual (Hoppe & Laine 2014, 26-30). Both free and paid online templates are available that may be used and customized to meet one's specific needs.

Furthermore, when creating a resume one should consider the reader, who is the recruiter. The first step should be to conduct background research on the company and position being sought. Provided with sufficient information, a job seeker may update their resume and cover letter to better match the job description, increasing their chances of getting an interview and potentially the job. Hoppe and Laine have presented a variety of different content categories to include in one's resume. (2014, 31). The following are some examples of content that individuals could include in their resume:

- Personal information
- Core skills and knowledge
- Education, possible courses, and qualifications
- Certificates or scholarships
- Language & IT skills
- International experience
- Volunteer work or other experience
- References

(Hoppe & Laine 2014, 31).

The emphasis of the resume's content is determined by the applicant's qualifications and expertise. For example, if an applicant lacks work experience, they could focus on showcasing their education, qualifications, or other relevant experience. Every resume and cover letter should be unique. It is important to understand the distinction between a resume and a cover letter in the job search process. Both documents are commonly required when submitting a job application in Finland, and they should be kept up to date. A resume summarizes the candidate's most important information, such as education, professional experience,

and talents. The cover letter is intended to present the applicant's motivation, interests, and the process of obtaining the skills and information presented in the resume. The information in the resume is expanded upon in the cover letter. The most common approach is for the applicant to provide specific examples in their cover letter to support their resume and application. (TEK Työkirja 2021, 25-39). The recommended length for a cover letter is one page. The cover letter should always be tailored to the company and position that the job seeker is looking for. Following the submission of an application, the following stage may be an invitation to an interview.

Furthermore, there is a referencing culture in Finland. This means that network is emphasized. It is common for employers to contact the people on your reference list and ask feedback about you as an employee. The purpose of references is to support your case and application. The reference person should always be asked for permission and willingness. Following approval, the job seeker can update their details to their resume as agreed or offer details as needed by the recruiter. International students may benefit from having a reference contact in Finland, such as a prior supervisor in workplace. If a job applicant lacks work experience, they can consult a university lecturer or someone from their volunteer experience. (TEK Työkirja 2021, 36-37).

## 4 DATA COLLECTION AND METHODS

The author outlines the data collection methods and research objectives in this chapter. The author will also evaluate associated issues like as validity, reliability, and limitations of a research. A questionnaire and interviews were used to acquire primary data for this thesis. The author used both quantitative and qualitative data collection methodologies, the mixed research method to gain deeper insights and knowledge of the topic.

Because the target audience for the job search guide was foreign degree students, the target group for data collection were students and specialists with a background in this field. This was considered when developing and carrying out the data gathering. The purpose of collecting data was to acquire a thorough insight of the employment situation among international degree students in Finland.

### 4.1 Research objectives

The target group of the research were specialists and international degree students in Finland. The requirements for the survey respondents were that they are studying or have graduated from a Finnish higher education institution with a bachelor's and/or master's degree and they originate from a foreign country. The prerequisite for the interviews were that the specialists need to have a background in international degree student migration and education in Finland. Also, the individuals preferred have experience in recruiting international talents.

The author referred to the research questions when designing the study. The goal was to obtain information in order to answer the research question, "*How to find a job in Finland as an international degree student?*" The author also considered the sub-questions that support the main question. The author intended to discover the survey respondent's job search platforms, their experiences with the job search process in Finland, differences between work cultures, country of origin, Finnish level, and critical job search elements for the thesis.

## **4.2 Questionnaire**

A questionnaire was used as one of the data collection methods for this thesis. The author examined the study objectives and expected outcome before distributing the survey. The goal was to collect an adequate number of responses and enough data to conduct analysis and draw conclusions for research purposes.

The author used Microsoft Forms to create the questionnaire. The most important advantage of using Microsoft Forms is that the data, in this case the responses, were collected anonymously. The survey respondents' privacy was protected throughout the process following Tuni Intranet's research privacy principles. The author carefully analyzed and adjusted the visual look of the survey, such as design, color, font size, and phrase wording. The questionnaire was designed to be comprehensive to reduce the possibility of misinterpretation. (Andres 2021, 61-64) The author included both open-ended and closed-ended questions in the survey.

Following the creation of the questionnaire, it was distributed to international students in Finland through variety of ways. The survey was published 24.8.2021 and it closed on 7.9.2021. The responses were collected over a two-week period since it was researched that most of the responses (80%) are received during the first week of publishing the survey and the answer rate decreases during the following weeks. (Zheng n.d.). The questionnaire was distributed four times to Edunation's customers via their Zoho CRM system as a newsletter. In addition, it was shared to LinkedIn by author and two Edunation's employees as well as to two Facebook groups that consisted of international students and foreigners in Finland.

## **4.3 Specialist interviews**

Interviews were also conducted for the thesis's research purposes. Author interviewed 2 carefully chosen specialists. The interviewee 1 was Administrative and Communication specialist of Edunation, who is also recruiting for the company and working closely with the international students on a daily basis. Specialist 2 works in the public sector in a project that supports attraction and retention of

international talents in Helsinki. The specialist 2 also has a background of working with higher education institutions in matters concerning international students and their services.

Both experts have excellent professional knowledge in both the thesis subject and foreign student migration to Finland. The specialists have also work experience in recruiting international talents. The purpose of conducting the specialist interviews was to enhance the author's knowledge, provide new insights and add value to the thesis. With the information provided by interviews, the author was able to conduct a more in-depth analysis of international students' job search and employment situation. The author chose to conduct the interviews in a structured manner. The interview questions were pre-planned and asked in the same order. (Cassell 2015, 12). The intent with the specialist interviews was to enhance the authors understanding of the phenomena by analyzing the other perspectives and parties, that have an effect in international talents job search. The survey had a perspective of the students, whereas interviews provided information from the other position.

#### **4.4 Data analysis method**

The data analysis method chosen by the author is content analysis. The method can be used in both quantitative and qualitative research in measuring and interpreting the data. The aim of content analysis is to organize and transform the received data into an understandable and clear form. As a result of the data analysis, the author can understand the phenomena and determine comprehensive and reliable conclusions of the subject. (Tuomi & Sarajärvi 2018, 107-108). Furthermore, content analysis can be divided into three categories:

- Deductive analysis. The goal of deductive reasoning is to narrow the scope of the research from general to specific findings. In this approach, the researcher tests an already developed hypothesis. (Flick 2018, 50-51).
- Inductive analysis. Inductive reasoning is the interpretation of research that moves from a specific case to a general explanation of a phenomenon. Following observation, conclusions are formed. (Flick 2018, 51-52).

- Abductive analysis. Abductive reasoning is a logical combination of the previously described approaches that claims advantageous characteristics from the previous categories while excluding the less beneficial qualities. The data analysis in abductive reasoning is based on observations, theories, and experiences. (Flick 2018, 52-54). The author considered both literature and theories.

The author chose an abductive, theory-based content analysis technique. The method can be used in both quantitative and qualitative research in measuring and interpreting the data. The content analysis approach enables researchers to make systematic and objective observations and conclusions. The findings and theories in abductive reasoning are based on the literature and theoretical framework. The framework was developed in accordance with the research questions. The results and analyses are based on the literature, theoretical framework, data obtained, and the author's interpretation. (Tuomi & Sarajärvi 2018, 107-110). Author analyzed close-ended survey questions quantitatively whereas open-ended questions were analyzed qualitatively. Interviews were analyzed using qualitative analysis.

#### **4.5 Validity, reliability, and limitations**

The aim of the research was to gather information on international degree student's experiences in the Finnish job market, job search efforts and employment in the country. The information was also considered when developing the job search guide for international students as part of the thesis. Validity assesses the accuracy of a concept in a study. In the context, reliability is defined as the precision and consistency of attributes influencing the research subject. (Heale & Twycross 2015, 66-67).

The research's limitations were also acknowledged. Answers must be honest and adequate to be considered reliable in research. Since the topic of employment may be sensitive to certain people, it was critical to ensure that the respondents' identities could not be determined. Given this, the questionnaire was anonymous to reduce the chance of respondents falsifying their employment experiences in Finland. Another factor to consider was the respondents' personal mental state.

The goal was for participants to respond and express their situation clearly and explicitly. The author cannot ensure that all the respondents answered truthfully. The purpose was to conduct interviews in a secure, open environment with organized and respected privacy settings. While observing the interviewees, the author remained unbiased and involved in the interview.

The author included the most important survey questions and attempted to keep the total number of questions under 20. As a result, there were 17 questions. The minimum expected number of respondents was 25. The estimated time to complete the survey was six minutes. This could be one of the reasons why the number of respondents was higher than expected. The survey questions were provided in a comprehensive and straightforward manner to minimize misinterpretation. As a result, a total of 48 people answered the survey during the two-week time period. Author managed to receive 38 replies (79%) during the first week of publishing the survey and the rest 10 replies (21%) during the second week. In terms of the interviews, there were a total of 9 questions. The length of interviews were 40 minutes.

## 5 SURVEY DATA ANALYSIS

In this chapter, author presents the results and analysis of the data collected from the questionnaire. The data is presented in various ways. Author used both quantitative and qualitative method to analyze the results. The survey provided relevant information about target groups job search experiences in Finland. The data collected and analyzed was also used to create the job search guide as the intended outcome of the thesis.

### 5.1 Background information

The goal of the research was to answer the research questions and analyze the data. The first phase of data analysis consisted of the author organizing the survey questions. This way the analysis was more cohesive because the author focused on the specific questions. First author determined the crucial background questions. These questions did not answer a specific pre-defined research question, however they provided data that enabled deeper analysis. The background questions were those from 1-7 (see Appendix 1). The actual questions which answered the pre-defined research questions were segmented the following way:

Research question	Survey questions
<b>How to find a job in Finland as an international student?</b>	Does knowing Finnish language help in job search process in Finland, in your opinion?
	How would you describe the job search process in Finland as a foreigner based on your experiences?
	How would you rate the effectiveness/or importance of the following concepts in job search?
	What helps/helped you in the job search process?
	Have you experienced any difficulties when searching for a job in Finland? If yes, please elaborate.
<b>Where to find a job in Finland as an international student?</b>	What kind of support would you prefer to have more in the job search process?
	Which channels or platforms are you using/did you use to find a job in Finland?
<b>What are common characteristics of Finnish work culture?</b>	Are there any differences in work culture between Finland and your home country?

Figure 5. Survey questions segmented with research questions. Excel.

## 5.2 Quantitative analysis

### 5.2.1 Respondents by country

In total, author received 48 replies, which was 48% more than expected. The minimum answer amount was hoped to be 25. Students from 23 different countries participated in the survey.

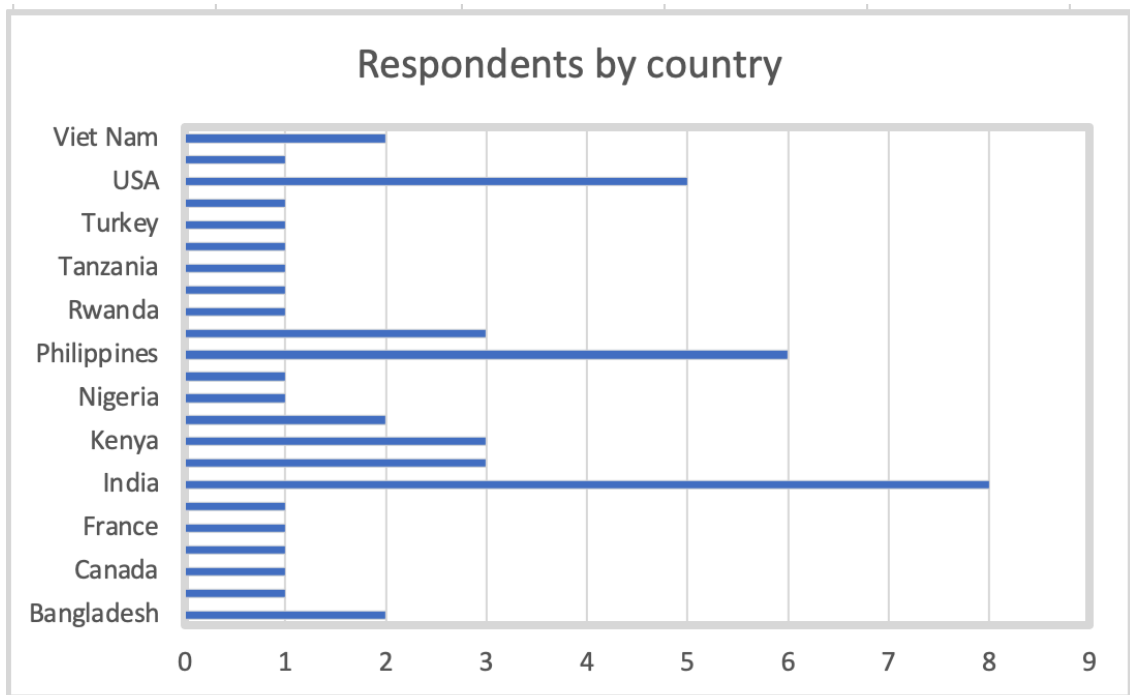


Figure 6. Respondents by country. Data retrieved from Microsoft Forms. Excel.

