



Pathway to Employment Readiness of Higher Education Graduates

Case Study: The Get to Work Pilot with Demola

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ABSTRACT

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All over Europe, higher education institutions face pressure to speed the transition from education to working life. At the same time and linked to the same rapid employment objectives, Finland transfers the responsibility of employment and economic development services from the state to the municipalities.

The objective of this thesis was to evaluate the Get to Work Pilot with Demola process's effectiveness on employment readiness in higher education soon-to-be and recent graduates. The purpose of this thesis was to help evaluate the possible employment-enhancing effects of the Pilot. The commissioner of this thesis was the Pirkanmaa government pilot Quickly to Work.

In this thesis, the conducted qualitative research included semi-structured interviews and a follow-up questionnaire. Analyzed data was connected to theoretical elements of graduate employment readiness, such as characteristics of a good guy 'hyvä tyyppi' and graduate work readiness. The Finnish term 'hyvä tyyppi', translated as a good guy, has become well known in the Finnish recruitment scene. Based on literature findings, this thesis builds an academic image of the term and utilizes it throughout the work.

The research analysis indicated that Pilot and Demola have significant potential to affect the participants' characteristics of a good guy and other employment readiness skills. The participants perceived development, especially in the willingness to learn new things, self-confidence, and communication skills. Learnings regarding career clarity and mindset change were recorded. This thesis provides a list of development recommendations, a basis for different quantitative and qualitative research possibilities and a base for finalizing the effectiveness assessment of the Pilot.

Keywords: employment readiness, graduate employability, development of employment readiness

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1. INTRODUCTION

1.1 Background

The labor market is constantly changing, often including both positive and negative trends. Employment and the development of employment readiness remain continuously relevant since they support the well-being of individuals and positively affect society. For some, work improves self-esteem, life values and health. Unemployment, in contrast, can increase feelings of inferiority, failure, disbelief, shame, dismay, anxiety and insecurity. (Ohtake 2012, Turunen 2016, Vähänen 2019).

In July 2023, there were 101,800 job vacancies in Finland, 59,200 fewer than a year ago and 30,900 unemployed jobseekers under 25 years old. It has been increasingly challenging for everyone, including higher education graduates, to get hired in a new vacancy. However, positive development is also taking place. Between January and July 2023, 57.9% of young people's unemployment ended before lasting three months, causing a 3.1% decrease to last year. (Ministry of Economic Affairs and Employment of Finland 2023a, 2023b). In a difficult situation, the unemployed may cut back on their aspirations and settle for worse jobs for one reason or another. Even though a bad job might be better than no job, it may still affect the quality of life negatively.

In recent decades, the pressure on higher education institutes to make their students labour market-ready has increased radically and may be at an all-time high (European Education Area n.d.; Williams 1985, 181; Tuononen, Kangas, Carver & Parpala 2019, 8). Currently the labour market is also influenced by the sluggish economy (Ministry of Economic Affairs and Employment of Finland 2023c, Suomen tietotoimisto 2023), the new government's right-wing economic policies (A-kassa 2023), and the transfer of employment and economic development services, also known and later in the text described as TE services, from the Finnish state to the municipalities (Ministry of Economic Affairs and Employment of Finland n.d. b.; Lindberg 2023).

The TE service reform aims to create a structure that supports rapid employment and increases productivity, accessibility, effectiveness, employment diversity, and economic services (Ministry of Economic Affairs and Employment of Finland n.d. b). According to Mikko Mehtonen (2023), the previous TE service model was criticized for not having financial incentives to reduce unemployment. The new system includes a set of financial rewards and penalties that react to employment or unemployment trends (Mehtonen 2023).

When starting to compile this thesis, all essential functions and services were planned to transfer from state to municipalities at the turn of 2023-24. However, the transfer was postponed by one year during the thesis process. (Ministry of Economic Affairs and Employment of Finland n.d. b., 2023d).

Immediately after the first TE service reform decision in the spring of 2021, the local government pilots on employment started (TE Services 2022; Ministry of Economic Affairs and Employment of Finland n.d. b.). The purpose of the pilots is to test various ways of providing employment services and to seek out best practices for restructuring. Since the service models aren't strictly limited, municipalities were free to develop and innovate services based on the needs of job seekers, employers, and ecosystems in their area. (Ministry of Economic Affairs and Employment of Finland n.d. a.). As opened in detail in the following chapters, this thesis focuses on and is commissioned by one of these pilots.

The subject of this thesis is 'Pathway to Employment Readiness of Higher Education Graduates. Case Study: The Get to Work Pilot with Demola'. The work focuses on describing, assessing, and defining the Pilot participants' work readiness skill development. The target group of the research is students graduating from the University of Tampere and Tampere University of Applied Sciences. In detail, the focus is on participants taking part in the Demola Challenge and the Pilot. Research and the results aim to support the different societal actors in their work to promote rapid employment.

While establishing and defining the thesis topic, both the author and the commissioner developed a curiosity to comprehend the meaning of a so-called "good guy" in recruitment and work life. One should never claim that the good

guys always get the job (Juhila 2006, 111); however, the task force assumed employers prefer to hire good guys, which translates to “hyvä tyyppi” in Finnish. Is this assumption accurate, and what exactly does it mean to be a good guy? One of the vast innovators for this thesis was to give perspective and know-how to these reflections.

1.2 Commissioned by Quickly to Work

The commissioner of this thesis is a Pirkanmaa government pilot on employment called Quickly to Work, more commonly known by its Finnish name “Nopeasti töihin.” Quickly to Work project's operations support the employment objectives of the Pirkanmaa Government Pilot on employment experiments, which are exploring and cultivating the improvement of continuous learning services (Tampere Universities n.d.).

According to Tampere Universities (n.d.) and the commissioner, the Quickly to Work project is based on shared objectives. A high employment rate is considered a transversal benefit to all societal actors. According to the Sorjonen (2023) a year ago, the number of unemployed recent graduates was still the lowest in around 14 years and considerably lower than before the coronavirus pandemic. However, over the past 12 months, unemployment has risen again. At the end of July 2023, there were around 3,510 recent higher education graduates unemployed, an increase of 660, or 23%, to last year. The rise in unemployment among non-higher education graduates has been much smaller, at just 5%. (Sorjonen 2023).

Direct employment after graduation is crucial for career development and establishing a stable position in the job market. However, graduates need support to find a job, build professional networks, and uncover hidden employment opportunities. The facilitation of higher education graduates to work-life demands collaboration between universities and employment services, leveraging the core expertise of professionals. The services should align with customers' needs, and accessibility has to be enhanced. (Tampere Universities n.d.).

Quickly to Work aims to boost the immediate employment of higher education graduates in Pirkanmaa and to develop a cooperation and service model between Tampere Universities and the City of Tampere Employment Services (Hostikka 2023; Tampere Universities n.d.; Nopeasti töihin n.d b.). The project is funded by the Ministry of Education and Culture (Nopeasti töihin n.d a.; Tampere Universities n.d.). Implementors of the project are Tampere Universities and the City of Tampere Employment Services. All in all, the development work involves Tampere University, Tampere University of Applied Sciences, City of Tampere Employment and Growth Services, Nokia City employment services, Lempäälä employment services, Valkeakoski employment services, and Local government pilots on employment. (Hostikka 2023; Tampere Universities n.d.; Nopeasti töihin n.d. b.).

1.3 Thesis' Objective, Purpose, and Research Questions

The primary objective of the thesis is to evaluate the Get to Work Pilot with Demola process's effectiveness on employment readiness in higher education soon-to-be graduates and graduates looking for employment. The pioneering Pilot has combined employment-enhancing workshops and an Innovation Challenge provided by a new cooperation partner, Demola. Has the Pilot succeeded in its goal of supporting the employment of graduates?

The primary purpose of this thesis is to aid the commissioner and the City of Tampere Employment and Growth Services by providing in-depth information about the possible employment-enhancing effects of the Get to Work Pilot with Demola. The thesis will contribute to evaluating the feasibility of purchasing Demola's services to aid in employment management in the future.

The thesis builds upon relevant employment studies, and the effect of the Pilot is examined primarily through the characteristics of a good guy secondary through other graduate work readiness factors. The evaluation of effectiveness started in this work utilizes the purpose-fitting and popular Kirkpatrick's Model.

The research question within this context could be formed as follows:

"What is the Get to Work pilot with Demola process's effectiveness on characteristics of a good guy and employment readiness?"

Following the main research question, sub-questions contribute to assist in structuring the thesis and guiding it to answer the primary research inquiry:

"Can an external actor help develop employment readiness through characteristics of a good guy?"

"Is the impact of the Pilot different from the Demola Innovation Challenge alone? If so, how?"

The research questions aimed to be answered will serve as a reference point throughout the writing process of the thesis.

1.4 Structure of the Thesis

The opening chapter of this thesis, Introduction, acquaints the reader with an overview of the thesis topic and aspects affecting it. The reader gets an introduction to this thesis's background, the TE services' reform, and the thesis commissioner. Perhaps most importantly, the thesis objective, purpose, and research questions are outlined in more detail. The second chapter presents the reader with the critical service provider, Demola, and the extensive service examined in the research. In addition, it offers an overview of previous research about Demola.

The third chapter introduces theoretical models regarding graduate work readiness. The concept of a good guy is explained and discussed, and a completely new model conducted by the author, characteristics of a good guy, is presented and reviewed. In addition, this second chapter points out the social factors that hinder employment at a societal level. This chapter also reveals the possibilities of enhancing the characteristics of a good guy and other work readiness skills through education and training. At the end of the chapter, the

theoretical framework is modeled for the reader to ease the understanding of the whole.

The fourth chapter describes the empirical research of this thesis. The research objective and purpose are outlined together with the research design. The chapter introduces the methods used and describes the data collected. The data analysis is explained, and the research reliability, validity, and limitations are assessed.

The fifth chapter focuses on the research results and uses the theoretical framework conducted earlier in the work. The theoretical framework is analyzed while the results of the two research sources are compiled and compared to reach conclusions. The background variables are discussed, the findings regarding characteristics of a good guy, other work readiness skills, and other occurring employability factors are highlighted according to their priority, and Net Promoter Score results are opened.

The sixth chapter concludes this thesis by summarizing and discussing the findings, providing insights and future recommendations, and ensuring the research questions are answered. In addition, a short personal reflection about the topic and the thesis process is shared.