As illustrated above in the Figure 6, majority of respondents were originally from the India, Philippines and United States of America. For the purpose of the research, broad representation of different countries may be considered an asset. In terms of researching cultural differences, the variety of countries was beneficial. The country segmentation made further analysis for instance about work culture possible. What is more, majority of Edunation's customers are from India and Philippines, which can be considered as significant aspect explaining the country distribution.

### 5.2.2 Education and work experience

Out the respondents, 46% (n=22) was studying and 54% (n=26) had graduated from a Finnish higher education institution. It was interesting to analyze the attitudes and responses from students and already graduated individuals since they can provide different perspectives to the subject.

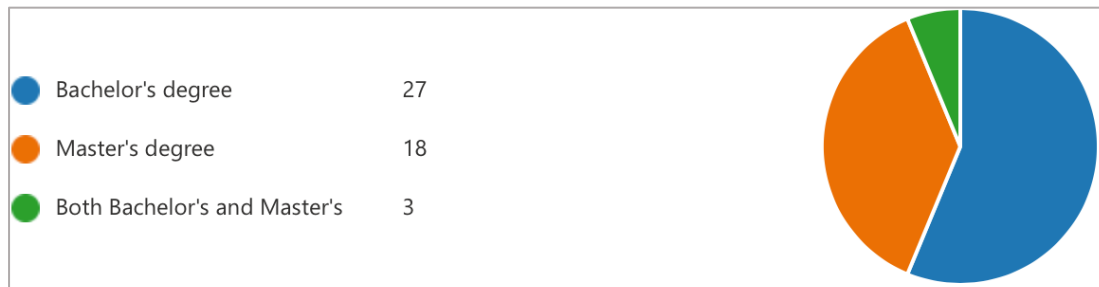


Figure 7. Respondent's degree level. Microsoft Forms.

According to the survey responses, respondents study background varied based on the responses. Out of the sample size (n=48) study fields, 35% (n=17) were business, 19% (n=9) health care, 16% (n=7) information technology, 4% (n=2) engineering, 4% (n=2) arts and culture, 4% (n=2) social sciences, 4% (n=2) education, 2% (n=1) biomedical imaging, 2% (n=1) law and politics, 2% (n=1) media management and 2% (n=1) peace, mediation and conflict research.

What comes to working in Finland, according to survey 71% (n=34) of respondents had been employed in Finland whereas 29% (n=14) had no work experience acquired. The question assisted the analysis of a bigger scale. If the respondents had been employed in Finland, they could provide more accurate data related to successful job search and work culture in Finland, since they have experience.

### 5.2.3 Knowledge and importance of Finnish language

The importance of knowing Finnish language can be evaluated and discussed from different perspectives. Based on the literature reviewed knowing Finnish language improves one's job search efforts in Finland.

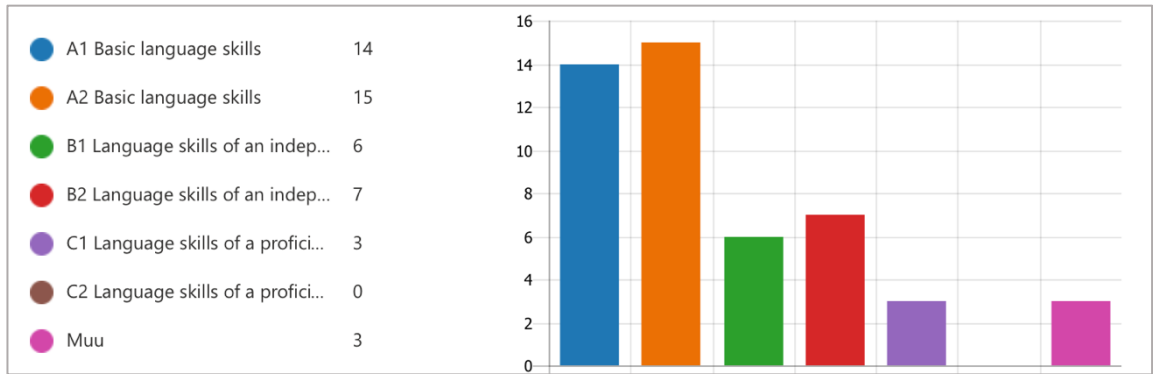


Figure 8. Finnish language level on the scale of Common European Framework of Reference (CEF). Microsoft Forms.

Out of the respondents 71% (n=34) stated that they have learned or studied Finnish language. 10% (n=5) stated that they have no knowledge or skills in Finnish and 19% (n=9) responded that they will start to learn Finnish language soon. This indicates that majority of the respondents in this survey have acquired some sort of knowledge in Finnish. As shown in Figure 8, 60% (n=29) of the respondents answered A1-A2, which means they have elementary or basic, non-complex language skills. This might be seen as a disadvantage in job search since many employers in Finland require Finnish skills in job advertisements. This may be also one indicator, why job search was perceived somewhat challenging in the survey.

Author also researched the importance of knowing Finnish language when searching for work. This was necessary to discover, since the answers also emphasized the author's intent when creating the guide and its content.

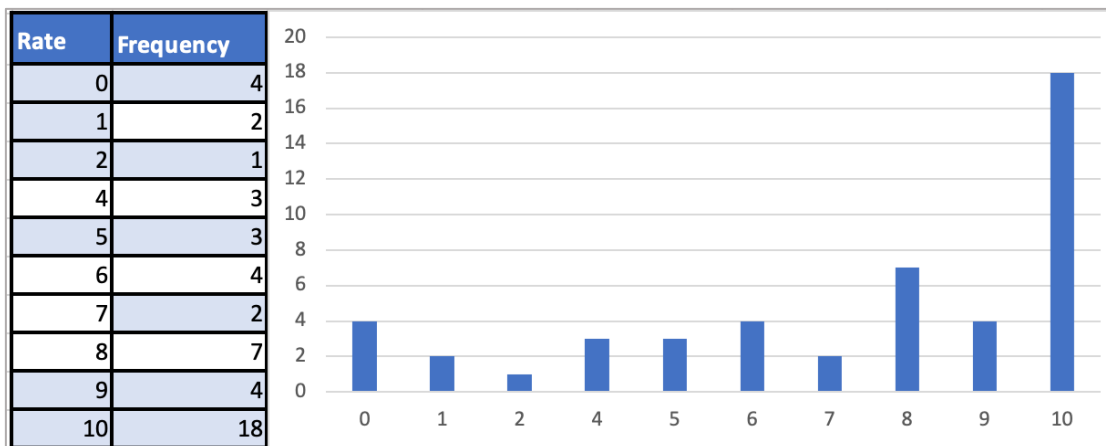


Figure 9. Rating importance of knowing Finnish language. Excel.

The median was calculated based on the answers presented in Figure 9. The result was 7 on a range of 0 (not at all helpful) to 10 (extremely helpful). This indicates that majority of the respondents believe that knowing Finnish is important in job search. Finnish language abilities are valued, as previously discussed in studies and articles. Learning Finnish displays a person's motivation as well as determination. Furthermore, an examination of the literature revealed that those who do not speak Finnish well may perceive job search to be more difficult than those who can. (Pehkonen 2006, 125-126). The respondent's level of Finnish knowledge is a crucial part to acknowledge when determining and analyzing the following qualitative results in more detail.

#### 5.2.4 Job search channels

When analyzing job search and as a result creating the job search guide, it was crucial to identify the most effective channels in job search according to international students, based on their experience and knowledge. The answers determined the suggested channels and platforms in the guide.

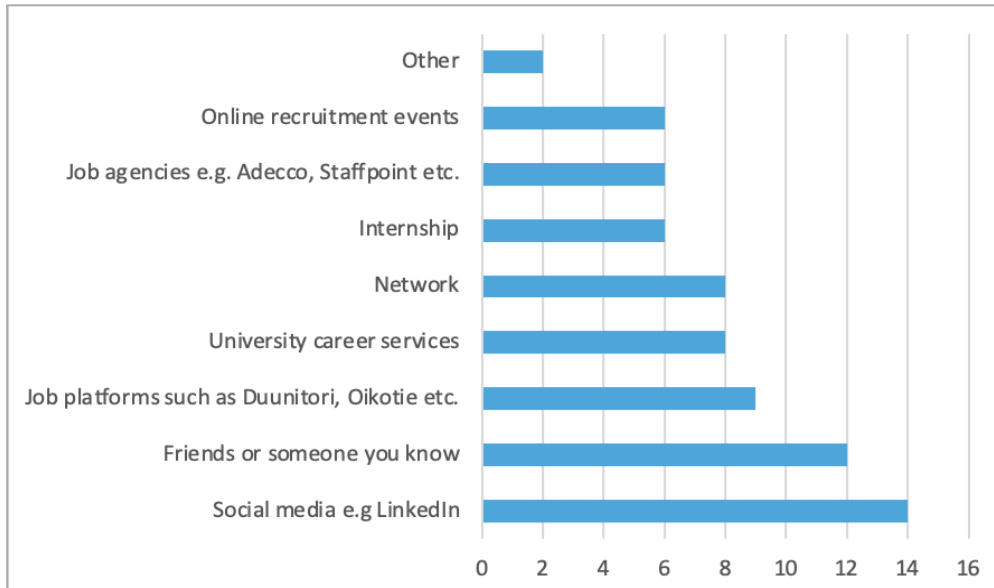


Figure 10. Channels used to find a job in Finland. Excel.

The survey shows that majority of respondents value social media as a channel, for instance LinkedIn. This highlights the importance of social media and supports Hoppe and Laine's statement that the most crucial channels for job seekers nowadays are LinkedIn, Facebook, and Twitter. (2014, 100). Also, networking and

connections seem to be considered a crucial element in job search, as illustrated in Figure 10. Based on the answers, many search for work online on the internet. There are many websites and platforms where one can search for job advertisements. Moreover, universities career services were less popular than expected. This may indicate that the service provided by the universities, may not meet the needs of international talents.

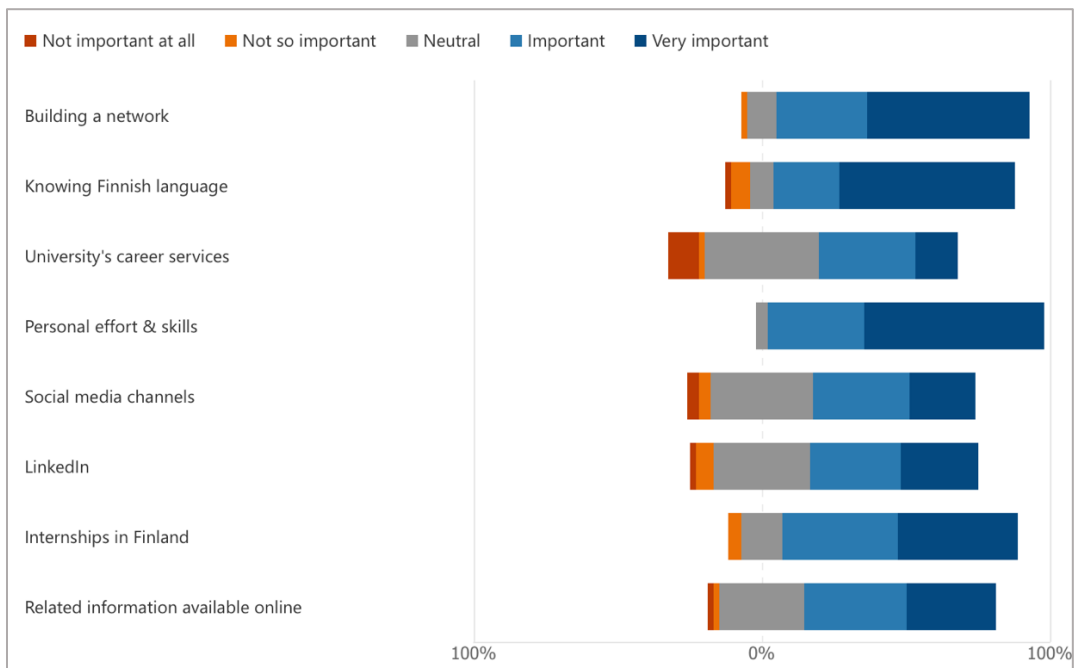


Figure 11. Importance of concepts in job search. Microsoft Forms.

What comes to concepts, based on the Figure 11 top categories in job search were identified, network, personal skills and Finnish language. International students consider these attributes very important when it comes to job search in Finland. Respondents stated that job search requires hard work. Independent attitude can be seen and experienced especially in Finland as demonstrated in Figure 2 Hofstede Insights Country Comparison Tool. The results supported the conclusions and information researched in other sources and literature, for instance in the recent TEK Työkirja (2021). Respondent's values and perceptions are useful, since these concepts affect the job search. For future job seekers, it is crucial to know, what aspect are considered useful in Finland. Considering this data, author created the job search guide and gave recommendations about the matters, that should be considered and focused on when looking for a job.

### 5.3 Qualitative analysis

Author analyzed open ended survey questions by using content analysis method. The first step was to read through the responses to get an overall idea of the respondents' experiences and thoughts. The length and quality of replies varied and therefore, the author focused on the ones that accurately served the purpose of the data analysis. The chart below is meant to represent the process author followed when analyzing the data.

Author developed survey questions based on the research questions. The following segmentation was made when analyzing the answers from open ended questions. When looking at the subject from different perspectives, job search process varies a lot. The job search process varies within companies, industries, and sectors. Therefore, they cannot be generalized. However, there are some similarities and core factors, that affect job search.

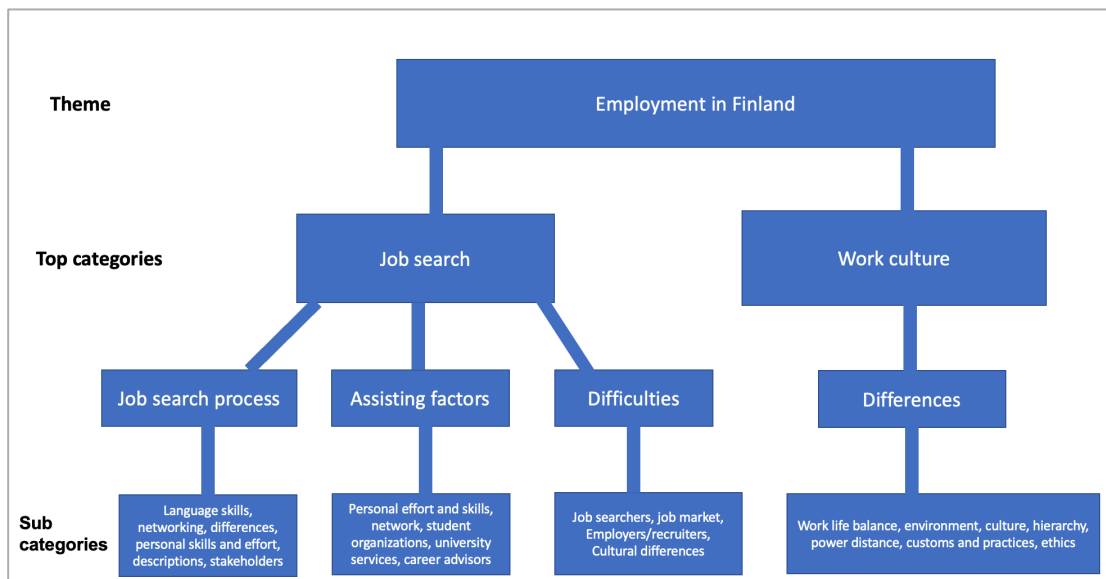


Figure 12. Categorization of concepts in job search. Qualitative content analysis. PowerPoint.

### 5.3.1 Assistance in job search

Author also investigated the elements that are proven to be helpful and useful amongst international students and graduates. Having a network was highlighted. International students should be more encouraged to make friends and connections with Finnish students as well, rather than connecting only with fellow international students.



Figure 13. Support in job search process. Microsoft Forms.

As illustrated in Figure 13, most popular answers were networking opportunities and Finnish language courses. As literature review indicated previously, the importance of network becomes more crucial if you are a student or graduate from a foreign country. This is because in Finland, there is a strong culture of referrals and network is often considered more important than other aspects such as school grades.

Furthermore, the majority of respondents responded that they would want more assistance, such as from university career departments. It was acknowledged that universities should be more utilized and easily accessible platform when it comes to approaching for help in job search. This is due to the fact that obtaining work in a foreign country has its own set of challenges, such as the language barrier. University career services should be given more resources and funding. The institutions should be prepared and trained to assist international students in their job hunt. Overall universities services should be more concentrated and focused in order to address the demands of people from various backgrounds.

### 5.3.2 Difficulties in job search

Survey participants indicated numerous difficulties encountered during job search. As shown in Figure 12, the author segmented the parties involved to evaluate the responses more thoroughly. The author highlighted the primary causes of difficulties. Every party involved has their own influence and contribution when it comes to determining and describing the obstacles of international talent job search. The sources of difficulty were, first and foremost, a lack of knowledge and skills on the job seeker's part. These include a lack of ability to communicate in Finnish, a lack of familiarity with job search concepts such as channels and platforms, a lack of cultural awareness, and a lack of activity and effort.

Furthermore, the job market poses its own set of challenges for job seekers. According to respondents, the Finnish job market is difficult to navigate, and there are not enough diverse alternatives to choose from and there are hidden jobs in Finland which are not advertised. International students may have difficulty navigating and searching for jobs if they are not publicly advertised in job search channels. Therefore, international talents often tend to rely on formal job search strategies and ways of landing a job.

Job search process in Finland, according to survey respondents, is time consuming, challenging, and demanding. The role and behaviors of employers and recruiters can contribute to concerns. According to responses, there are some inconsistencies in the Finnish job market regarding language requirements. It has been suggested that employment advertisements might be misleading and unfair. Job advertisements are frequently published in English, implying that they are looking for someone who speaks English. However, as one continues reading, it becomes apparent that fluency in Finnish is required to succeed in the job position. The author agrees that job advertisements should be in the language that is required, and if fluent Finnish is necessary, job announcements should be primarily in Finnish. Furthermore, one student reported that their Finnish ability was unexpectedly assessed in one interview, despite the fact that it was not mentioned as a criterion when applying. This can lead to international talents' a lack

of hope, trust, and hopelessness. Some respondents also reported facing prejudice and discrimination from recruiters. It was claimed that there seems to be apprehension when it comes to recruiting a non-native applicant. For instance, it is possible that lack of familiarization and understanding of different cultures is affecting the readiness to recruit international talents in Finland.

### **5.3.3 Differences in work culture**

The author wanted to discover how international talents perceive Finnish work cultures. When comparing countries, it is reasonable to expect differences. Work cultures vary, and each workplace has its own style of operating. Work culture is influenced and created by employees and overall atmosphere in a work community. This can be proven further by contrasting startups with large enterprises. Differences can be apparent, for example, in work-life balance and the work environment. Respondents perceived Finnish work culture to be punctual, flexible, transparent, and less formal, as described in the literature.

Furthermore, punctuality was regarded as critical when working in Finland. Some of the respondents also discussed the Finnish hierarchy. Majority of respondents claimed that there is less hierarchy in Finland. This, however, is dependent on the workplace and industry. It should be mentioned that some of the respondents did not elaborate on the differences in work culture between countries. This may be because some of the respondents had no prior work experience in Finland. As a result, they could not compare. Based on the responses, the author was able to conclude some common characteristics of Finnish culture in the digital job search guide. There is no universal work culture in Finland; yet certain practices and features are prevalent in Finland as a result of society and the surrounding culture.

## 6 INTERVIEW DATA ANALYSIS

For the research, author conducted two specialist interviews. The specialists were carefully chosen, and the choices were justified in Chapter 4. The goal of the interviews was to discover new perspectives on international talents job search, to enhance the analysis.

Job search is a multidimensional concept which is influenced by various factors. During the interviews, job seekers' proactivity and determination were highly stressed in job search efforts. It also became known that the requirement of Finnish skills depends on the job sector, company, and job market. The possible challenges that international students may encounter were also discussed. The main challenges presented were lack of knowledge, networks, and language skills. These main issues were also identified by Pehkonen (2006) and presented earlier in Chapter 2.

Job markets and job search practices are changing rapidly in Finland. The requirements are increasing, new concepts are implemented, and the nature of job search is developing. For example, a resume and cover letter's content and visual appearance that successfully delivered five years ago may not lead to an interview nowadays. As the specialists explained, the main challenge for international talents is the lack of knowledge of how to operate in the Finnish job search market. Before applying for jobs, one needs to familiarize with the market, different employers, and sectors. Based on that, international talents need to identify their own skills, needs and preferences that affect their job search strategy. Another challenge is insufficient job search documentation. Both specialists explained that employers in Finland expect certain standardized documents such as resumes and cover letters. If the job seeker does not meet the standards, they might not be considered a potential applicant. To be more precise, main issues with job search documents appear to be the length, style, format, and emphasis on details. Having appropriate documents can already increase the chances of landing a job in Finland.

When helping job seekers from different countries, one needs to acknowledge and understand their culture and background, such as previous work experience and knowledge. In addition, there should be certain actions made to ensure the equal quality service of universities counseling departments. University staff assisting international students should also be regularly trained to meet the changing requirements of the work life and job search in Finland. Both specialists stated that international talents often need help in the basic things, such as where to even begin to look for a job in Finland. Universities can help international talents job search by developing and offering trainings and focusing on more customer-oriented approach to meet the needs of international talents. Given that, it is not just other parties, such as universities, but also international talents responsibility to be active, do research and make an effort in job search.

The perceptions and actions of recruiters and employers also influence international talents job search. Based on the specialist interviews and survey answers on difficulties international talents encounter, there may be some structural issues affecting the Finnish job market such as discrimination of foreign background talents. It may result in Finnish employers having prejudice and apprehensiveness about hiring foreigners. Akhlaq Ahmad investigated the discrimination of ethnic background workers in the Finnish labor market (2020). Ahmad researched immigrant employment opportunities and their position in the Finnish labor market by submitting five thousand job applications with made-up profiles of people from five ethnic backgrounds: Finnish, Russian, Somali, Iraqi, and English. All the participants had received their education in Finland and had comparable academic backgrounds and other qualifications. (2020, 474). According to the study, job seekers with non-Finnish names had lower success rates in their job search activities, such as securing an interview. One of his main research findings was that the recruitment culture in Finland may be unfavorable to people with an ethnic background for a range of factors, including recruitment culture. (2020, 491-493) Furthermore, Alho's research revealed that international students may face discrimination in Finland (2020,18). Because the issue may be embedded in society's recruitment culture and patterns, the behaviors may be unintentional or subconscious.

Moreover, according to specialist 2 employers are mainly divided into two categories when it comes to Finnish language requirements in job advertisements;

- Finnish proficiency is not required at all
- Fluent Finnish skills are required

Specialist 2 remarked that, in her experience, if Finnish skills are necessary in a career position, they are rarely weak or basic Finnish skills. In most circumstances, the criteria is mostly fluency. This division already reduces the number of positions available to international talents. Specialist 2 also proposed that companies might more thoroughly assess the requirements of a certain job post based on the job role and description. More companies, for example, may assess if fluent Finnish skills are indeed required to succeed and perform well in the position. This suggestion has the potential to improve and assist international talents in their job search.

All in all, specialist interviews were informative and provided a lot of knowledge regarding other perspectives and aspects that affect the job search for international talents. The importance of universities, employers, and overall job market practices in Finland was stressed by experts. Furthermore, many improvements and initiatives are being made to assist international talent in finding work in Finland. According to specialist 2, changes to Finnish legislation are also being made but the processes take time. The author also discussed with specialist 1 how anonymous recruitment should be more widely implemented and used in the Finnish labor market. This is a good method to promote equality while reducing bias and potential discrimination among employers.

## 7 RESULTS

The chapter ties together the results and analyses from both data collection methods, survey, and interviews. Author managed to gain valuable knowledge, analyze the job search situation amongst international talents from different perspectives. With the collected data and literature, author answered the set research questions. As a result, author explains the significance of the data gathered in creation of the digital job search guide.

When seeking for a job, international students' motivation and mental capability are emphasized. Nonetheless, when individuals pay for their education in a foreign country, they may have certain expectations and assumptions regarding landing a job and the assistance related to job search. Based on the survey and interviews, it seems that international talents expectations and the reality may not meet accordingly. As stated by specialist 1, international talents may have the misconception that there are jobs available for them immediately after graduating. However, it depends on many factors such as the job market situation and job experience acquired. The misconceptions and false assumptions related to job search and employment in Finland were highlighted by specialist 1 in the interview. There are many aspects that may affect and result in misconceptions, such as misleading information online and other sources.

### 7.1 How to find a job in Finland as an international student?

The subject is very broad and there are many aspects that affect how one finds a job in Finland. It also depends on the individual, job sector, job type as well as the overall market situation. According to surveys and interviews, network is critical when it comes to finding jobs in Finland. According to specialist 2, the depth and extent of one's network differentiates when compared to native job seekers. International talents should concentrate on building a large, useful network that they can use when hunting for work. The findings also emphasized the significance of LinkedIn as a beneficial tool for building a network. In their book on job search, Hoppe and Laine emphasize the use of a job search tools as well as networking (2014, 103).