2. THE GET TO WORK PILOT WITH DEMOLA

Quickly to Work project has included different kinds of pilots boosting higher education graduate employment. This thesis focuses on one of these pilots, called the Get to Work Pilot with Demola, later called the Pilot (Nopeasti töihin n.d. c). The Get to Work Pilot with Demola took place in the spring of 2023, and the process incorporated two key components: The Demola innovation challenge, subsequently referred to as the 'Demola challenge,' and a new entity with the Get to Work aspect. The Pilot was carried out by another project manager of the Quickly to Work project, Mira Valkonen; the Creative Director of Demola, Jere Wessman; and a representative of the City of Tampere Employment and Growth Services, Susanna Hakala, along with their colleagues and other project supporters.

First, let's take a closer look at this private sector service provider, Demola, then dive deeper into the Demola challenge all Pilot participants took part in and then focus on the first-time implemented Get to Work aspects and the structure of the entire Pilot process the participants took part in.

2.1 Demola: Origins, Philosophy, and Global Reach

Demola was started in 2008 on the initiative of Nokia Ltd. The company was looking for a new tool, a platform, to think about new ideas that would be created, thought, and developed with a wider creative community. Instead of focusing on mobile phones, at the time Nokia's core business, Demola was designed to explore further. Demola's focus on university students is a combination of different interests and factors:

- Give students the possibility to work on real-life projects, develop relevant work-life skills, find exciting career paths, and identify startup seeds (Wessman 2023).
- The creative age of the participants' majority. The behavioral complexity of humans peaks around the age of 25 (Gauvrit, Zenil, Soler-Toscano, Delahaye & Brugger 2017).

- An easy way for businesses to access and explore the newest university research (Wessman 2023; Demola n.d. c).
- Combining the process into gaining credits at the university provides a justification and a time gap for people to participate (Wessman 2023).

Most of Demola Global Ltd is owned by the employees involved in the company's day-to-day activities (Wessman 2023). One of the minority holders is Tampere-based Dimecc, with 66 different shareholders, including Finnish Universities and big corporations in technology, Nokia, Wärstilä, and Suunto, among others (Dimecc n.d. a, b). When communicating with global partners and in English, Demola is described as a social enterprise. Meaning that the aim is not to generate profits for the owners, but most of the income is invested back into the core activities, meaning co-development with students. (Wessman 2023).

2.2 Taking Part in the Demola Challenge

As in many other places, Tampere Demola's primary service is an eight-week Demola challenge that combines higher education student teams, product and service development projects, the research side of universities, and professional facilitation. Participants co-create solutions, new service concepts, and demos around real future challenges set by commissioners. Taking part in the challenges happens in multidisciplinary and interdisciplinary teams of about five people. (Wessman 2023; Demola n.d.)

Aiming to foster curiosity among the teams: Demola's challenges are multifaceted, with numerous potential solutions. Thirty different teams around the globe might work on the same challenge. Each has a slightly different mission statement and angle on the topic. The aim is not to compete against others but to create different solutions and synergies. Experts and facilitators will support the process and collaboration, but the teams should work mostly independently. Often, the best results are found in groups pushing themselves forward. Team members' motivation must be on course (Ribeiro, Santos & Proença 2022, 443; Wessman 2023), and when creating the teams, the presence of a driver, i.e., a

person who encourages others to perform well, has to be taken into account. (Wessman 2023.)

The 2023 Tampere spring patch of Demola challenge involved 11 teams, 48 participants, and 20 nationalities (Riikonen 2023). The process included a kick-off, two jams, weekly thematic group sessions, work tasks, and a final event with the challenge team's demo presentations. During the challenge, professionals provide regular feedback about the work. In Tampere, enthusiastic participants are supported in continuing their journey by applying to the pre-startup program MYLLY. (Wessman 2023.)

2.3 Get to Work Aspect and Pilot Structure

As mentioned earlier, the Get to Work Pilot with Demola process incorporated two key components: Demola's challenge and a new entity with the Get to Work aspect. The program was described in the initial marketing similarly as follows: the target group of the Pilot is higher education soon-to-be graduates and recent graduates looking for a job. The 8-week program will teach work-life skills and international cooperation, getting to know peers and building a competence portfolio with experts. Using Demola, the process brings together teams to solve real-life work challenges and sparring to clarify skills. (Nopeasti töihin. n.d. c).

The Get to Work Pilot with Demola included two different starting info possibilities: a live meeting while eating brunch or an online version in Teams. According to Valkonen, 15+10 people registered for the info sessions, most of whom showed up. A high level of interest indicates that multi-channel marketing succeeded in reaching soon-to-be graduates and graduates. However, only five (5) info participants declared their participation in the Pilot, of which one canceled their enrollment due to employment. Perhaps the 8-week Demola challenge felt too requiring, and that caused only a few signups? It is worth noting that participation in the Get to Work Pilot with Demola was entirely voluntary, which is not always the case with Employment and Growth Services. (Valkonen 2023).

After the info, the application for the Tampere 2023 spring patch Demola challenges opened, and the participants' journey began. Alongside the Demola challenges, three workshops were organized by Wessman and Valkonen, focusing on enhancing graduate employability. The workshops covered, among other things, peer support and sharing about the obstacles faced in job seeking, evaluating one's good guy characteristics, and helping to create a competence portfolio. A week after the Pilot ended, participants were offered a relaxed lunch in a nearby restaurant with the thesis author without the Get to Work Pilot hosts. This informal get-together included the last round of updates and relaxed goodbye chats.

Eventually, four (4) out of 48 Demola challenge participants were part of the Get to Work Pilot. These participants scattered into the “basic” Demola challenge teams. The study of this thesis covers qualitatively two study groups: the participants in the Get to Work Pilot with Demola and the “basic” participants taking part only in the Demola challenge. The primary purpose is not to compare between groups but to build a better overall understanding of personal employment readiness development around the Demola process.

2.4 Previous Research on Demola

This thesis is not the first academic work related to Demola Innovation Challenge. The present chapter introduces and discusses the previous studies that hold relevance or otherwise provide value to this thesis.

Wessman has worked at Demola since 2013 and is currently one of the company owners. Translated by the author, the title of Wessman's master's thesis for the Faculty of Education at the University of Tampere (2015) is *The Effectiveness of the Demola Process in Supporting the Development of Higher Education Students' Expertise*.

As the title suggests, the work studies the expertise development of the Demola challenge participants (Wessman 2015). This past topic has contributed to the scope of this thesis. Both the commissioner and the author saw no need to carry

out a duplicative study on the same issue. Instead, the aim is to extend from traditional expertise to other work-life skills, modeled later in this work using the characteristics of a good guy. In addition, the research in hand emphasizes the aspect of employability and employment readiness.

Since many of the studies regarding Demola, including Wessman's work, are not peer-reviewed, they will not be relied on in this thesis. However, it seems reasonable to provide a summary of some research conclusions. Wessman's research states that the Demola process is effective, and that student expertise is developing. The 2021 study, *Demola Co-creation Approach: The Students' Perspective* (Costa et al. 2021, 873-880), echoes similar findings, with the most significant growth observed in students' ability to work within interdisciplinary teams.

Wessman (2015, 59) and Costa et al. (2021, 878) agree that problem-based learning can help students accumulate skills that traditional subject-based teaching does not provide. Wessman says solving a problem gives students a better understanding of the many phenomena and challenges of the working world and highlights the importance of building up the "tacit knowledge" during studies, such as interpersonal, collaboration, problem-solving, time management, and leadership skills. These skills often develop in teamwork situations, as Demola provides for participants. (Wessman 2015, 59-61).

In 2018, Lahti and Wessman stated that learning within a study field can create group blindness, making it difficult to distinguish individual skills. In interdisciplinary teamwork, team members do not share basic knowledge from each other's specialized fields. The approach requires finding a common language and recognizing individual and collective competencies (Lahti & Wessman 2018, 2-3).

Wessman's master's thesis (2015, 61) suggests that the following research could focus on whether Demola alums change the work culture when they enter the workforce. Another suggestion, more interesting from the point of view of the commissioner and the objective of this thesis, is to explore what kind of skills the Demola challenge graduates already in work life feel they have gained from

participation. Due to limited time recourses, this thesis must focus on something other than this aspect, leaving it unexplored.

3. THEORETICAL FRAMEWORK

The theoretical framework presented in this chapter creates this thesis's academic foundation and supports the research's conducting and analysis later described. Relevant concepts, models, and frameworks are covered in this chapter when building up the information that helps answer the thesis question and supports reaching the thesis objective and purpose. The chapter details the skills and competencies needed for graduate work readiness, describes and critiques the concept of a good guy, and presents a new, more diverse definition of the characteristics of a good guy. Challenges of fair employment, detailed reasons why work readiness does not always correlate with work positions get addressed, and the role of education and training, including its evaluation, are discussed.

3.1 Graduate Work Readiness

The term “work readiness” refers to the level of readiness or preparedness in terms of possessing the necessary mindset and qualities essential for success in work life. The concept is relatively new; it emerged in literature in the late 1990s – early 2000s. Using work readiness to describe the context is suitable, but the terminology usage has been inconsistent. Various terms have been used, including work preparedness, graduate employability, generic attributes, key competencies, and transferable skills. (Caballero & Walker 2010, 17-19; Caballero, Walker & Fuller-Tyszkiewicz 2011, 42; Verma, Sanjeev & Alan 2019, 3-4.)

Concerned stakeholders, including educators, employers, and graduates, agree on the importance of work readiness (Verma et al. 2019, 3-4). However, defining work readiness skills is challenging since stakeholders have varying perceptions and opinions regarding the value and importance of graduate proficiencies and their skills (Bridgstock 2009).

Caballero and Walker stated in 2010 that the most frequently encountered attributes in studies related to work readiness are communication, motivation,

initiative, creativity, and personal skills (Caballero & Walker 2010, 18-19). In the study published one year later, Caballero, Walker, and Fuller-Tyszkiewicz created a work readiness scale (WRS) using quantitative methods. They identified ten main categories of work readiness: motivation, maturity, personal growth/development, organizational awareness, technical focus, interpersonal orientation, attitudes to work, problem-solving, adaptability, and resilience. The final four factors were personal characteristics, organizational acumen, work competence, and social intelligence. (Caballero et al. 2011, 50.)

In 2019, Verma, Sanjeev & Alan developed a similar scale called the work-readiness integrated competence model, WRICM. It was designed by utilizing 362 human resource experts, and psychometric testing confirmed that WRICM is a reliable measure of graduate work readiness. (Verma et al. 2019.) These two scales, WRS and WRICM, have excellent uniformity and are firmly in line with each other, even though some terms and quality groupings differ (Caballero et al. 2011, 50; Verma et al. 2019).