Another important element identified was recognizing and developing personal abilities such as job search strategy, goal setting, activity, determination, and, as a result, improving job search skills. When beginning a job search, one should have a strategy in place as well as awareness of the job search process in Finland. According to Alho, international students' attitudes and competencies influence their employment and possibilities in the destination country. Pehkonen (2006, 125) agreed with this viewpoint and the premise that finding work is dependent on individual talents and activities such as language skills. Individuals who are having difficulty finding work may benefit from self-reflection and changing their job search strategy.

### **7.1.1 Social Cognitive Career Theory in job search**

In Finland, employers and recruiters place an emphasis on job candidates' independence and proactivity. In job search, individual's role is emphasized in many ways. Job search can be reviewed as an action which requires effort, knowledge, and motivation. For this purpose, Social Cognitive Career Theory can be applied to job search. The SCCT can be used to explain and understand individuals career choices and development. (Lent et al. 2013, 117-118). In SCCT a job seeker is seen as an active participant to their own career success and development. Individuals have different levels of confidence when performing and acting in job search. When looking for work, one must develop a feeling of capability that reinforces the job search efforts. This is referred to as job search self-efficacy. Self-efficacy is considered the core of the theory since it drives the action and motivates the job seeker. Strong self-efficacy is discussed when individual believes in their own capabilities to perform an action, in this case job search. Self-efficacy can be developed various ways, for instance through successful experiences, performance, learning from peers, positive compliments, and emotional attributes. However, it can be also weakened for instance if one encounters failures in their job search efforts. (Lent et al. 2013, 118).

Moreover, the other variables involved in SCCT are personal goals and outcome expectations. Personal goals are strongly affecting the choices one makes and the level of engagement in job search. Outcome expectations are the individuals' thoughts about the outcomes of an action. By having positive attitude and belief in the process, one can perform better in job search. (Lent et al. 2013, 118-119).

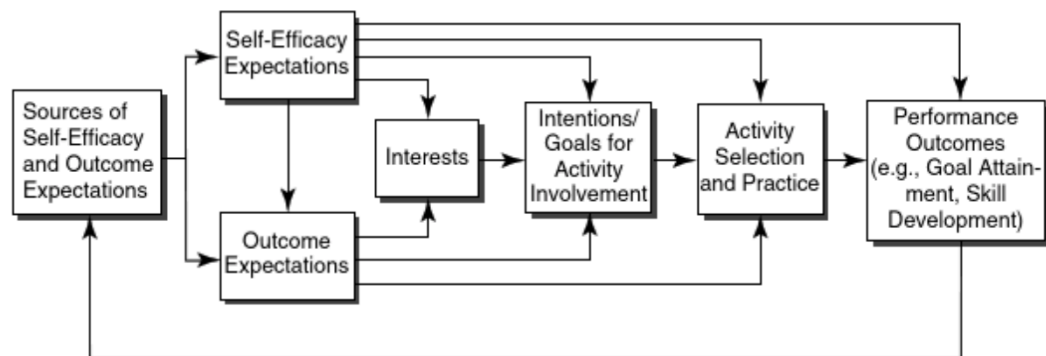


Figure 14. Model of How Basic Career Interests Develop Over Time (Robert W. Lent, Steven D. Brown, and Gail Hackett 1993)

In practice, SCCT can be applied and demonstrated in job search in various ways. As illustrated in Figure 14, the basic principles of SCCT are interactive and influencing one another. When the model is applied to job search, it follows the same concept as developing career interest and performance based on the influencing factors. For instance, when international talents have interest and skills in job search, they experience themselves as capable of completing the action, performing well, and ultimately achieving a positive outcome in their job search efforts.

Considering the theory's focus on self-efficacy, author included citations from the survey to assist and possibly increase the self-efficacy of the guide readers. When international talents learn about other individuals' experiences, they can gain confidence themselves also. In the survey, some respondents perceived job search and finding employment in Finland as a difficult action. This may be due to lack of or weak self-efficacy or experience in job search. There may be difficulties, however it is crucial to understand that individuals can affect and influence their own actions and ways of responding to possible issues.

## **7.2 Where to find a job in Finland as an international student?**

There are numerous channels and platforms available for job searching. According to study, individuals nowadays look for work primarily on the internet. The data results showed the most important channels used by international talents in their job hunt in Finland. As seen in Figure 10, social media is the most popular medium for job hunting. Following this network, and thirdly, job search websites. Based on this, job seekers must determine the most beneficial channels for them. In the literature, efficient and skilled use of social media was also seen as a benefit in job search (Hoppe & Laine 2014, 99-100). It can be suggested that one could benefit of implementing a multi-channel job search strategy. It also became evident that connections and knowing right people is a tremendous benefit when looking for work in Finland. Considering this, author developed the list of job search channels in the guide, focusing on online sources.

## **7.3 What are common characteristics of Finnish work culture?**

Author wanted to also know more about Finnish work culture. The specialists and survey respondents were asked to describe common traits of Finnish work culture. Finland has no specific universal work culture since the culture can vary in every job sector and company. When comparing startups to large organizations, for example, the work culture is vastly different. However, there are a few cultural factors that might be mentioned while describing the workplace culture in Finland. Based on the data collected, Finnish work culture is often characterized as flexible and transparent. Punctuality was also determined to be an important trait of individuals while working and living in Finland. Moreover it was stated that employers in Finland value employees leisure time meaning that there seems to be good work-life balance. These attributes were also mentioned and supported in the literature review. In Finland, both employers and employees must follow certain regulations and legislation, which should secure the position of both counterparts. Acknowledging this, author also introduced labor unions in the guide. International talents may not be aware of all the rights and supportive aspects they are entitled to in Finland.

Another aspect that was frequently mentioned was the difference in hierarchy. Hierarchy and power distance scores are lower than in many other countries, especially ones outside of Europe. As shown in Figure 2 of the Hofstede chart, Finnish score is lower than compared countries. During the interviews, specialists supported this claim. Finland is also considered an individualist society, as illustrated in Figure 2, which in job search indicates that job seekers are expected to be self-driven and efficient in looking for assistance. However, in more collectivist societies and cultures, the help may be more available with less focus on the personal effort of job seekers. Therefore, cultural knowledge and interest is proven to be advantageous when looking for work in a foreign country.

#### **7.4 Digital job search guide for international degree students**

The intended result of this thesis was creating a digital job search guide for the commissioner. The author managed to enhance their understanding of international talents' job search in Finland from the collected data. The questionnaire provided information about finding work in Finland that was based on real-life experiences or perceptions of international talents. The specialists provided crucial information from other perspectives elaborating on the position of international talents in the job market in Finland. As a result, author created the job search guide for international degree students (see Appendix 3). Since the commissioner's customers are mainly students between the ages of 18 and 28 and often lack work experience, the author attempted to make the book user-friendly for beginners. The value of learning about other people's job search experiences and viewpoints was considered extremely valuable. To be more specific, the author chose to write a realistic, yet optimistic guide for the commissioner, as requested.

According to research, the value and necessity of networks is more stressed when it comes to international talent job search and appeal to employers. Academic success is beneficial, but as job market demands have increased, more emphasis has been placed on having a large network and knowing people and obtaining personal talents and experience. Personal characteristics such as motivation and activity also have an impact on job search outcomes. It is critical to

be self-assured and capable of evaluating and reflecting on one's own actions and opinions.

Author focused on emphasizing the importance of networks and being active, as it was regarded crucial in the survey and interviews. The role of data collection was crucial since the author needed to consider the audience of the guide and create the content accordingly. Specialist 2 stated that international students may require assistance with basic tasks such as documentation. Moreover a few survey respondents also revealed that they would prefer more assistance, specifically preparing for interviews. Interviews are frequently a critical step in determining whether a person is recruited. Both specialists agreed that more guidance should be placed on acing the interviews and the documentation required in job search. Based on these observations, author included detailed resume and cover letter examples and explanations in the guide. The aim for the guide was to be helpful and closely targeted for its audience.

The author also considered it necessary to emphasize the role of Finnish language in the Finnish job market. Since it became evident from the findings that knowing Finnish is a proven advantage, as many job positions in Finland require it. As noted by both specialists, English is not yet the prevalent working language in Finland. However, it was acknowledged that language requirements differ based on numerous factors, such as the location of the job; in smaller cities, English is not as widespread as it is in larger cities. The criteria vary, and job seekers must be aware of these differences, such as those between sectors and job types.

Possible cultural differences were also examined and explained in the thesis and guide. Author wanted introduce information about the practices that international talents may face when entering the Finnish job market. What is more, the author wanted to provide information about trade unions, employee rights, salaries, employee branding, and other matters that the author considered useful to know based on the collected data. Since the primary target group of the guide are international degree students, author considered it useful to include information about commissioner's partner universities career departments in the guide. This decision was made since universities are a natural and easily accessible source of assistance in job search concerns. As a result, commissioner's customers can

conveniently approach and seek more assistance from their own university if necessary. Furthermore, international talents frequently prefer to hear peer stories or experiences. This is another reason why author included some citations about real-life experiences in the guide. Learning about other individuals' experiences can generate trust and feelings of relatedness. International student's path to employment illustration and elaborative content was also made based on the literature research and familiarization with the job search process in Finland.

## 8 DISCUSSION AND RECOMMENDATIONS

The final chapter discusses the overall conclusions and results of the thesis. Author discussed the objectives, goals, and outcome of the work. In addition, working life value was evaluated based on the results of the thesis. The thesis topic originated from an identified issue; international talents come to Finland to obtain a higher education degree, yet they experience difficulties in finding work. Moreover, commissioner's customers are obliged to pay tuition fees in Finland which may result in the target group expecting to be guided and assisted more extensively.

The value this thesis provides to the company is a product. The thesis objective was to create a digital job search guide for international degree students for Edunation. The aim was to improve the commissioner's services by creating the guide to their repertoire. The goal of the guide was to help Edunation's customers find a job in Finland and familiarize with the job practices in a new country. Author utilized information from various sources, such as books, articles, and previous research. The content of the guide was established based on the commissioner's minimum wishes, literature review, survey, and specialist interviews. The goal was for the guide to be informative, optimistic and beginner friendly. To achieve the results, author provided the content of the guide together with ideas about the visual appearance to commissioner's design manager. Consequently, design manager created the template and composed the guide. The cooperation was successful, and the finished digital job search guide is attached to the thesis in Appendix 3.

The main research question of the thesis was: "*How to find a job in Finland as an international students?*". The supportive sub-questions were: "*Where to find a job in Finland as an international student?*" and "*What are the common characteristics of Finnish work culture?*". Based on the overall data collected and analyzed in the thesis, the research questions were answered in Chapter 7.

The reliability and validity of the research was also considered. Some survey respondents did not provide detailed answers to open-ended questions, such as the one about work culture differences. This is most likely due to the respondent's lack of job experience and comparative knowledge. Misinterpretations may also occur as a result of respondents frequently discussing their overall employment in Finland, despite the authors' intention to focus on the job seeking concept. Because of the nature of research, employment was also considered because the two aspects are intertwined and frequently discussed together. The author would have preferred to interview other parties involved in the matter to gain additional insights, such as university career services. However, due to time and resource constraints, this was not executed. When examining reliability, the results of the research can be generalized to certain extent. Job search experiences vary based on many factors, such as the individual's background. The responses are based on the experiences and perceptions of the target group, sample size of total 50 individuals. When examining the work, literature, and previous research, one can make observations and conclusions of the nature and frequent factors affecting international talents job search in Finland.

The topic of the thesis was interesting, and it enhanced the author's comprehension and knowledge of international students' job search. Author considered this thesis process valuable for academic and personal development. The scope of the thesis was quite large since the concept of job search is multifaceted and there was a final product to be made. This made the thesis process and work lengthy and time-consuming. Author managed to set a plan and timetable in the beginning and follow it accordingly. To support the process, author also developed short-term and long-term goals which were achieved. Throughout the thesis writing process, the author communicated with the commissioner monthly, providing information on the thesis and next stages in a proactive manner. As a result, the commissioner was aware of the process and had the opportunity to influence the work. In addition, author was openly requesting feedback to meet the expectations of the commissioner. The author considered this work meaningful and was personally satisfied to assist and promote international talents job search and employment in Finland.

## **8.1 Recommendations**

For the future, author also made recommendations for further actions based on the findings. Commissioner can use the guide in various ways. For instance, they can use it in customer service on a regular basis when their customers ask assistance in job search. The digital job search guide must be updated regularly to ensure the quality and accurateness of the information provided. Also, the commissioner could organize webinars to help their customers find a job in Finland or cooperate with other parties that can help students in job search. For the audience of the guide author recommends familiarizing and utilizing the information and advice provided in the guide.

## **8.2 Further research**

Further research could be made to research the perceptions, feedback, and results of utilizing the digital guide in job search. Another idea would be to research other factors affecting international talents job search and employment in Finland. For instance, one can focus on studying different types of recruiters in Finland. This way, more insights could be made based on the recruitment culture and practices in Finland. These could all have an effect on improving international talents employment in Finland.

## REFERENCES

- Ahmad, A. (2020), When the Name Matters: An Experimental Investigation of Ethnic Discrimination in the Finnish Labor Market. *Sociol Inq*, 90: 468-496. <https://doi.org/10.1111/soin.12276>
- Alho, R. (2020). You Need to Know Someone Who Knows Someone: International Students' Job Search Experiences. *Nordic Journal of Working Life Studies*, 10(2). 3-19. <https://doi.org/10.18291/njwls.v10i2.120817>
- Andres, L. (2012). *Designing and Doing Survey Research Ed. 1 (1st ed.)*. SAGE Publications., 30-31, 61-64. <https://methods-sagepub-com.lib-proxy.tuni.fi/book/designing-and-doing-survey-research>
- Bolles, R. (2020). *What Color Is Your Parachute? 2021. Your Guide to a Lifetime of Meaningful Work and Career Success*. Ten Speed Press.
- Brown, S. D., Lent, R. W., & Lent, R. W. (Eds.). (2013). *Career development and counseling: Putting theory and research to work*. John Wiley & Sons, Incorporated.
- Cassell, C. (2015). *Conducting research interviews for business and management students*. Los Angeles, Calif. Sage.
- Chen, C., & Haymon, M. (2016). Realizing the potential of digital job-seeking platforms. Read on 10.6.2021. 1-4. [https://www.brookings.edu/wp-content/uploads/2016/07/Global\\_20160720\\_Blum\\_ChénHaymon.pdf](https://www.brookings.edu/wp-content/uploads/2016/07/Global_20160720_Blum_ChénHaymon.pdf)
- Finnish Immigration Office website. Read on 21.5.2021 <https://migri.fi/en/extended-permit-to-look-for-work>
- Flick, U. (2018). *The sage handbook of qualitative data collection*. SAGE Publications Ltd <http://dx.doi.org/10.4135/9781526416070>
- Frontpage. (2021). Read on 207.2021. <https://www.studyinfinland.fi>
- Heale, R. & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-based nursing*. Read on 10.7.2021. Volume 18. Number 3. PDF-document. 66-67. <https://ebn.bmj.com/content/ebnurs/18/3/66.full.pdf>
- Helliwell, J. F., Layard R, Sachs J. , and De Neve J.E., eds. 2021. *World Happiness Report 2021*. New York: Sustainable Development Solutions Network. Read on 10.8.2021 <https://worldhappiness.report/ed/2021/>
- HubSpot Academy - About Page. (2021). Read on 16.6.2021. <https://academy.hubspot.com/what-is-hubspot-academy>
- Hofstede, G. (2001), *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*. Thousand Oaks, CA: Sage.

Hofstede insights – Country comparison. Read on 19.5.2021

<https://www.hofstede-insights.com/country-comparison/finland,india,the-philippines,vietnam/>

Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. *Online Readings in Psychology and Culture*, 2(1).

<https://doi.org/10.9707/2307-0919.1014>

Hoppe, T. & Laine, T. 2014. *Työnhakuopas. Mitä, miten missä?* Helsinki: Talentum Media Oy.

Instructions for students concerning data protection. Tuni.fi (2019). Read on 5.6.2021. <https://www.tuni.fi/studentsguide/handbook/uni?page=2771>

Juusola, H., Nori, H., Lyytinen, A., Kohtamäki, V., & Kivistö, J. (2021). Ulkomaiset tutkinto-opiskelijat suomalaisissa korkeakouluissa. Read 8.6.June 2021. 11.

[https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/163013/OKM\\_2021\\_14.pdf?sequence=1&isAllowed=y](https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/163013/OKM_2021_14.pdf?sequence=1&isAllowed=y)

Lotze, E. (2004). *Work Culture Transformation : Straw to Gold - The Modern Hero's Journey* (pp. 10-12). München: De Gruyter Saur. 2004

Merriam-Webster. (n.d.). Culture. In Merriam-Webster.com dictionary. Read 13.6.2021. <https://www.merriam-webster.com/dictionary/culture>

Microsoft Forms. Read on 18.05.2021.

<https://forms.office.com>

Ministry of Economic Affairs and Employment. (2019). Working Hours Act to be updated. Read on 22.5.2021. <https://valtioneuvosto.fi/en/-/1410877/tyoaikalaki-uudistuu>

Working Hours Act 872/2019.

TEK.fi – Where to look for jobs in Finland. Read on 17.6.2021.

<https://www.tek.fi/en/membership-services-and-benefits/career-services/tools-and-information-job-seekers/where-look-jobs>

Occupational Barometer: Number of shortage occupations rises slightly as effect of coronavirus epidemic stabilises. (2021). Read on 11.6.2021.

<https://valtioneuvosto.fi/en/-/1410877/occupational-barometer-number-of-shortage-occupations-rises-slightly-as-effect-of-coronavirus-epidemic-stabilises>

Oivo, T., & Bruun, A. (2016). *Government Integration Programme for 2016-2019 and Government Resolution on a Government Integration Programme.*

Read on 8.6.2021. [https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/79156/TEMjul\\_47\\_2016\\_verkko.pdf?sequence=1](https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/79156/TEMjul_47_2016_verkko.pdf?sequence=1)

Patten, M. (2017). *Questionnaire Research: Practical guide* (4th ed.). London : Routledge.

Pehkonen, A. (2006). Immigrants Paths to Employment in Finland. Finnish Yearbook of Population Research, 42, 113–128.

<https://doi.org/10.23979/fypr.45029>

Pennisi, L.A., Gunawan, Y., Major, A. L. & Winder, A. 2011. How to create an effective brochure. University of Nebraska-Lincoln.

Rapley, T. 2004. Interviews. In Gobo, G., Gubrium, J., Seale C. & Silverman, D. 2007. Qualitative Research Practice. 1st edition. London: SAGE Publications Ltd.

Saviaro, M. (2010). Expat guide to Finland (2nd ed.). Helsinki: Return Ticket.

Shumilova, Y., Cai, Y., & Pekkola, E. (2012). Employability of international graduates educated in Finnish higher education institutions. University of Helsinki.

Official Statistics of Finland (OSF): Students and qualifications [e-publication]. ISSN=2737-0410. 2019. Helsinki: Statistics Finland. Read on 11.6.2021.

[http://www.stat.fi/til/opiskt/2019/opiskt\\_2019\\_2020-11-26\\_tie\\_001\\_en.html](http://www.stat.fi/til/opiskt/2019/opiskt_2019_2020-11-26_tie_001_en.html)

TEK.fi – Where to look for jobs in Finland. Read 17.6.2021.

<https://www.tek.fi/en/membership-services-and-benefits/career-services/tools-and-information-job-seekers/where-look-jobs>

Tuomi, J., Sarajärvi, A. (2018). Laadullinen tutkimus ja sisällönanalyysi. Uudistettu laitos. EU: Kustannusosakeyhtiö Tammi.

Työkirja - Job-Searching and Career Guide for Technology Students. (2021). Read on 14.6.2021.

[https://tekyokirja.fi/wp-content/uploads/2020/11/TEK\\_Tyokirja2021\\_3.pdf](https://tekyokirja.fi/wp-content/uploads/2020/11/TEK_Tyokirja2021_3.pdf)

van Hooff, E. A. J., Kammeyer-Mueller, J. D., Wanberg, C. R., Kanfer, R., & Basbug, G. (2021). Job search and employment success: A quantitative review and future research agenda. Journal of Applied Psychology, 106(5), 674-713. Read on 15.7.2021 <https://doi.org/10.1037/apl0000675>

Välttilä, E. (2019). Job seeking guide. University of Helsinki, Career services 2019. Read on 29.6.2021. 9-29.

<https://studies.helsinki.fi/sites/default/files/inline-files/job-seeking-guide.pdf>

Website page of Edunation. Read on 25.04.2021. <https://www.edunation.co>.

Yle uutiset (2021). Expert: Finland needs 30k more healthcare workers by 2030. Read on 11.6.2021. [https://yle.fi/uutiset/osasto/news/expert\\_finland\\_needs\\_30k\\_more\\_healthcare\\_workers\\_by\\_2030/11782213](https://yle.fi/uutiset/osasto/news/expert_finland_needs_30k_more_healthcare_workers_by_2030/11782213)

Zheng, J. How long should a survey be open? | SurveyMonkey.

Read on 28.8.2021. <https://www.surveymonkey.com/curiosity/time-to-respond/>

## APPENDICES

### Appendix 1. Questionnaire

1 (5)

# International Degree Student's Employment in Finland

The survey is targeted for International Degree students in Finland who are studying or have graduated from a Finnish Higher Education Institution.

This survey is conducted by a student at Tampere University of Applied Sciences. It will be used for the author's Bachelor's thesis. The intended outcome of the survey is to gather information on international degree student's experiences in the Finnish job market and their overall employment. The information gathered will be also considered when creating a job search guide for international students as a part of the thesis. All responses will be kept anonymous and disposed securely, once the thesis is done. The questionnaire is voluntary and respondents have the right to withdraw at any time.

Answer time for this survey is estimated to be 6 minutes.  
Thank you in advance for taking part in this survey!

...

\* Pakollinen

1. What country are you from? \*

2. Are you studying or have you graduated from a Finnish higher education institution? \*

- Studying
- Graduated

3. What degree level are you studying/have you completed in Finland? \*

- Bachelor's degree
- Master's degree
- Both Bachelor's and Master's

4. What is your field of study? \*

- Economics, Business & Management
- Information technology
- Engineering & Technology
- Health care e.g. Nursing
- Arts & Culture
- Sports
- Muu

5. Have you learned/studied Finnish language? \*

- Yes
- No
- I will start to learn soon

6. What is your level of Finnish on the rating scale of the Common European Framework of Reference (CEF <https://bit.ly/3AfrLdp>)?

- A1 Basic language skills
- A2 Basic language skills
- B1 Language skills of an independent user
- B2 Language skills of an independent user
- C1 Language skills of a proficient user
- C2 Language skills of a proficient user
- Muu

3 (5)

7. Have you been employed in Finland? \*

Yes

No

8. What is your job title, if you are currently employed in Finland?

Kirjoita vastaus

9. Does knowing Finnish language help in job search process in Finland, in your opinion? \*

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Not at all helpful

Extremely helpful

10. Which channels or platforms are you using/did you use to find a job in Finland? \*

Friends or someone you know

University career services

Internship

Network

Job platforms such as Duunitori, Oikotie etc.

Job agencies e.g. Adecco, Staffpoint etc.

Social media e.g. LinkedIn

Online recruitment events

Muu

4 (5)

11. How would you describe the job search process in Finland as a foreigner based on your experiences? \*

Kirjoita vastaus

12. How would you rate the effectiveness/or importance of the following concepts in job search? \*

	Not important at all	Not so important	Neutral	Important	Very important
Building a network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing Finnish language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University's career services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal effort & skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media channels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LinkedIn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internships in Finland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Related information available online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. What helps/helped you in the job search process? \*

Kirjoita vastaus

14. Have you experienced any difficulties when searching for a job in Finland? If yes, please elaborate. \*

Kirjoita vastaus

5 (5)

14. Have you experienced any difficulties when searching for a job in Finland? If yes, please elaborate. \*

Kirjoita vastaus

15. What kind of support would you prefer to have more in the job search process? \*

- More guidance from the University (career services/international office)
- Job search guide or manual for international degree students
- More Finnish language courses
- More opportunities to network
- Muu

16. Are there any differences in work culture between Finland and your home country? \*

Kirjoita vastaus

17. If you have anything else to comment related to the topic, please elaborate below. Note that these thoughts could be also considered as citations when creating the job search guide for international students.

Kirjoita vastaus

## Appendix 2. Specialist interview questions

1. Does the job search process appear to differ between international degree students and native graduates?  
Eroaako työnhakuprosessi kansainvälisillä opiskelijoilla, jos verrataan suomalaisiin opiskelijoihin?
2. Does international degree students' level of education influence their ability to find work in Finland?  
Vaikuttaako kansainvälisen opiskelijan koulutustaso mahdollisuuksiin löytää työpaikka Suomessa?
3. What elements/things are effective in job search for international students?  
Mitkä elementit/asiat ovat tehokkaita kansainvälisten opiskelijoiden työnhaussa?
4. Do international degree students face any difficulties in finding employment in Finland?  
Kokevatko kansainväliset opiskelijat haasteita työnhaussa Suomessa?
5. Do you believe that knowing Finnish language affects finding a job in Finland?  
Vaikuttaako suomen kielen osaaminen työpaikan löytämiseen Suomessa?
6. How would you describe the Finnish work culture? What about job search culture, do you think there is informal or formal recruitment culture in Finland or is it both?  
Millainen työkuulttuuri Suomessa on? Entä työnhakukulttuuri, onko virallinen, epävirallinen vai molempia?
7. How can international students be assisted in finding work in Finland?  
Miten kansainvälisiä opiskelijoita voidaan auttaa työnhaussa?
8. What could change/happen for instance on the employment sector that could help international students' job search or employment in Finland?  
Miten voitaisiin vielä edistää kansainvälisten opiskelijoiden työllistymistä Suomessa isommassa mittakaavassa, esimerkiksi yritystasolla?
9. Do you have a free word on this subject?  
Vapaa kommentti aiheeseen liittyen?