As presented in Figure 1 below, WRICM covers four main dimensions: intellectual resources, meta-skill resources, job-specific resources, and personality resources. It also has ten sub-dimensions: communication skills, teamwork and political skills, system thinking skills, information technology skills, core business skills, self-management skills, leadership skills, innovation and creativity skills, foundation skills, and cognitive skills. (Verma et al. 2019.)

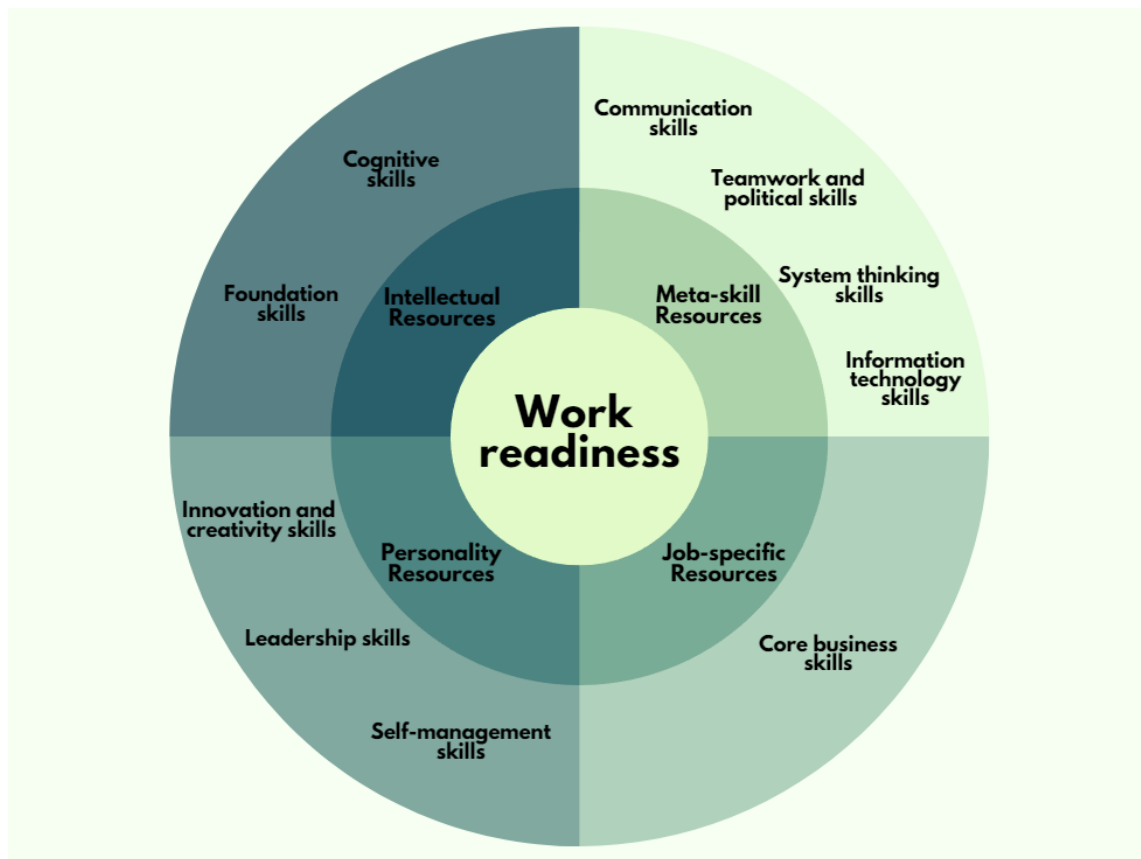


FIGURE 1. Visualization of work-readiness integrated competence model, WRICM by Verma, Sanjeev & Alan (2019).

WRICM is a broad entity. Its ten sub-dimensions, under four main dimensions, present an overview of the 53 most essential skills/competencies required for graduates to be work-ready. For example, leadership skills under the main dimension of personality resources contain five skills/competencies: logical thinking, visionary, influencing others, relationship management, and initiative. As appropriate, each of these skills has been described with a statement. For instance, a logical thinker is specified to be able to move from one thought/idea to another clearly. (Verma et al. 2019.) This more profound, more detailed level of WRICM is a big part of the theoretical framework of this thesis and, for instance, was used to create the characteristics of a good guy presented later in Chapter 2.3.2, Figure 2.

3.2 “Good Guy”

Have recruiters found a way to explain this unclear mass of different factors affecting recruitment decisions to themselves and others through a workaround? In Finnish, the personal characteristics of a 'good guy' are summed into a word pair, “hyvä tyyppi.” Good guys or something closely related to it emphasizing different personal characteristics and emotional skills has been found regularly in job announcements in the past few decades (Varje 2018, 40-45; Haavisto 2021). As in English, there is no precise definition of a good guy in Finnish, which means the employing party can dictate what the term means to them.

While education and traditional skills do play a significant role in recruitment decisions, in many cases, the importance of a job candidate's other qualities and personal characteristics are just as high (Niitamo 2003, 9-10; Vaahtio 2005, 63-70; Haavisto 2021). Sometimes personal characteristics, to be a cultural fit to the workplace, or if there is no way of measuring the previous', gut feeling, might be the most critical criterion for selection. The person and their characteristics are considered more permanent, unlike technical skills. (Vaahtio 2005, 63-70.) Perhaps employees and characteristics are seen as something employers don't have the capability or rights to mold.

Personal characteristics are measured increasingly in the application phases (Niitamo 2003, 9-10; Finland's National Recruitment Survey 2022). It might be that emotional skills and personality traits are needed more in today's work world than before, or maybe there is a greater understanding and appreciation of the value of these kinds of skills (Varje 2018, 40-45; Haavisto 2021).

The absence of umbrella categorization in recent reports, including the Future of Jobs Report by the World Economic Forum (2020) and Finland's National Recruitment Survey (2022), should indicate how we view and assess skills. Umbrella ratings often fail to capture the complexities of individual skills. Umbrella terms, such as soft skills, hard skills, or good guy, are always challenging in

academic rigor. At the same time, unfolding the broader concepts and discussing the details is essential; umbrella terms prevalence should not be dismissed.

However, it is valid to question why this thesis highlights employment readiness by focusing on the characteristics of a good guy. For a work of this size, it is justified and necessary to limit the scope of the study to a reasonable size. The commissioner and author's interest turned into the Finnish term "hyvä tyyppi" and the characteristic impressions it raised. All parties involved had experienced the term usage in practical situations. Among other things, this thesis is a test to build a more academic image of the term and possibly later help to assess whether it could have the potential to become a Finnish substitute for soft skills. Finnish translation "hyvä tyyppi" avoids the sexist criticisms that the term soft skills face. Soft skills is claimed to be antiquated, unclear, imprecise, and to carry gender bias association to women (Hong 2016, 2; Villiers 2020).

3.2.0. Critique Towards the Term

It is essential to consider how good guys are talked about when addressing job seekers. This thesis explores the concept of a good guy in relation to employability. Kirsi Juhila's (2006, 111) study on client relationships highlights the issue of typification, where clients are categorized based on preconceived notions. This practice creates fixed positions for both clients and workers, limiting the possibilities for those in different categories. A good guy should be understood as a spectrum of qualities and skills rather than a binary categorization. (Juhila 2006, 111.)

According to a Finnish study conducted by Vaahtio (2005, 63-70), a good guy's profile seems genderless. Furthermore, the Finnish term "hyvä tyyppi" is genderless (Itkonen, Kulonen, Forsberg & Ruppel 2022), unlike the English equivalent good guy, which is sexist by excluding women from the expression (Prior 2017; Lewiss, Johnson, Smith & Naples 2022). The translation challenge is common; the Finnish language enjoys certain natural advantages regarding genderlessness (Engelberg 2018, 22; thisisFINLAND 2019).

Heikki Huilaja (2019) studied the practicalities of modern recruitment in their doctoral thesis on the Social Order of Recruitment (Rekrytoinnin sosiaalinen järjestys). He appropriately critiques the term because of its vagueness (Huilaja 2019, 76-77). In speech and everyday communication, the use of umbrella terms facilitates interaction. However, they are always a challenge for academics. This thesis tries to tackle this challenge in chapter 2.3.2, where characteristics of a good guy are presented.

Because of the bias towards men (Prior 2017; Lewiss et al. 2022), using the term good guy, only some of the criticism the term soft skills has received is avoided (Hong 2016, 2; Prior 2017; Villiers 2020). Regarding the commissioner, the inputs provided by the thesis will be used mainly in a Finnish-speaking community. The author recommends using the Finnish term “hyvä tyyppi” over Anglicisms wherever possible. When discussing the good guy concept in English, it is advisable to be mindful and raise awareness of the challenges the term poses (Swim, Mallett & Stangor 2004, 127; Prior 2017; Lewiss et al. 2022).

3.2.1. Characteristics of a Good Guy

The concept of a good guy is multifaceted, and there is no particular, one-size-fits-all profile. In 2005, Vaahtio explored the characteristics of a good guy in their doctoral thesis. According to the study, the most essential attributes of a good guy are motivation, flexibility, willingness to learn, sociability, and reliability. Other desirable qualities are activity, initiative, and versatility. A good guy feels ownership of the company and behaves accordingly - valuing the work and positively representing the employer, also in their free time. The ideal person is also outgoing, intelligent, and capable of independent decision-making. But despite all this, no one needs to be superhuman! The qualities of a good guy are the familiar qualities of a good employee. (Vaahtio 2005, 63-70.)

Based on Finland's National Recruitment Survey (2022), Vaahtio's findings are still relevant. The survey collected data from 519 professionals in recruitment, human resources, communications, marketing, and business management.

When asked how suitable applicants stand out from the crowd, the top four characteristics listed were, in this order, motivation, good expression/articulation of competence, genuine interest in the job or field, and professional skills/expertise. Another question was: Which characteristics do you value in applicants right now? The top four answers in this category were:

1. Professional competence, skills, education
2. Capacity and enthusiasm to learn, willingness to develop and improve
3. Relationship and interpersonal skills, ability to cooperate
4. Responsibility, self-initiative, and self-management.

Interestingly, survey results point out that one of the top 4 reasons that negatively affect the recruitment decision is that the applicant seems arrogant or does not recognize their own development needs. Other answers in the top four were quickly deducible from previous responses: The applicant doesn't know what they are applying for and why or applies out of obligation; the applicant doesn't know how to describe their skills or experience; and the applicant lacks motivation. (Finland's National Recruitment Survey 2022, 5-34.)

The difference between the characteristics of a good guy studied by Vaahtio (2005, 63-70) and results provided by Finland's National Recruitment Survey (2022, 5-34) is related to professional competence, skills, expertise, and education. The characteristics of a good guy compiled in this thesis do not contain these missing competencies/skills since the term 'good guy' generally refers to the person's character rather than formal qualifications (Kalm & Mallius 2021).

Conducted for this thesis, characteristics of a good guy is this thesis's most critical theoretical framework. Such an extensive introduction and detailing of the umbrella concept is an asset never seen before. The definition is also unique because it draws on a wide range of research materials, combining data from qualitative and quantitative studies.



FIGURE 2. Characteristics of a good guy. Compiled by Luhtala (2023), based on studies of Vaahtio (2005, 63-70), Finland's National Recruitment Survey (2022, 5-34), and Verma, Sanjeev & Alan (2019, 24-26).

The characteristics of a good guy compiled in Figure 2 are based on studies by Vaahtio (2005, 63-70), Finland's National Recruitment Survey (2022, 5-34), and WRICM by Verma, Sanjeev & Alan (2019, 24-26). Vaahtio presents a list of characteristics of a good guy in the Finnish labor market made with qualitative methods (2005, 63-70). Finland's National Recruitment Survey contributes quantitative and up-to-date information on current recruitment criteria in Finland (2022, 5-34). The data from these two sources is compared, combined, and matched to the skills list/items of WRICM, a tested and reliable measure providing a list of the most important characteristics needed for good graduate work-readiness (Verma et al. 2019).

The list of the 25 skills of a good guy and the statements of each skill are displayed in Figure 3. This thesis utilizes, as widely as possible, the same statements for the skills list/items that Verma et al. used when creating the

WRICM (2019, 24-26). Doing so aims to ensure consistency and maximize comparability with previous studies on graduate work readiness.

Terminology	
Skills list/items	Statements
Positive self-esteem	Ability to portray a healthy self-esteem and notion of high self-value
Self-motivation	Ability to do what needs to be done without influence from other people or situations
Self-confidence	A sense of belief or trust in own ability
Personal presentation	Ability to convey a positive image to organisation members and to the stakeholders
Time management	Ability to exercise conscious control of time spent on specific activities, especially to increase effectiveness, efficiency or productivity
Self-regulation	Ability to monitor and control own behaviour, emotions, or thoughts, and altering them in accordance with the demands of the situation
Organisational awareness	Understanding of people-organization relationship, and the social systems that exist and develop in an organisation
Adaptability	Ability to change or be changed to fit or work better in different situations
Attitude/Aptitude	Tendency to respond positively towards a certain idea/situation
Management skills	Ability to manage, inspire, motivate and engage
Professional ethics	Ability to demonstrate corporate standards of behavior
Communication	Ability to express and understand*
Giving and receiving feedback	Capacity to provide useful information to other people and receiving information that will help to learn more effectively
Negotiating/Conflict resolution skills	Ability to compromise or agreement while avoiding argument and dispute
Social skills/intelligence	Able to network and get along well with others
People/Interpersonal skills	Ability to moderate responses, empathizing, building relationships of and productive interactions
Emotional intelligence	Capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically
Decision-making skills	Ability to make a good decision based on weighing the positives and negatives of each options/alternatives
Learning skills	Ability to use language, numbers, images and other means to understand and use the dominant symbol systems of an organisation
Evaluation skills	Skills to make critical judgement and coming to reasoned conclusions based on available evidence
Enterprising	Ability to show initiative and resourcefulness for accomplishing different tasks/activities
Change management	Ability to accept, adapt and sustain change quickly
Willingness to learn new things	Always ready to learn, grasp new approach/ways of doing things
Initiative	Ability to assess and initiate things independently
Relationship management	Ability to supervise and maintain relationships in internal organisation as well as with external stakeholders

FIGURE 3. Based on the work of Verma, Sanjeev & Alan (2019, 24-26), the skills list/items and statements compiled for the characteristics of a good guy.

With one exception, Verma et al.'s (2019, 24-26) statement list (Figure 3) is consistent with the characteristics described in Finland's National Recruitment Survey (2022, 5-34) and the study made by Vaahtio (2005, 63-70). All three of these studies agree that communication skills are crucial. In WRICM, communication is divided into four parts: written communication, verbal communication, language skills, and giving and receiving feedback. Unfortunately, Finland's National Recruitment Survey (2022, 5-34) or the study made by Vaahtio (2005, 63-70) do not specify what communication means. For this reason, the communication skills of the good guy, as distinct from WRICM, are summarized in a broad but clear statement, "ability to express and understand" (Cambridge University Press 2011, 151; Oxford University Press 2023).

3.3 The Gut Feeling and Structural Discrimination

As presented later in this chapter, research shows that discrimination is taking place in recruitment. Good work readiness skills and being a good guy play in the job candidate's favor. However, it is rarely the jobseekers who can influence whether they are treated equally or discriminated against; social actors and recruiters have a significant role to play (International Labor Organisation n.d.).

Since the Get to Work Pilot with Demola aims to develop soon-to-be and recent graduates, the research conducted focuses on the work readiness skills and characteristics of a good guy. However, due to the biases and prejudices profoundly affecting the employability of recent higher education graduates, the topic is explained below in detail to provide the reader with necessary holistic information. Structural and complex challenges regarding discrimination should be dismantled at all levels of society. Increasing knowledge cross-cutting across all employment-related actors could contribute to positive long-term development.

In theory, all recruitments of recent graduates should be explainable based on the skills and competencies Verma et al. were able to list out in WRICM. (Verma et al. 2019, 10). When looking at the big picture, from first-employee companies, micro associations, multinational corporations, and everything in between, the reality of hiring might lack objectivity and isn't always rational or explained by data collected during the recruiting process (Lee & Wrench 1983,26; Neckerman & Kirschenman 1991, 441; Miller & Rosenbaum 1997, 512; Voswinkel 2008).

Even though discrimination in recruitment is usually unintentional (Valkama 2021), it is an integral part of the overall employment picture (Nenonen et al. 2021, 45-52). It has been shown repeatedly that emotions and 'gut feeling' impacts recruitment decisions (Lee & Wrench 1983, 26; Neckerman & Kirschenman 1991, 441; Miller & Rosenbaum 1997, 512; Voswinkel 2008; Bergbom, Toivanen & Väänänen 2020, 49-51). In practice, this means, for example, that the subjective assessment made during a recruitment interview does not reflect the qualifications or abilities of the candidate (Rivera 2015). It is

claimed that nowadays, HR professionals seem to be relatively aware of and realistic about the impact of emotions on the selection process (Bergbom et al. 2020, 49-50).

The Diversity Barometer 2020 highlights the benefits and challenges of emotion in recruitment. Emotions can, for instance, indicate whether a person fits into the organization and work community (Rivera 2015; Bergbom et al. 2020, 49-51). Previous interpretation may be due, for example, because of the interaction skills and -style observed during the interview. Emotions can be valuable information, but they can also be based on the recruiter's conscious or unconscious prejudices and baseless assumptions (Bergbom et al. 2020, 49-51.) The term 'good guy' in this thesis is used to stimulate discussion about how personality and other not-so-easily-measured traits are often measured and judged by gut feeling, something even more complicated to concretize as the term good guy.

Despite increasing workforce diversity, many people from various minority groups continue to encounter significant discrimination in the job market (Balestra & Fleischer 2018, 12-14), meaning that not all higher education graduates or good guys start their job search on an equal footing. Although job seekers are often addressed as a mass, individuals, the actual job seekers, always begin their job search with different benefits and challenges.

The Finnish Employment Contracts Act (2001/55 § 2.2) dictates that the employer must treat employees equally unless the duties and position of the employees justify a deviation from this. This mandate against discrimination extends across all stages of the employment relationship, including recruitment (Honka 2017). This Act builds upon the fundamental principles of the Non-Discrimination Act (2014/1325 § 3.8), which entitles everyone to equal treatment, regardless of their characteristics, background, or gender. The latter Act also prohibits discrimination unequivocally, whether based on a fact or assumption about one person or another (The Non-Discrimination Act 2014/1325 § 3.8). Yet, even with domestic and international laws against discrimination, the job seeker is often at the mercy of the assumptions and prejudices of society and recruiters. As showcased in Figures 4 & 5, a significant number of individuals continue to face prejudice, bullying, and hate-driven crimes (European Union Agency for

Fundamental Rights 2018, 8; Nenonen et al. 2021, 93; Kline, Rose & Walters 2022, 39-40; Drydakis, Paraskevopoulou & Bozani 2023, 320-321).

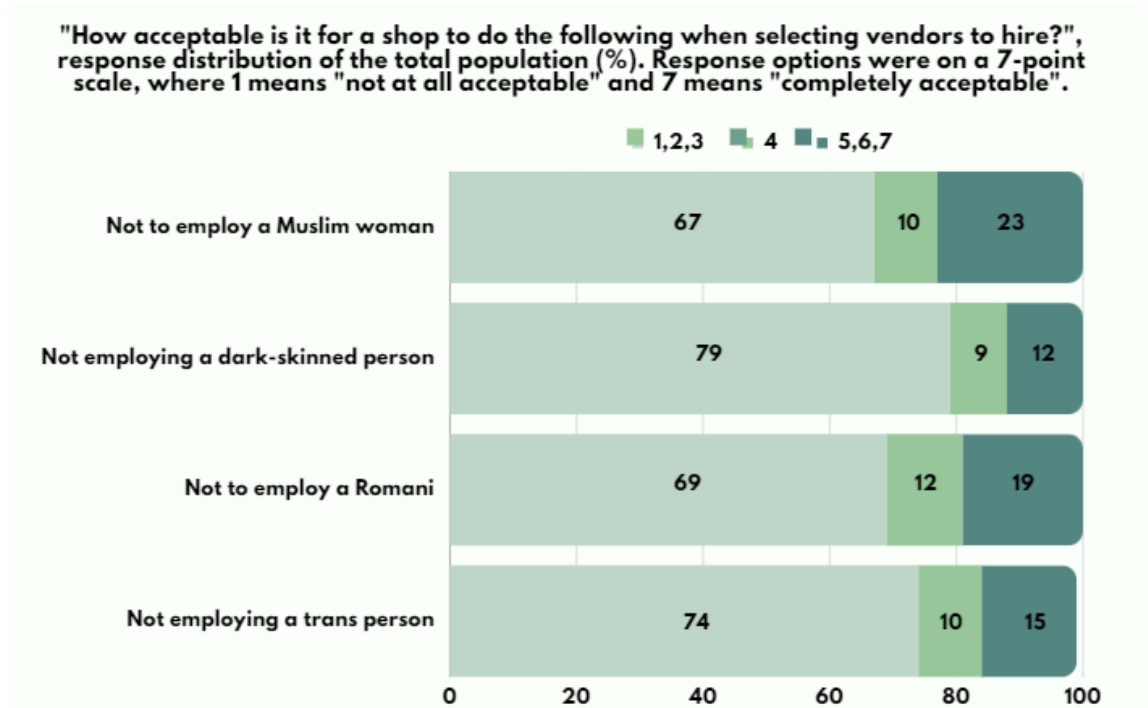


FIGURE 4. Based on the Fundamental right barometer published by Ministry of Justice, Finland. (Nenonen et al. 2021, 47).