EDU  NATION

**DIGITAL JOB  
SEARCH GUIDE  
FOR  
INTERNATIONAL  
DEGREE  
STUDENTS**

**Now that you  
have settled in Finland  
and begun your studies,  
congratulations!**

Job search may seem challenging in a new country. We at Edunation are here to help you find a job in Finland. The digital job search guide provides you knowledge about working in Finland, work culture, job search process, and documents and gives you the tools you need to succeed. A previous intern of Edunation conducted a survey for international talents and specialist interviews to gather real-life experiences and advice to help you in job search!



## Table of CONTENTS

INFORMATION ON WORKING AND LIVING IN FINLAND	1
WORK CULTURE IN FINLAND	3
SALARIES IN FINLAND	5
TRADE UNIONS IN FINLAND	5
VOLUNTEER WORK IN FINLAND	7
PART-TIME WORK IN FINLAND	7
NURSING STUDENTS	9
JOB SEARCH CHANNELS IN FINLAND	11
INTERNATIONAL TALENTS PATH TO EMPLOYMENT IN FINLAND	14
WHAT TO DO IF YOU DON'T LAND A JOB?	15
PERSONAL BRANDING	16
JOB SEARCH DOCUMENTS IN FINLAND	17
INTERVIEWS	22
TIPS TO SEARCH FOR A JOB IN FINLAND	23
CAREER COUNSELLING SERVICES OF UNIVERSITIES	25
REFERENCES	26

## INFORMATION ON WORKING AND LIVING IN FINLAND

Finland is known for many things, such as high-quality education, decent living standards, and work conditions. Finland has also been recognized for sustainability, green nature, fresh air, and equality. Finland has been ranked as the happiest country in the world four times by the United Nations World Happiness Report in 2018-2021.

When you study and live in Finland, you get to experience the country's charm yourself. There is always something to do and experience in Finland, whether you want to be outside or indoors. Finland has a lot to offer its citizens. While living in Finland and learning about the culture, there are a few things you should know about.

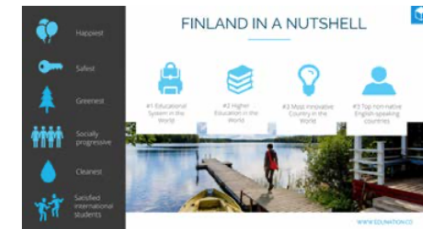


FIGURE 1. Finland in a nutshell. www.edunetwork.com



### 5 FACTS ABOUT LIVING IN FINLAND:

1. Punctuality is essential in daily life in Finland.
2. Finns trust authorities.
3. Equality is highly stressed in Finnish society.
4. Finns greet with handshakes in formal settings.
5. There are more saunas than cars in Finland.

## WORK CULTURE IN FINLAND

Working in another country involves working in a different environment which is formulated from its own culture. Work culture is different in every country, and to adapt better; it is crucial to understand the culture you are surrounded by. Work culture in Finland differentiates between job sectors, markets, and companies. For instance, the work culture is significantly different when comparing startups with big companies. Finnish work culture has been previously described to be:

- BALANCED
- FLEXIBLE
- TRANSPARENT

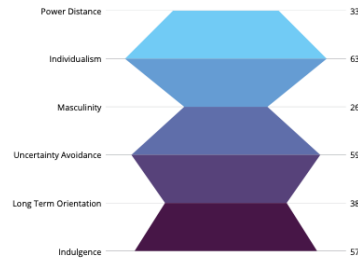


FIGURE 2. Hofstede Insights Country Comparison Tool. Finland (Hofstede Insights). 2021.

The working conditions are worldly known to be decent in Finland. There are collective labor agreements, trade unions, occupational safety and health regulations, law-set mandatory breaks, and minimum salaries. In the working life, both the employer and employee have responsibilities that they need to acknowledge and regulate.

When understanding and learning the culture, you should know that Finnish culture is highly focused on individualism. Individuals are expected to be self-directed, capable of working independently and looking after themselves. Hierarchy is also generally lower than in many other countries. Power distance is low in Finland, meaning that the culture is more engaging and considerate. Instead of leading, Finnish society relies more on coaching. Equality is also appreciated and presented in different settings. Also, Finnish society is more feminine, meaning that less focus is on competitiveness, success, and merits. More emphasis is on living a pleasant life and enjoying what you do.



### WHEN ASKED ABOUT FINNISH WORK CULTURE IN THE SURVEY, SOME OF THE INTERNATIONAL STUDENTS DESCRIBED FINNISH WORK CULTURE THE FOLLOWING WAY:

"In Finland, people are way more approachable, and the organizational structure is not as strict (despite the possible existing hierarchy). There's also this practical yet trustworthy atmosphere. People are well-grounded and respectful in their exchanges".

"People here are very laid back about work. Work is not their whole lives. This has good sides and bad".

"The work balance ratio is, in my opinion, one of the biggest differences; Finland does a great job providing their workers a good schedule and possibilities on choosing how to do a job (Office work)."

"Finland has a much better work culture than my home country, such as the flexibility of the working hours."

"Jobs come to me in my home country. But in Finland, I have to apply repeatedly. Work culture-wise, I think Finland has priorities in work-life balance".

## SALARIES IN FINLAND

According to the most recent statistics from 2019, the average monthly salary in Finland ranged between 2.800 and 4.082 €. The compensation is primarily determined by various factors, including the employer's sector, occupation, education level, job experience, and corporate field.

Employer sector	Median of total earnings, €/month		
	Total	Men	Women
Private sector	3 210	3 439	2 917
Local government	2 895	3 288	2 835
Central government	3 783	4 082	3 393
<b>Total</b>	<b>3 140</b>	<b>3 460</b>	<b>2 896</b>

FIGURE 3. Total Earnings by employer sector 2019.  
Source: Statistics Finland, Structure of Earnings.



## TRADE UNIONS IN FINLAND

In Finland, you have the legal right to join a trade union. You can research your trade union based on your work sector, industry, or employer. It is not mandatory but can help you in the future. Most Finns are members of a trade union or unemployment fund. There are approximately 80 trade unions in Finland.

If you want to know more about the salary for your job, you can familiarize with your student association or trade union's recommendations for minimum salary. This can help you state your salary request in a job application and demand appropriate compensation for your work.

### JOINING A UNION IS EASY

You can contact a trade union directly or fill in an application online on the union's website. You pay a union membership fee by joining, which is usually 1-2% of your salary. The fee is tax-deductible.



### SOME OF THE OPERATIONS OF TRADE UNIONS:

- They can negotiate with employer unions, for instance, on salaries and other working conditions for you
- Operate unemployment funds
- Supports if you have problems with your employer
- Help with work-related issues, such as work contract



### TOP 5 REASONS TO JOIN TRADE UNION

- Safety in working life (e.g., help in negotiations, conflict situations).
- Awareness and improved terms & conditions of employment
- Possibility for legal advice
- Better unemployment benefits
- Discounts and member perks

#### Example:

If you work in a retail store or restaurant, you can join the private service sector trade union PAM.

For more information, check the trade union website: <https://www.liitot.fi/en/>



## VOLUNTEER WORK IN FINLAND

In addition to work experience, different volunteering experiences are also valuable and an excellent addition to your CV. Many organizations welcome voluntary workers in different fields. If the work requires customer service, Finnish language is often required. You should check with organizations whether they need English-speaking volunteers. Here are a few examples that you could consider and contact;

- Finnish red cross offers different volunteer positions all around Finland.
- KVT non-governmental institution that offers international voluntary projects for all cultures and backgrounds, e.g., camps.

## PART-TIME WORK IN FINLAND

In Finland, employers value all work experience acquired. Especially individuals who do not have previous work experience should acknowledge this and look for lower-level positions also. It is important to be flexible and be open when it comes to job search. International students may first be offered short-term jobs, which should be considered an opportunity to gain work experience and new skills.

Many students in Finland work part-time alongside their studies during the evenings and weekends; approximately 55% of university students and 58% of UAS students had an employment contract in 2019. This means that more than half of students work while they study. Working alongside studies is also a great way of gaining valuable work experience that employers appreciate. This is a great way to experience Finnish work cultures and learn the skills needed in work life. Part-time work is also a great way of networking and gaining references for your future resume. There are several benefits of having work experience from lower-level jobs as well. For instance, working in a café can demonstrate and develop your customer service skills. If you have work experience from a fast-food chain, it can prove that you can work in a fast-paced environment.

If you want to find a part-time job, be prepared to work during the evenings and weekends. During the week, students can study at the university from 8 AM- 4 PM and then work their evening shift. As a student, you can work a maximum of 25 hours a week during your semester. During holidays, there is no limit on the hours. Typically students work from 4 to 15 hours a week.

### POSSIBLE PLACES TO WORK PART-TIME DURING STUDIES:

- Bars
- Cafés
- Cleaning companies
- Food couriers in companies such as Wolt and Foodora
- Fast-food chains such as McDonald's, Burger King, Subway & Hesburger
- Nightclubs
- Restaurants
- Retail stores
- Warehouse



These workplaces are popular amongst students because they offer flexible working hours and a minimum salary. The salary is usually between 8 to 12 euros per hour, depending on the hours and job sector. During evenings and weekends, you can get a little bit of extra money. The reason why students prefer these types of workplaces is that they provide evening and weekends shifts. They are also flexible with their schedules.

**Finding a work position in your own field can take time, but work experience is always appreciated in Finland. You should keep this in mind!**

## NURSING STUDENTS

Finding a job also depends on the job sector and education. Nurses are highly in demand in Finland, and there are currently more jobs than workers. Job markets follow the supply and demand pattern when it comes to labor force. If the demand for employees is higher, it is easier to find a job. It was reported by Yle (2021) that in the following nine years, the estimated number of nurses needed to be recruited is 30 000. The recruitment of new nurses could help to balance the aging population and meet the requirements of the job sector.

The nature of job search differs as a nurse. When you are studying, you have several mandatory internships. Internships are even more crucial when it comes to networking as a nursing student since there is a higher chance that you may be offered a job.



**Nurses in Finland may work in various positions in the healthcare sector. Possible places where you can become employed as a nurse in Finland:**

- Disabled care
- Elderly care
- Emergency duty
- Healthcare center
- Home care
- Pharmacy
- Private healthcare companies for instance Mehiläinen, Terveystalo and Pihlajanlinna
- Rehabilitation center
- University hospitals, in cities; Helsinki, Kuopio, Turku, Oulu & Tampere

**When looking for internships as a nurse, you need to use the Jobiili website.**



### LABOR UNION FOR NURSES:

When graduating, you need to register as a nurse in Valvira. Valvira registers you to Terhikki register once you are granted all persons granted professional practice rights.

After this, you can apply for membership of:

- Tehy: the Finnish Union of Health and Social Care Professionals  
<https://www.tehy.fi/fi/tehy/liitto>
- Finnish Nurses Association: <https://www.nurses.fi>

As with other labor unions, the membership is not mandatory but recommended.

### TO MENTION SOME OF THE MAIN BENEFITS, TEHY CAN OFFER YOU:

- Guidance on issues related to work
- Help with work contracts and agreements
- Unemployment benefits
- Workshops and training
- Legal assistance
- Insurance
- Activities
- Discounts

## JOB SEARCH CHANNELS IN FINLAND

When looking for a job, you need to familiarize yourself with the job search channels used in Finland. Job advertisements are often published on job search websites, social media, and companies websites.



FIGURE 4. Microsoft forms survey results. 9/2021.

The survey results show the most popular channels used in job search by international talents in Finland. According to the 48 respondents, the most popular way of searching for work is through social media and acquaintances. Finland is a small country, and the emphasis is big on network and knowing people. Other platforms and channels were also considered helpful. When familiarizing yourself with the job search platforms in Finland, choose the ones that fit you the best. However, the more channels you utilize, the higher the chances are to land a job.

### The survey respondents also stated that they consider the most important aspects of job search in Finland to be the following:

1. Personal effort and skills
2. Learning Finnish language
3. Building a network
4. Internships



TESTIMONIALS FROM  
INTERNATIONAL TALENTS ABOUT  
WHAT HELPED THEM IN JOB  
SEARCH IN FINLAND

## JOB SEARCH PORTALS

You can explore and find jobs in Finland using the following platforms and channels: **Social media, for instance:**

- LinkedIn
- Facebook

**Universities career services**

**Government's job search portal:**

- TE-toimisto <https://www.te-palvelut.fi/en/jobseekers/finding-job>

**Note that if you cannot find suitable jobs for you at that moment, you can do the following:**

- Add career alerts to be notified when a job that matches your preferences will be published.
- Send open applications to interesting companies (can be sent directly to companies' websites). The employer may contact you if they open a position that could fit your application.

**Other job search portals:**

- Adecco <https://www.adecco.fi/en-us/>
- Barona <https://careers.barona.fi/en/>
- Careerjet <https://www.careerjet.fi>
- Duunitori <https://duunitori.fi>
  - Finnish job search platform and recruiting media with hundreds of communities in social media and partner sites delivering helpful career information and thousands
- Glassdoor <https://www.glassdoor.com/>
- Indeed <https://fi.indeed.com>
- Jobsportal <https://www.jobsportal.fi>
- Job teaser <https://www.jobteaser.com/en>
  - Platform utilized by several universities, such as Hanken & LUT University. You can browse internships, jobs after graduation, part-time positions, and others.
- Jobs Finland <https://jobsfinland.fi>
- Jobs in Finland <https://jobsinfinland.fi>
- Jobs in Helsinki <https://www.jobsinhelsinki.com>
- Monster <https://www.monster.fi/en>
  - Global employment website. Helps to find a job in your area and offers international recruitment services
- Oikotie <https://tyopaikat.oikotie.fi>
  - Job advertisements in Finnish
- Rainmaker <https://rainmaker.fi/rainmaker/>
  - Platform delivering sales and customer service positions in Finnish for job seekers.
- The Hub <https://thehub.io>
  - Find internships and startup jobs in Finland

"Being active, flexible, quick in communication, keep on applying to many open positions and contacting the company (HR) to checkup on the application."

"My awareness of what I want, my planning to reach my goal, and my network that helped me more or less directly. Got fortunate, although I activated my luck."

"Consistency and desire to work."

"Cold calling CEOs and reaching out through LinkedIn. Asking questions about the job positions and always have tracking on the jobs I applied for and their process."

"Consistency of applying for jobs one after another."

"Applying for internships helped me when I did not have any experience."

"Pro-activity and direct asking for opportunities from relevant sources with a clear idea what I want to do."

"The Career Services of my University gave me a hand in finding a temporary and contract job."

"Perseverance. You have to just keep applying and trying any way you can."

"Networks and connections."





## INTERNATIONAL TALENTS PATH TO EMPLOYMENT IN FINLAND

The path to employment for international talents varies depending on the circumstances and the individual. Certain stages, however, can be identified and accentuated when engaging in the job search process. When international talents begin their job search in Finland, the process can be segmented into several stages.

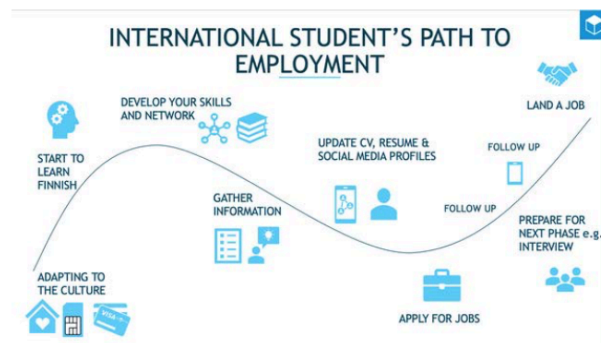


FIGURE 5. International student's path to employment in Finland. Powerpoint. Education.

## PATH TO EMPLOYMENT

1

### Adapt to the Finnish culture

This stage includes being acquainted with the Finnish way of life, customs, traditions, and the work culture and surroundings. As a result, you will be more aware of the practices and can decrease the effects of culture shock.

2

### Start learning Finnish

Learning Finnish can help you in the job search process and your daily life in Finland. Begin taking language courses and using apps such as Duolingo to practice daily. This will improve your chances of getting a job as an international talent in Finland.

3

### Network

Try participating in different courses, webinars, volunteer work, and complete other qualifications. Universities often arrange career-related events; hence it is recommended that you attend those. Creating a social network is critical and will help you in the future when contacting recruiters and sending applications. Being active and social and stepping outside of your comfort zone are all advantageous.

4

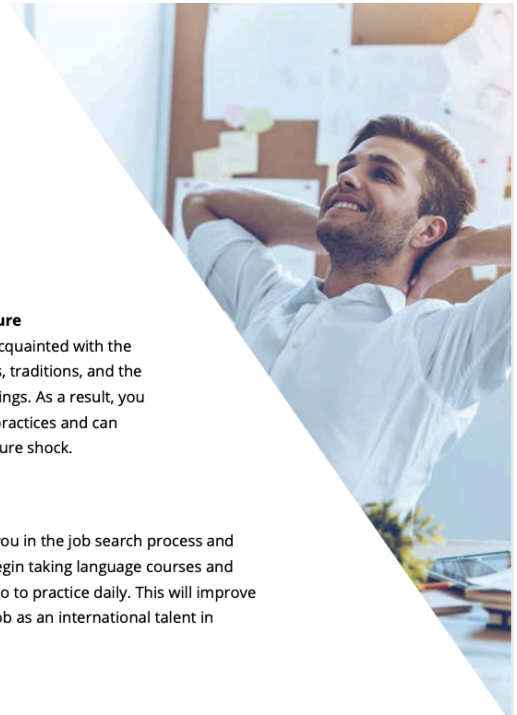
### Do your research

The next step is to gather information about the topics that pique your interest. You can gather information about interesting companies, culture, employment contracts, career manuals, and other job search-related topics. You should always do your research before revising resumes and submitting job applications!

5

### Prepare and update your resume and cover letter

It is crucial that you keep your CVs and resumes always up to date. In addition, make sure your social media profiles are updated and presentable.



## JOB

6

### Apply for jobs

Apply for many positions while maintaining good quality and personalized applications. To stay up to date, make an excel file and keep track of the process. Always think carefully about the content of your job search documents and remember that quality over quantity!

7

### Be prepared for an interview

Following the submission of an application, the next stage may include interviews (one-on-one or in groups), psychological tests, or video tasks. Preparation for an interview could include practicing presenting yourself and your qualifications, becoming more familiar with the organization, and preparing mentally. Good tip: create an elevator pitch!

8

### Follow up

Follow-ups can be calling the recruiter to request additional information about the applied job position, sending emails thanking the interviewer, and possibly adding value to your case as a candidate. Be creative and show your interest.

9

### Land a job

The final stage is accepting an offer and securing a job position. The next step is to agree on the terms and conditions and sign the work contract.



## WHAT TO DO IF YOU DON'T LAND A JOB?

You should not be discouraged if you do not receive a job offer. In this case, you should go back to the "Apply for jobs" stage and apply to other companies and do self-reflection. There can be many applicants for a single position; an individual's effort and determination are very important. Since the job search process is not always straightforward, these stages have been developed to serve as a guideline.

The steps may not necessarily occur sequentially; hence you may find yourself repeating phases if you don't secure a job. It is important to remember that job searching is a skill that can be practiced and improved. Every application and interview are a chance to develop your skills and become better in your job search!

## PERSONAL BRANDING

Job search requires the knowledge and skills to brand yourself - meaning marketing, highlighting your personal profile, and making yourself memorable. If done correctly, it can support your application and showcase your personality and capabilities. Personal branding is linked to networking. When applying for jobs and sending applications, employers often ask for links to your social media profiles, such as LinkedIn. Therefore, make sure that your social media presence is considered and polished. There is plenty of personal branding information available online and in books. Well-performed personal branding can also help you differentiate from other candidates and make you stand out!



### To explain the basics of personal branding, it is your own mixture of:

- Personal skills and competences
- Important values and topics
- Self-expression

### To help you build your personal brand, think about these things:

- Define your strengths and weaknesses -> how to showcase/highlight them
- What is important to you? What things do you value and appreciate?
- What are your inspirations in life? Where do you want to work?

You can use social media to build your personal brand and include links to your profiles to your job search documents, such as resume.

## JOB SEARCH DOCUMENTS IN FINLAND

Job search documents are crucial in the job search process. The most basic documents that will be asked when applying for any job are your resume and cover letter.

You should have these documents as editable versions and ready to be sent when an exciting job opportunity arises. Note that you should constantly update and personalize your CV and job application to match the job you're applying to.

### RESUME (CV)

A resume is a formal job search document to describe your qualifications for a position. It is typically accompanied by a personalized cover letter in which you as a candidate express interest in a certain job or organization and draw attention to the most relevant details on your CV. The document is crucial when making a first impression. Consider it as your business card.

There are different CV models online. You can find instructions and guides on how to create a good CV. The following things are crucial when working on your resume:

- CV is usually 1-2 pages long (1 page if you are at the beginning of your career).
- The CV format should be clear and easy to read. If you want to stand out, there are many useful CV templates you can find online, for instance, in Canva.com
- When you're only starting your career, you should list all the work experience you have acquired. If you don't have much or any job experience, try to think of any voluntary work, hobbies, or school projects that might demonstrate your skills to an employer.
- Try to get at least one referee that can recommend you for a job. It can be a previous supervisor or a professor/teacher from your university who can say a few good words about you. Always ask for permission to name the person in your CV.
- A photo in a CV is not mandatory. If you want to add a photo, it should be a formal photo, preferably taken by a professional. You can get a professional photographer to take a CV photo for you.

## RESUME EXAMPLE



**Henry Mitchell**  
SCHOOL TEACHER

**Contact Details**  
Home: 123-456-7890  
Mobile: 123-456-7890  
hello@reallygreatsite.com  
www.reallygreatsite.com  
123 Anywhere Street, Any City, State, Country 12345

**Core Competencies**  
Teaching, tutoring and counseling  
MA Education  
Ability to effectively work with parents  
Can motivate students  
Provides interactive teaching & learning

**Professional Summary**  
An elementary school teacher with excellent skills demonstrated by years of experience. Motivated and enthusiastic to foster a great learning atmosphere.

**Work Experience**  
**3RD GRADE TEACHER**  
West Bark Elementary School • 2014 - Present

- Develops course plans to meet intellectual and social needs of students while also establishing rules for behavior and maintaining order in the classroom

**1ST GRADE TEACHER**  
Audora Elementary School • 2011 - 2014

- Administered and corrected tests in a timely manner and implemented interactive learning mediums to increase student understanding of the course
- Develops course plans to meet intellectual and social needs of students while also establishing rules for behavior and maintaining order in the classroom

**Academic Profile**  
**UNIVERSITY OF PINK LAKE**  
Bachelor of Elementary Education, 2012

- President of University of Pink Lake's Student Writing Organization
- Editor for The Pink Lake Newsletter
- Volunteer Teacher for the Pink Lake Helpers

**SAN DIAS ACADEMY**  
Graduated Class of 2008  
Valedictorian

- President and Founder, Tutoring Club
- Student Council President
- Debate Team Vice President
- Part of the Varsity Swimming Team and Rugby Team

**Skills and Abilities**

- Innovative lesson planning
- Classroom management
- Learning style management
- Performance assessments
- Creative lesson plan development

FIGURE 6. Example of a resume. Free template modified in Canva.

<https://www.canva.com/templates/EAD7WSqOOgY-blue-and-black-academic-resume>

## EXAMPLE OF CONTENT IN RESUME:

### 1. Contact details

Writing your contact information is very crucial. Employers will most likely contact you through phone calls or emails.

### 2. Core competencies

Write your strengths considering the job description and position.

### 3. Professional summary

Shortly introduce yourself in a few sentences.

### 4. Work experience

Add relevant experience from previous workplace. If you don't have work experience, you can add volunteer work or other merits, such as projects relevant for the position.

### 5. Academic profile

Add your education & university

You don't have to write down all your previous education (e.g., elementary school)—only the most relevant academic information.

### 6. Skills & abilities

Think about the main skills that would be useful in the job position based on the job description. It's always good to demonstrate the skills further in the cover letter.

### 7. References

In Finland, employers value references. Reference person is usually one's previous supervisor.

Employers may call reference people and ask for more information about you. The role of references is to support your case and application.

**The content of your CV is more important than a visually perfect background. However clear, visually pleasing, and easily readable CV can help to support your application and make you stand out from the rest! Remember to personalize your job search documents. You don't need to add all information about your life to your CV. Think about the content from the perspective of the employer and the job requirements.**

**There are plenty of free templates available online, for instance, in Canva.com. If you want to look at paid templates, check Etsy.com.**



## COVER LETTER

- A good cover letter, at best, can support your application.
- Make sure to put effort into both resume and cover letter because they should complement and support each other.
- The goal of a cover letter is to explain and present your competencies for the applied job position. Add experiences and concrete examples of yourself.
- For example: Don't just write that you consider yourself as a successful and active student -> prove where you have succeeded and show your activity, e.g., through certificates.
- Justifying your competencies and skills is crucial, accompanied by the ability to brand yourself to the employer.