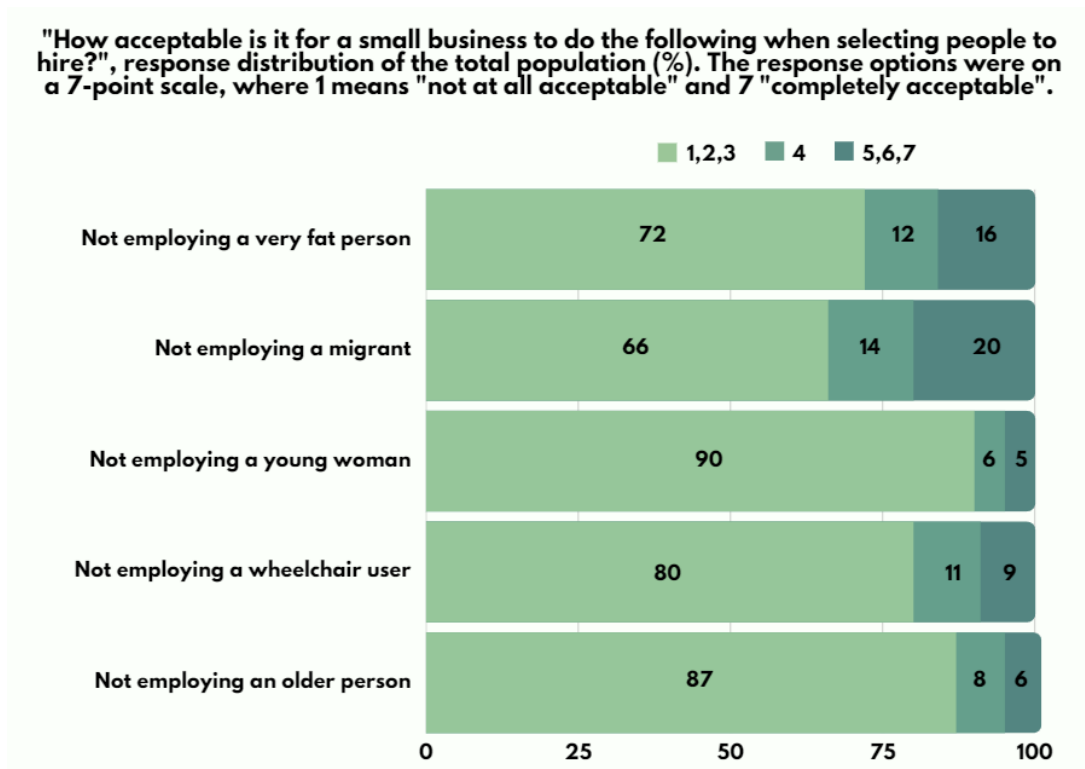


FIGURE 5. Based on the Fundamental Right Barometer published by the Ministry of Justice, Finland. (Nenonen et al. 2021, 50).

The Fundamental Rights Barometer (Perusoikeusbarometri) is a research project of the Finnish Ministry of Justice and the Human Rights Centre, which was carried out as a complementary project to the Europe-wide Fundamental Rights Survey. Above, Figures 4 & 5 show the views of the Finnish majority population, 1049 Finns interviewed, on two different employment scenarios described in the pictures. (Nenonen et al. 2021, 6-10). Even though some interviewees may not have realized it, the questions and answers presented show how discrimination by the recruiter is perceived. The results allow an assessment and comparison of the discrimination faced by the groups mentioned: Muslim women, dark-skinned, Romanian, trans, very fat, migrant, young women, wheelchair users, and older people (Nenonen et al. 2021, 6-10).

In general, discrimination in employment is not accepted, but the opposing side and the so-called “middle ground” are also represented, depending on the category, by 11-34 percent. The same study, Fundamental Rights Barometer, also mapped the perceived levels of discrimination. When comparing views presented in Figures 4 & 5 to the perceived levels of discrimination, these views are, at least to some extent, aligned with behavior in everyday life (Nenonen et al. 2021, 89-92). Studies also indicate that such factors as looks (Bergbom et al. 2020, 46-49) and name ethnicity (Kline et al. 2022, 11-14) affect recruitment.

Even though the Get to Work Pilot with Demola is not directly influencing the recruiter's prejudices and biases, it might have a positive labor market impact in the long run. When considering the Demola challenge participation, a multinational environment, interdisciplinary teams, and newly acquainted team members, the environment might help reduce some participant prejudices and biases. People with good experiences interacting with other groups have more positive attitudes towards them (Allport 1955). For example, the study by Page-Gould, Mendoza-Denton, and Tropp (2008, 1080-1081) shows how having even one friend from an ethnic group reduced race-based prejudices and cross-group anxiety. It is reasonable to assume that in the future, the participants will influence, in one way or another, the recruitment of new employees.

3.4 Role of Education and How to Assess It

This chapter discusses the role of higher education in employment readiness, opens the background and reasonings behind learning by doing, and introduces Kirkpatrick's model of assessing training effectiveness.

3.4.0. Educations' Impact on Work Readiness

Education can have a positive effect on employment and often does play a critical role in developing graduate work readiness (Bhorat, Cassim & Tseng 2016, 314-315; Purcell, Elias, Davies & Wilton 2005, 36-39; Staines & Quinn 1979, 4-11). Education's effect can occur immediately or later and might impact individuals, communities, and societal levels.

Raivola, Valtonen, and Vuorensyrjä (2000, 12-13) define effectiveness as achieving objectives and the success of positive education. Sometimes, the different stakeholders have different opinions on the effectiveness. Even though society would perceive the effectiveness as poor, for example, due to lack of efficiency, from the individual perspective, education can be effective, and learning can occur. To meet the expectations and needs of different stakeholders, relevance, i.e., suitability for purpose, usability, and usefulness, is also essential. The concept of effectiveness is connected to the assumption that an individual well-being needs are fulfilled, which is often seen and evidenced by customer satisfaction. (Raivola et al. 2000, 12-13, 17).

Education is proven to help train numerous work readiness skills/competencies, such as communication, problem-solving, and teamwork skills (Purcell et al. 2005, 36; Zaharim et al. 2009). However, the effectiveness of education depends on various factors such as the quality of education, learners' motivation, and external support from actors such as career services, mentoring programs, and employers (Bridgstock 2009; Brown & Hesketh 2004).

Puhakka and associates have released multiple employment analyses about the graduates of the University of Joensuu. They have concluded that even though a

university degree provides employment possibilities, it does not assure it (Puhakka & Tuominen 2002, 2005; Puhakka et al. 2008, 2010, 47). Other research shows that employers only consider some graduates work-ready. In particular, there is room to develop personal and relational competencies/skills (Nielsen Research Services 2000; Casner-Lotto & Barrington 2006, 21; Gardner & Liu 1997, 32-34). These skills in question are the same or very close to the skills and competencies listed as characteristics of a good guy.

The ongoing discussion revolves around the purpose of higher education. The debate, which claimed to last over two centuries, has focused on whether the primary function of universities is to prepare students directly for employment or to provide them with an opportunity for personal, intellectual, and social development that might positively affect employment opportunities. (Williams 1985, 181). However, in the 2000s at the Bologna Process, European countries have increased the comparability of higher-education qualifications across Europe (European Education Area n.d.), and employment of graduates has been the most crucial aspect of it (European Higher Education Area n.d.). The Bologna Process suggests, at least for a while, the tipping of the scales in favor of employment prioritization.

Regarding Fallows & Stevens (2000, 75-76) and Knight & York (2003), research results have repeatedly suggested the need for higher education to promote generic skills in parallel with subject-specific skills. Fallows & Stevens defined the generic skills under four broad headings: information retrieval and handling, communication and presentation, planning and problem-solving, and social development and interaction (2000, 77). When examining these headings and their further distinctions, one cannot help but notice the similarities with the skills/competencies of the characteristics of a good guy.

3.4.1. Learning by Doing

As previously opened in Chapter 2. The Get to Work Pilot with Demola, the Demola challenge, is a co-working project trying to be a work-life-like experience. Both research and common sense endorse the idea of learning from peers,

practical experience, and an environment relevant to the subject matter (McCall 2004, 127-128; Harding 2022, 6). After the 1990s, there has been a shift in scholarly focus and practitioner interest regarding individual learning to transition from traditional formal teaching methods to more informal approaches (Clardy 2018; McCauley, Derue, Yost & Taylor 2013).

A popular 70/20/10 learning model originates from research conducted on the corporate sector by McCall, Lombardo & Morrison (1988). The framework separates learning into three categories. Experiential learning occurs through challenging work assignments and work rotation; social learning occurs through working with others, peer support, mentoring or coaching, and feedback; and formal learning occurs in more structured, traditional teaching (McCall et al. 1988; Rabin 2014, 5; Clardy 2018; 702010 Institute n.d.)

The framework suggests that 70% of learning would be experiential, 20% social, and 10% formal. The percentages are suggestive and should not be taken too seriously, but research does show that in work life, a clear majority of learning happens through informal channels (Jennings 2015, 8-9). In addition, Arets, Jennings, and Heijnen (2016, 4) claim that good learning results are more likely to be achieved when people learn close to the work environment, where and when different skills should be acquired and applied.

According to Salunen (2006, 13), project learning, one of those more unstructured teaching methods', is often legitimated by being more motivating than traditional teacher-led methods. In long projects, there is a need to pay particular attention to maintain motivation. Exciting tasks and a suitable level of challenge often support continuity. (Eteläpelto & Rasku-Puttonen 1999, 183, 190–191.)