## COVER LETTER EXAMPLE

**Troy Stockert**

123 Miller Street, Westwood, South Carolina 12345  
www.reallygreatsite.com · hello@reallygreatsite.com

November 22, 2025

**Natalia Lowe**  
Director of Human Resources  
East Forge Medical  
328 Saint Clair Drive  
Newville, PA, USA 12345

Dear Ms. Lowe,

A cover letter is a three- or four-paragraph document to an employer explaining your interest in a specific job. It's a one-page letter that is usually attached to your resume. This letter should also highlight your fitness for the advertised role.

Writing a cover letter as a mid-career professional is a bit different. But first, start with how you found out about the career opening and why you're interested in the job position. Be specific: use the correct names and titles.

As you write this letter, use clear and readable words. You want to come across as professional and approachable, but not overly formal.

Next, provide examples of why you're the right person for the job.

- Don't hesitate to use bullet points and include numbers that showcase your achievements.
- Rather than simply describe what you've done in previous jobs, show the recruiter or hiring manager what you can bring to the role.
- Express your passion and excitement to be part of the company and the team.

Finally, provide your contact information and how you prefer to be reached. Offer to meet with the reader at their earliest convenience. Thank them for their time and attention, and let them know that you look forward to hearing from them soon.

Before you send your cover letter, read your draft out loud to quickly spot errors and wordy sentences. You can also ask a friend to review your cover letter. Good luck on your job search.

Sincerely,

**Troy Stockert**

FIGURE 7. Example of a cover letter. Free template from Canva.  
<https://www.canva.com/templates/EAEoLBI1m5w-blue-and-white-color-blocks-nurse-cover-letter/>

## MINIMUM THINGS TO INCLUDE IN YOUR COVER LETTER:

### 1. Present yourself.

Be informative, but you can show your personality. Write your core competencies that are beneficial for the job.

### 2. Explain what value you could bring to the company and how.

Showcase your strengths and core competencies related to the position. Employers often want to know what you can bring to the company and how you fit into the company.

### 3. Prove and showcase your motivation.

Why did you apply for this position?

### 4. Describe your personality and yourself as an employee.

What are you like as a person and employee? Describe yourself honestly and highlight your good competencies.

### 5. Summarize & discuss availability.

Lastly, write a few sentences to conclude your motivation and willingness to work in the position. Make the last impression. You can also demonstrate your availability and when you would be able to start.



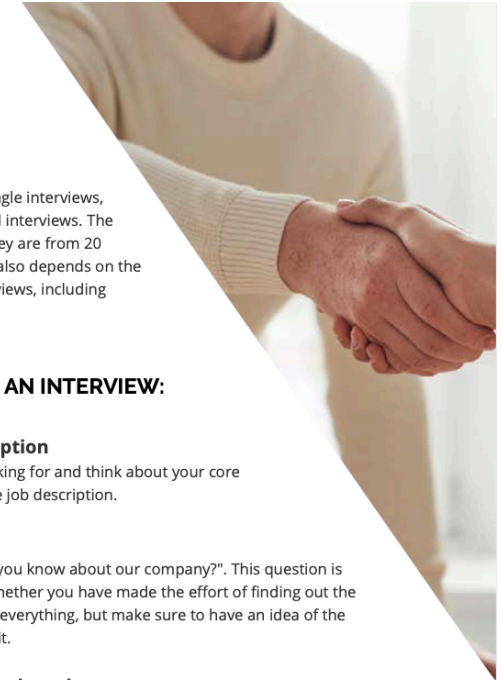
## INTERVIEWS

There are different types of job interviews; single interviews, group interviews, video interviews, or physical interviews. The length of interviews varies, but most often, they are from 20 minutes to 1 hour. The amount of interviews also depends on the recruiter; there can be several stages of interviews, including different people from the company.

### TIPS ON HOW TO PREPARE FOR AN INTERVIEW:

- 1 **Read and learn the job description**  
Be aware of what the company is looking for and think about your core skills and competencies related to the job description.
- 2 **Research the company**  
Sometimes employers ask: "what do you know about our company?". This question is asked to evaluate your activity and whether you have made the effort of finding out the information. You don't need to study everything, but make sure to have an idea of the business and be prepared to explain it.
- 3 **Think about your strengths and weaknesses**  
Everyone has their strengths, as well as weaknesses. Think and reflect on yourself, for instance, in your study and work environment. Where have you succeeded? Where have you failed? Describe what you have learned from the experiences. The ability to do self-reflection is important and shows that you can recognize your skills and know yourself. Nobody is perfect, and awareness is crucial.
- 4 **Prepare to justify your skills and how they meet the position requirements**  
Often employers ask: why should we hire you? Think about your answer carefully. This step is crucial since you need to convince the recruiter and argue how you would be the right match for this job position.
- 5 **Practice stress control & be confident**  
Interview situations can be stressful and intimidating. Therefore, make sure to be calm and collected. Try to relax before the interview, sleep and eat well. Another important thing during the interview situation is to believe in yourself. Have confidence. You have already made it to the interview, which means they have been impressed and considered you as the possible candidate & match for their company!

**TIP: Practice the interview situation with your friend or participate in an interview workshop or simulation.**



## TIPS TO SEARCH FOR A JOB IN FINLAND

1

### ACQUIRE KNOWLEDGE

Familiarize with the culture and job sector. Read articles, books, guides and ask people around you. Learn how to search for a job in Finland and know the common practices. Browse job advertisements and get to know different employers. Create a job search strategy for yourself based on your knowledge.

2

### REFINE YOUR JOB SEARCH DOCUMENTS

Make sure to create good resumes and cover letters. Always have a base template that you utilize and personalize for different positions. Keep your job search documents up to date and relevant.

3

### NETWORK

Get to know people. Start building a network as soon as you start your studies in Finland. Make friends with foreigners as well as local people. It is a good idea to step out of your comfort zone. Use social media to broaden your contacts, for instance, LinkedIn. Participate in events, workshops, and volunteer.

4

### BE PROACTIVE

You can browse jobs, apply for jobs, make a job alert, and send open applications. Try to seek opportunities for yourself and make an effort. Try to make yourself visible and appealing to possible future employers. Find and complete internships to enter the job market, even if it's not mandatory for your study program.

5

### SELF REFLECT AND DEVELOP YOUR SKILLS

Acknowledge your strengths and weaknesses. Practice personal-branding. Develop an elevator pitch. You can always improve and become a better version of yourself.

6

### LEARN FINNISH

Finnish language is not necessarily mandatory, but it gives you a huge advantage. You can attend Finnish classes, learn from videos and download the Duolingo App. A good way of learning the language is using it often, for instance, at a grocery store.

7

### GAIN EXPERIENCE

While studying, try to gain valuable experience that you can add to your resume. Employers value experience that shows you are active and hard-working. You can work part-time, volunteer, do internships, or work during summer. It will also develop your skills and prepare you for a future job.

### JOB SEARCH ADVICE FROM INTERNATIONAL TALENTS;

"First-time students should be encouraged to work harder in networking and building worthy professional relationships from the beginning, besides learning the Finnish language. This is to ensure that they are at a good starting point once they graduate or start to look for a job during their studies."

"I want to emphasize the importance of learning the language. It's extremely difficult to find a job that doesn't require or prefer being fluent with the Finnish language."

"Something I would tell future international student's generations is to not hesitate on networking since day 1. Go beyond that and connect with as many acquaintances as possible on LinkedIn and take courses that involve students from different faculties. This will create a great base for the future when looking for an internship/possible workplace."

"Apply and apply until you get one."

"Do not give up, and one day it will be possible to enter the Finnish job market."



### JOB SEARCH ADVICE FROM SPECIALISTS IN THE FIELD OF INTERNATIONAL STUDENTS EDUCATION AND EMPLOYMENT IN FINLAND;

- Be aware that employers often place higher importance on your personal qualities and experience than your academic success in Finland.
- Having appropriate job search skills is critical to success.
- Networking is emphasized, and it is significant for international talents.

## CAREER COUNSELLING SERVICES OF UNIVERSITIES

### ARCADA:

<https://arcada.jobteaser.com/en/>  
<https://start.arcada.fi/en/news/communication/2020-11-13/arcada-job-portal-new-online-career-service-for-students>

### HAMK:

[hamktalents@hamk.fi](mailto:hamktalents@hamk.fi)  
<https://www.hamk.fi/career-planning/?lang=en>

### HANKEN:

[careerservices@hanken.fi](mailto:careerservices@hanken.fi)  
<https://www.hanken.fi/en/students/career-services>

### KAMK:

<https://www.kamk.fi/en/Students/Student-Services/Recruitment-Services>

### LUT & LAB:

[careerservices@lut.fi](mailto:careerservices@lut.fi)  
<https://lut.jobteaser.com/>

### METROPOLIA:

[studentservices@metropolia.fi](mailto:studentservices@metropolia.fi)  
<https://metropolia.jobteaser.com/en/>

### SAMK:

<https://www.samk.fi/en/career-and-recruitment-services/>

### SEAMK:

[studentservices@seamk.fi](mailto:studentservices@seamk.fi)  
<https://www.seamk.fi/en/study-with-us/working-life-orientation/>

### TAMK:

[careerservices.tamk@tuni.fi](mailto:careerservices.tamk@tuni.fi)  
<https://www.tuni.fi/studentsguide/handbook/tamk?page=5030>

### TUAS:

[career.services@turkuamk.fi](mailto:career.services@turkuamk.fi)  
<https://www.tuas.fi/en/study-tuas/studying-at-tuas/services-for-students/>

## REFERENCES

Duunitori.fi. Website: <https://duunitori.fi/rekrytointi/in-english>

Hofstede Insights Country Comparison Tool. Finland. (Hofstede Insights). Retrieved 2.10.2021.  
<https://www.hofstede-insights.com/country-comparison/finland/>

Statistics Finland. Tilastokeskus. N.d. Read on 25.9.2021. [https://tilastokeskus.fi/til/opty/2019/opty\\_2019\\_2021-03-12\\_tie\\_001\\_en.html](https://tilastokeskus.fi/til/opty/2019/opty_2019_2021-03-12_tie_001_en.html)

TEK.fi – Where to look for jobs in Finland. Read on 17.6.2021 <https://www.tek.fi/en/membership-services-and-benefits/career-services/tools-and-information-job-seekers/where-look-jobs>

Työkirja - Job-Searching and Career Guide for Technology Students. (2021). Read on 20.9.2021  
[https://tekyokirja.fi/wp-content/uploads/2020/11/TEK\\_Tyokirja2021\\_3.pdf](https://tekyokirja.fi/wp-content/uploads/2020/11/TEK_Tyokirja2021_3.pdf)

Tradeunion.fi. <https://www.liitot.fi/en/>

The Central Organisation of Finnish Trade Unions (SAK). Website: <https://www.sak.fi/en/working-life/immigrants>

Education.co. N.d. Read on 21.9.2021 <https://www.education.co/study-in-finland/living-in-finland/working-finland/>

Education.co. 9.3.2021. Blog post. Read on 22.9.2021 <https://www.education.co/blog/5-reasons-to-work-in-finland/>

Education.co. N.d. Read on 24.9.2021. <https://www.education.co/study-in-finland/living-in-finland/>

Education.co. November 2, 2020. Blog post. Read on 24.9.2021 <https://www.education.co/blog/finland-the-best-place-to-kick-start-your-nursing-degree/>

Infonland. Read on 26.9.2021 <https://www.infonland.fi/en/living-in-finland/work-and-enterprise/employee-s-rights-and-obligations/trade-unions>

Official Statistics of Finland (OSF): Structure of Earnings [e-publication].  
 ISSN=1799-0092. Helsinki: Statistics Finland. Read on 10.6.2021.  
 Access method: [http://www.stat.fi/til/pr/index\\_en.html](http://www.stat.fi/til/pr/index_en.html)

Väilttilä, E. (2019). Job seeking guide. University of Helsinki, Career services 2019. Read on 21.9.2021.  
<https://studies.helsinki.fi/sites/default/files/inline-files/job-seeking-guide.pdf>

Palvelualojen ammattiliitto PAM. N.d. Read on 27.9.2021.  
<https://www.pam.fi/en/membership/membership-fee.html>

Yle uutiset (2021). Expert: Finland needs 30k more healthcare workers by 2030. Read on 2.10.2021 from  
[https://yle.fi/uutiset/osasto/news/expert\\_finland\\_needs\\_30k\\_more\\_healthcare\\_workers\\_by\\_2030/11782213](https://yle.fi/uutiset/osasto/news/expert_finland_needs_30k_more_healthcare_workers_by_2030/11782213)

What Is Personal Branding? (And How It Can Help You). Indeed.com. (2021). Read on 2 October 2021, from  
<https://www.indeed.com/career-advice/career-development/what-is-personal-branding>.