Overall, the reasoning seems valid. Studies do show that co-creation projects have a higher level of satisfaction than traditional teaching (Yeo 2009; Ribes-Giner, Perello-Marín, & Díaz 2016; Kastolani, Arenggoasih, Indah, & Susilayati 2020). Better satisfaction results are obtained also from co-creation activities, practicality, interdisciplinary, and varying collaborative projects (Al-Sheeb, Hamouda, & Abdella 2018).

The so-called experiential learning of higher education often includes internship(s), which are different lengths of practical work periods in work life. Internships vary, but usually, they contain training on the job, and the goal is gaining experience in a specific field or area the student is interested in (Zopiatis 2007, 65.) When successful, internships can develop a variety of work readiness skills, including technical and analytical skills as well as adaptability and creativity (Chen, Hu, Wang & Chen 2011; Coco 2000, 41).

Learning by doing is real, but as Harding (2022, 6) highlights, there is no reason to assume that unstructured learning approaches would automatically provide good learning results. Even though the learning process would not be measurable by traditional metrics, there should be indicators for monitoring accountability. In the Demola, this challenge is tackled, to the best of their abilities, by a comprehensive final survey the participants fill out (Wessman 2023).

Suppose the Demola challenge succeeds in creating an environment close to work-life for the participating higher education students. In that case, it has a chance to teach, in practice, new ways to continue life-long learning in work life.

3.4.2. Evaluating the Effectiveness

There are many established and popular frameworks for defining the effectiveness of education and training, including the Kirkpatrick model, Brinkerhoff's Success Case Method, and 360-degree feedback. The Kirkpatrick model is the most suitable effectiveness evaluation model for this research case. It is highly flexible and thus easily adapted to suit the research objectives and circumstances. Simultaneously, it provides a straightforward and easy-to-understand process that divides the evaluation into smaller, more manageable components (Frisk 2005, 8-40).

Kirkpatrick published the training assessment method as early as 1959. Over the years, it has evolved through various stages into its current form. (Bates 2004, 341). The model design, demonstrated in Figure 6 below, aims to present the

value of education and training to a business focusing specifically on single training courses or training programs.

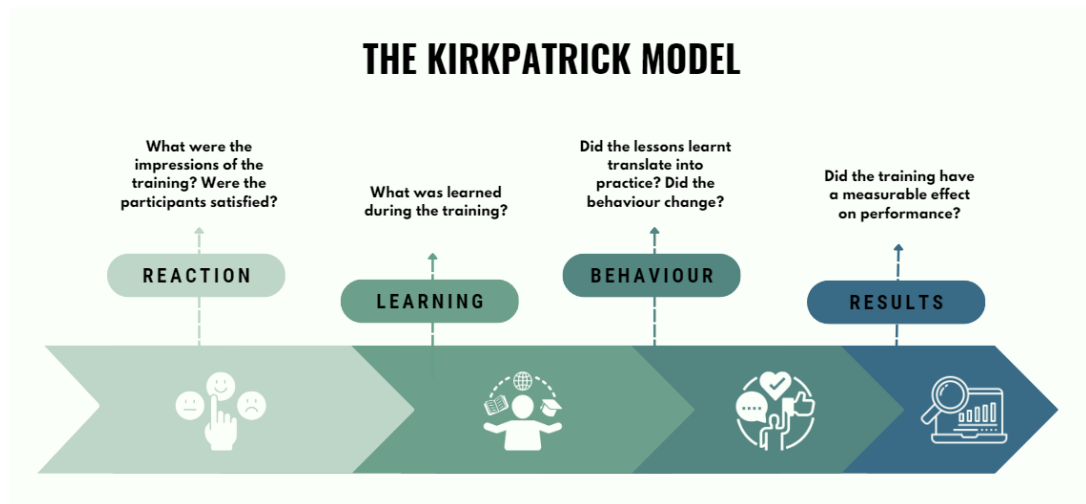


FIGURE 6. Presenting Kirkpatrick's levels of assessment. The figure is adapted from Frisk's (2005, 8) diagram.

As demonstrated in Figure 6, the Kirkpatrick model's four levels are reaction, learning, behavior, and results. The first level, reaction, focuses on the satisfaction of the participants. For the process to be effective, the participants should consider it beneficial. Satisfaction itself is no guarantee of learning, but it provides a reference framework that can be utilized both in the creation of future assessments and in improving the training. Satisfaction might also indicate the motivation and interest of the participant –both of which can impact learning results. (Kirkpatrick & Kirkpatrick 2006, 27-40.) For the collected feedback to be beneficial, Taylor and Furnham (2005, 172) list the following conditions for the form design:

- The questions must be well formulated and unambiguous,
- the questions should only measure one thing at a time,
- answering should be easy, and
- the form should have space for free comments (Taylor and Furnham 2005, 172).

The second level, learning, focuses on what was learned during the training. This level aims to verify how well participants learn the skills, knowledge, and attitudes training seeks to develop. The assessment is divided into three parts. Starting

level assessment helps the facilitator target the training content and the learner set personal learning objectives. During the training, assessment is meant to guide learning. To summarize the learning outcomes, a predictive and summative evaluation is carried out at the end of the training. Optimally, the ending results are compared with the first results collected before the training. (Frisk 2005, 22 – 23.)

The third level, behavior assessment, aims to see whether the knowledge and skills learned have been put into practice. The evaluation of this level is more challenging than the previous two. Evaluation should be executed sometime after the training, as participants need time to apply what they have learned (Kirkpatrick & Kirkpatrick 2006, 52-53). For reliable results, evaluation should include self-evaluation and external assessment, such as by a colleague or supervisor (Frisk 2005, 27-35; Kirkpatrick 2008, 488-489).

According to Kirkpatrick, conducting the first three levels before moving to the fourth level, called results, is essential. This level focuses on the long-term outcomes and effects either the organization or the participant gained from the training. The evaluation can be done from three perspectives: Efficiency assesses the functionality of training arrangements, the appropriateness of planning, and the quality of teaching. Economics looks at the relationship between the resources invested in training and the benefits it brings. Effectiveness assesses the achievement of pre-set training objectives. However, sometimes these initial objectives are not met, but the training is still effective. (Frisk 2005, 40; Kirkpatrick 2008, 490.)

3.5 Modeling the Framework

Figure 7 below presents an overview of the theoretical framework conducted in this thesis. Higher education graduates' employment consists of two main elements: work readiness skills and possible recruiter biases. These elements are familiar from the chapters above. Even though the Biases of recruiters might play a big part in getting a workplace, they are mainly left out of the research

focus and development evaluation. Presumably, the Pilot has almost no or no possibility to affect them.

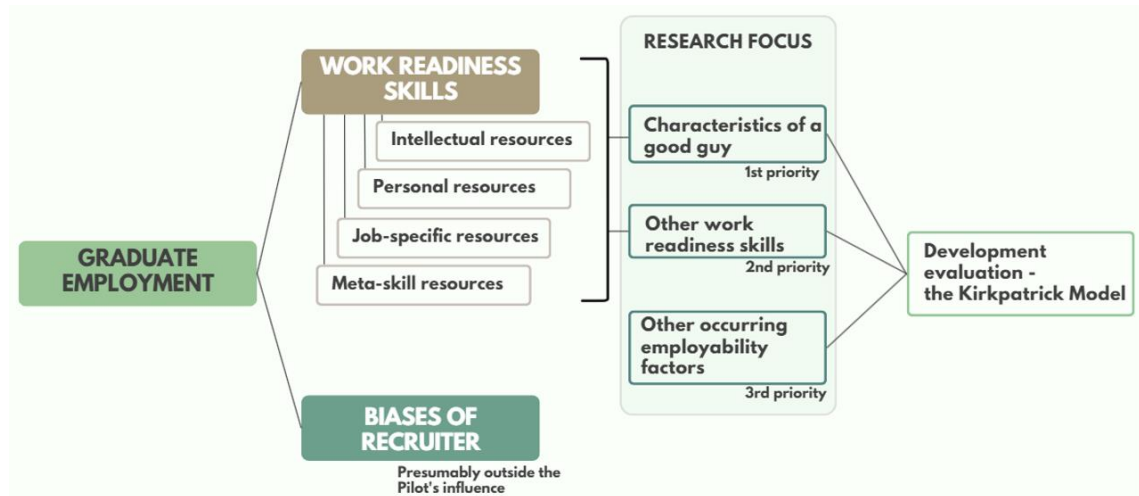


FIGURE 7. Modeling the higher education graduate's employment readiness and the evaluation process used in this thesis.

As presented in Figure 7, in the section research focus, work readiness skills are divided into two categories: Characteristics of a good guy are the priority when conducting research and evaluating the results, and other work readiness skills are the second priority. The theoretical framework of this thesis fully supports these two research focuses.

The third research focus priority is possible other occurring factors. These factors include various things that may or may not be valuable for employment. Such factors can be, for example, family relations (Macmillan, Tyler, and Vignoles 2015), quality of portfolio or CV (Finland's National Recruitment Survey 2022, 23), and career clarity (Lau & Pang 1995, 22; Xin, Chou, Li & Tang 2020, 1,5,9).

The theoretical framework of this thesis cannot fit the large entirety of the 3rd priority inside its scope. Consequently, the importance of these findings cannot be considered on par with the research's 1st and 2nd priorities, which are directly aligned with the established theoretical constructs presented in this paper. However, the possible elevations raised will align with general employment-supporting hypotheses, and the organically emerged insights might provide valuable information that enriches the broader context of the research.

As described, the priorities of research focus are hierarchical, and attention throughout the work is devoted accordingly. The chosen three hierarchical priorities affecting graduate employment readiness and their development during the Get to Work Pilot with Demola are assessed utilizing the Kirkpatrick Model.

4. CONDUCTING EMPIRICAL RESEARCH

This section introduces the research process and explains why specific methodologies and tools were utilized. The aim has been to create a coherent and mutually supportive whole from the theoretical framework and the research, helping to answer the research question and supporting the objective and purpose of the thesis.

As described later, the research design was divided into interviews and a questionnaire. The purpose is to utilize the connection between the two, their different objectives, and differing disturbances. The following sub-chapters will reason why combining research methods is substantiated, describe the data analysis process, and challenge the validity, reliability, and limitations of the research conducted. Having concluded that the research is, at least to a substantial extent, produced under academic good practice, the thesis moves to the next chapter, focusing on the presentation and analysis of the results.

4.1 Research Objective and Purpose

The research objective is to evaluate the Get to Work Pilot with Demola process's effectiveness on characteristics of a good guy and other employment readiness skills. Simultaneously, but secondary, the research is interested in how the Pilot succeeded in its purpose to support the employment of its participants. With the help of the Kirkpatrick model, the research process was designed to assist participants and facilitators towards a more effective Get to Work Pilot with Demola process.

The purpose of this thesis is to aid the commissioner in evaluating the feasibility of purchasing Demola's services to help in employment management. The purpose of the research is to collect and compile unbiased data for the mentioned evaluation. Although the thesis and research focus on the effectiveness of the Get to Work pilot with Demola and its potential to work as a higher education graduate employability pathway, the results and conclusions should be valuable widely in the employment and science community. All information, especially

when collected using tools that support scientific objectivity and by first consulting previous publications and related studies, contributes to a better understanding of the overall picture and helps contribute to its development (Finnish Social Science Data Archive n.d.).

As explained earlier in this work, the primary focus on assessing the effectiveness of the Pilot and Demola challenge happens through the characteristics of a good guy and secondary through other employment readiness factors. The main research question and its sub-questions have formed as follows:

“What is the Get to Work pilot with Demola process’s effectiveness on characteristics of a ‘good guy’ and employment readiness?”

“Can an external actor help develop employment readiness through characteristics of a good guy?”

“Is the impact of the Pilot different from the Demola Innovation Challenge alone? If so, how?”

4.2 Research Design

This study is a case research of current and potential customers of Get to Work Pilot with Demola. The case under examination is thus an example of a phenomenon - the potential for developing higher education graduates' employment readiness as a broader whole (Finnish Social Science Data Archive n.d.).

The wish and expectation of the author and commissioner was that the Get to Work Pilot with Demola would have more than the final four (4) participants. As Dworking (2012) states, the adequate number of participants in qualitative research varies from 5 to 50, depending on the situation. In addition to the four Pilot participants forming group 1, group 2, including five (5) participants, was collected among other Demola challenge participants. The expansion enabled the research sample to create a comprehensive qualitative dataset. As more thoroughly explained within chapters 1.3 and 4.1, the main differentiations between these two participant groups were that in addition to the Demola

challenge participation, Group 1 participated in the Pilot, including, for example, its workshops. Group 1 was also further in their study path and had a timelier interest in employment.

For this research, collecting qualitative data was a natural choice due to the small sample size, and as the Pilot was the first of its kind, it was relevant to focus on perceptions and experiences. Qualitative data is known for its expressive richness, complexity, and multi-level nature (Alasuutari 2019, 84). Once there is qualitative data, it is also easier to create a relevant quantitative study later. (Hammersley 2012, 10-12.)

The primary research method was a personal semi-structured interview. The interviews were followed by the secondary research method, a follow-up questionnaire. The combination of these two methods was due to two different factors. As presented in Kirkpatrick's model, evaluating the effectiveness of training requires multiple data collections in various stages of the training process. The combination of these two collections provided data to conduct the first two evaluations, which include reaction and learning. (Kirkpatrick 2006, 27-40.)

Another reason for utilizing different methods was to support the commissioner's customers, Pilot participants, in content. The aim was to ensure the commitment of the research participants and minimize drop-outs. The chosen model was perceived as less burdensome than participating in two interviews. At the same time, it was possible to offer the participant different ways to share their thoughts. The interviewees could choose Finnish or English as the preferred research language to add participant satisfaction. With an exception in Group 2, all interviews and questionnaires were in Finnish. Although bilingualism is carefully implemented, there is a possibility of something getting lost in translation.

Figure 8, below, presents the process timeline of this thesis by utilizing the Gantt Chart method. The seven (7) month process had a very intense starting schedule. The author got commissioned at the same time the Pilot info took place and only a few weeks before the first Pilot workshop. The schedule did cause challenges and had some effect on the data collection, which will be discussed in later

chapters. However, these challenges were overcome, and the pace calmed after the start.

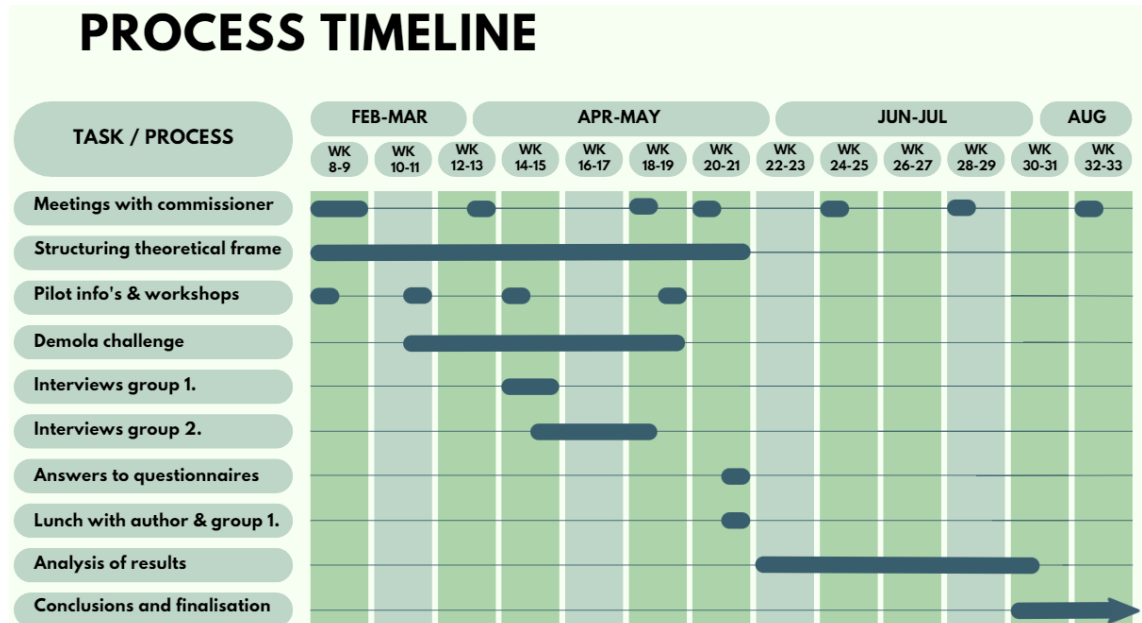


FIGURE 8. The thesis process timeline is illustrated by utilizing the Gantt chart method.

As presented in Figure 8, the thesis process included eight (8) meetings with the commissioner throughout the process, structuring the theoretical framework, Interviews of both participant groups, questionnaire answer collection, analysis of results, and finally, the concluding and finalizing the thesis. For reference, the process timeline also includes the Pilot info sessions & workshops, the Demola challenge, and lunch with the author and the research Group 1. The lunch took place to support the questionnaire result collection and to provide the group with one last positive and relaxed experience with the Get to Work Pilot with Demola.

4.2.0. Interviews

The research was carried out as a semi-structured interview with a slight twist of the thematic interview style. In formality, semi-structured but similarly semi-unstructured interviews are between a fully structured and a thematic interview (Hirsjärvi & Hurme 2001, 47.) Sometimes semi-structured interviews are also called thematic interviews, if precise questions are asked on specific topics, but

not the same questions are used with all interviewees (Saaranen-Kauppinen & Puusniekka 2006). Due to the different baselines of interviewees, it would not have served the research purpose to limit the information collected by having the two groups answer the same questions. Both interview groups had locked questions with as much similarity as possible.

As is customary in semi-structured interviews, the separate interview groups were asked the same questions (Hirsjärvi & Hurme 2001, 47). Since there is no unequivocal answer to whether the question order can vary in a semi-structured interview as it can in a thematic interview (Saaranen-Kauppinen & Puusniekka 2006), exceptions to the question order were utilized if it clearly supported the interviewee's train of thought and thus supported a deeper dive into the topic. If the answer seemed incomplete or difficult to interpret, the interviewer asked a supportive question about the issue to ensure the usefulness of all data collected. Kirkpatrick's model starting-level assessment and the during-training assessment were conducted in the interviews. Still, due to the intense schedule, the starting-level evaluation could have been more comprehensive.

When conducting the research, the aim was to obtain information from the participants without leading them toward any fixed answers. As recommended by qualitative research experts, the questions were designed to be neutral (Alasuutari 2019). Following the commissioner's wishes and good research practice, the interviewees were informed about the background and purpose of the study. Before starting, each participant filled in a participation form presented in Appendix 1.2.

Except for one interview in Group 2, all interviews were conducted in Finnish. More technical details about the interviews are presented below in Figure 9. The Finnish versions of the questions can be found in Appendix 1.3 and 1.4, and the English versions in Appendix 1.5 and 1.6. When conducting the research, only the interviewer had access to the questions.

CONDUCTED PARTICIPANT INTERVIEWS							
Group 1				Group 2			
INTERVIEW- WEE	DATE	TIME	INSTITUTE	INTERVIEW- WEE	DATE	TIME	INSTITUTE
A1	4.6.2023	26:10	TAMK	A2	14.4.2023	22:39	TAMK
B1	4.6.2023	26:11	University	B2	14.4.2023	27:45	University
C1	4.6.2023	18:45	TAMK	C2	14.4.2023	21:56	TAMK
D1	14.4.2023	19:10	University	D2	17.4.2023	50:14	TAMK
				E2	2.5.2023	23:13	University

Eight interviews were in Finnish and one in English. Eight interviews were held online via Zoom and one in person. More details are not shared to protect privacy.

FIGURE 9. Table about conducted interviews.

Interviewees were asked whether they preferred conducting the interviews face-to-face or online. One interview was held face-to-face in a meeting room familiar to the interviewee. Rest took place online using the conference tool Zoom, a popular tool in today's education and working life. Online meetings gave flexibility in terms of physical location and time. Despite the intense schedule of arranging and conducting the interviews, coordinating schedules posed a slight challenge with only one interviewee. Like the face-to-face interview, the online meetings also had a live feel and spontaneity in immediate responses (Gubrium, Holstein, Marvasti & McKinney 2012, 179).

As presented in Figures 8 and 9, interviews were conducted in weeks 14-18, when the Get to Work Pilot with Demola and Demola challenge had already continued for multiple weeks. All interviews, including the live one, were recorded using Zoom recording. For later analysis, transcription was carried out using a Microsoft Word transcribe feature, followed by further quality assurance and improvement by manual work. Due to the limited resources and participant amounts, nine (9) interviews were conducted. Even though participation wasn't mandatory, all four (4) Pilot participants in Group 1 were ready to take part in the research.

The author took part in the second Pilot workshop, at the end of which there was a moment to present the research idea and arrange interview times. In Group 2, five (5) participants took part in the Demola challenge. They were introduced to the author via Jere Wessman, who worked closely with the challenge participants and was aware of the research objectives.

The interview atmosphere was good throughout the interviews. One contributor to this was the student-to-student setup. The interviewer was seen as a peer, and the communication stayed relaxed. It is good that not all feedback the Demola challenge received regarding work readiness or employability was positive. Giving honest feedback demonstrates the participants' courage to raise issues they do not necessarily perceive as the desired results of the research.

Observing how the interviewees reacted to sharing their good guy characteristics was fascinating and enlightening. All were willing to share and describe their characteristics, and the task deepened the connection between the interviewee and interviewer. Some found it challenging to choose between skills/items or shared more about their answers than others. Many revealed personal things that contributed to their strengths or development areas. In addition, many interviewees felt that some of their strengths were also weaknesses and vice versa. All this information has been used to interpret the other responses and has been valuable.

4.2.1. Follow-up Questionnaires

The follow-up questionnaires provided more data to support the data collected from the interviews. The aim has been to use different data collection methods that can and will complement each other. The follow-up questionnaires focused on the Kirkpatrick Model's second level of effectiveness assessment, focusing on what was learned during the Demola challenge and the Pilot. The follow-up questionnaire completed at the end of the training took place as the summative and predictive assessment.

As Hirsjärvi & Hurme (2001, 44-45, 64-65) suggest, sometimes researchers use the first data collection to inspire the following. However, since all data collected in this research is qualitative, the author proceeded with a more neutral approach when creating the follow-up questionnaire. Before conducting the follow-up questionnaire, analyzing the interviews was minimized. The reason was to avoid false prejudices that could have affected the questionnaire formation.

The questionnaires were built and distributed on the Microsoft Forms platform. In English, the questionnaire was titled Demola's Effectiveness on Employment Readiness. Following the title, there was a reminder of confidentiality and the reasonings for why and for what purpose the data was collected. As the author already knew each participant through the interviews, rather than being uptight, the tone of the intro was relaxed and encouraging. (Appendix 2.)

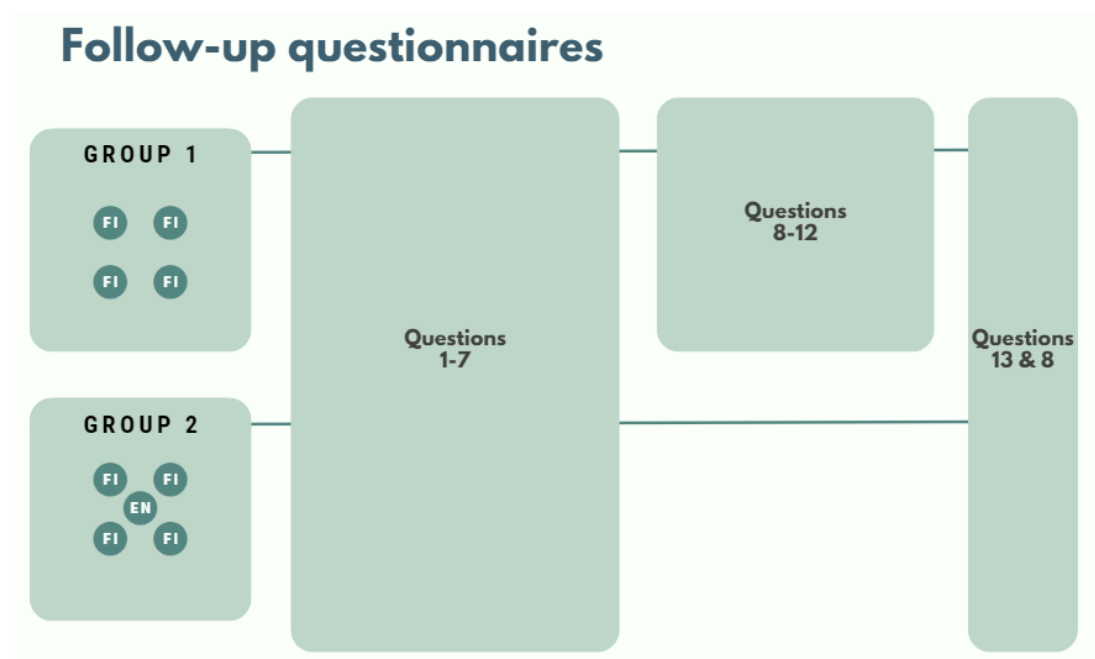


FIGURE 10. Presentation of the structures of the follow-up questionnaires.

Both study groups had their questionnaires, but for the most part, they were identical. As presented in Figure 10, the difference was that Group 1 had five additional questions about the Pilot. Eight (8) out of Nine (9) research participants wished to answer the questionnaire in Finnish, including all Group 1 members. The Finnish version of the questionnaire sent to Group 1 is presented in Appendix 2.2. The English version of the Group 2 questionnaire is presented in Appendix 2.1. In addition to the same questions asked by Group 2, Group 1 answered

questions 8-12 that focused on the Pilot. The questionnaire included multiple-choice and open-ended questions. (Appendix 2.)

The questionnaire formatting was based on guidance provided by Taylor and Furnham (2005, 172). The questions aimed to be well formulated and unambiguous; they measured only one thing at a time, answering was easy, and the form had space for free commenting (Taylor & Furnham 2005, 172). The design also drew on the online manual of the Finnish Social Science Data Archives (n.d.), *The Quantitative Research Method Guidebook*, which significantly focuses on questionnaire formation and its basics. The Guidebook states that the length and clarity of any questionnaire matters for both the respondent and the person recording the data. Obtaining a response from each respondent was very important, so the questionnaire length was moderate. The personalized but basic cover letters sent by email and the neat questionnaire layout were to inspire confidence and a sense of importance among respondents.

The Quantitative Research Method Guidebook (Finnish Social Science Data Archives n.d.) points out that anonymous questionnaires often provide more honest answers. In this research, the small number of participants in both study groups, four (4) and five (5) participants, weakened the possibility of maintaining the anonymity of respondents while conducting the data. Inspired by this, the author decided to embrace the opportunity and make the questionnaire data individualized to compare it with the data collected from the interviews. However, as strongly emphasized to the participants, their answers have been and will be completely anonymous to everyone except the author, who acted as the data analyst.

4.3 Analysis of the Data

The data analysis started after all data collection was conducted. The collected interview data were analyzed using thematic analysis involving several steps to ensure effective analysis. The themes used in the thematic analysis are abstract patterns that emerge from qualitative data (Mishra & Dey 2022). These themes were connected to the framework describing characteristics of a good guy,

research on employment readiness, and the information collected about learning. The thematic analysis was done in MAXQDA, a qualitative and mixed-method data analysis software. The steps of the thematic data analysis were:

1. Acquainting oneself with the data,
2. encoding the data,
3. establishing initial themes,
4. developing and evaluating the themes,
5. improving, specifying, and labeling the themes, and finally
6. composing the analysis (Braun & Clarke 2022, 35–229).

The data was transferred from the Microsoft Form platform to an Excel worksheet to help analyze the questionnaires. The analysis was primarily thematic, combining the results with those from the interviews. However, even though the questionnaire is qualitative due to the small participant amount, a one-way analysis of variance usually used in quantitative data analysis (Finnish Social Science Data Archives n.d.) was utilized when comparing the similarities and differences between the learning results of the two study groups (Table 1).

4.4 Reliability, Validity, and Limitations

In academic research, assessing reliability, validity, and limitations is crucial. Reliability in research refers to how consistently the chosen method measures. A reliable study would provide the same results if implemented again under the same conditions. (Adams, Khan & Raeside 2014, 245-247.)

Although the data collection process is described in detail in this thesis, for humane reasons, it could be challenging to re-conduct it with high similarity. The timeline and interview atmosphere recreation would be demanding, but sending the same questionnaires would be easy. Even though the results of this thesis do provide information never conducted before, from the parts of similarity to previous studies, especially about Demola, there are no considerable discrepancies, which is a reliability indicator of both the previous studies and this one.

Qualitative research is always a combination of several interpretations. Reliability is worth assessing from all perspectives. This research focused on the participant experience interpreted and illustrated by the author. At the start of their research journey, the research conductor and, for Group 1, also the commissioner, highlighted that all views and experiences are valuable, simultaneously emphasizing that the research aims to be objective and that no particular outcome is expected. If necessary, be reminded throughout the process.

The contact information of research Group 2 was provided to the research conductor by Jere Wessman, who might be biased towards positive results regarding development through Demola. There are no indications of this happening, but Wessman could have picked out the research participants based on the assumption of what types of answers they would provide. Some participants might have also felt they owed Wessman or the research conductor something and therefore modified their responses towards what they assumed were pleasing. But again, there were no indicators of this behavior, and all participants shared the good and 'bad' things regarding the Demola challenge.

As the commissioning party has an academic background, the process's academic reliability and validity were paramount. The principles of good academic practice include research ethics, such as careful and honest conduct and reporting, respecting the work of other researchers, conducting research in a manner that is consistent with scientific knowledge, and disclosing potential sources of funding (Hirsjärvi, Remes & Sajavaara 1997, 23-25).

Validity can be considered after the reliability of the research is checked. Validity in research signifies the extent to which the results accurately represent the intended measurement of the study (Adams, Khan & Raeside 2014, 245-247). In terms of validity, both the interviews and the questionnaires were in line with the purpose and objective of the research. Supporting validity, the attempted design goal of the questions and answer options was to make them fail-safe from misinterpretation. For the most part, the goal was achieved. One possible exception is discussed in more detail in the results analysis.

The limitations of research discuss the characteristics of methodology or research design that may have impacted the results or their interpretation (Price & Murnan 2004). The author of this thesis was commissioned and compensated by Tampere Universities, one of the responding parties of the Get to Work Pilot with Demola. The thesis process involved multiple check-up meetings with the commissioner. These meetings were attended by varying degrees of representation from Tampere University, Tampere University of Applied Sciences, TE-office, and Demola. All involved in the Get to Work Pilot with Demola. These meetings had a good and relaxed atmosphere, and the author had the final word regarding the thesis and research conducted. Feedback has been provided and ideas thrown around, but as said, the implementer has had generous freedom.

One limitation of the research is that the number of participants was forced to be relatively small due to the small size of the pilot group, intense timetable, and limited resources. There are no unambiguous limits to the participant amount of qualitative research, but it is worth considering whether 9 participants can provide enough information on the topic (Hirsjärvi & Hurme 2011, 60).

As Hirsjärvi (2004, 171) notes, examining a single case in sufficient depth will reveal what is significant about the phenomenon and what might be repeated in a more general examination. Rather than finding irrelevant participants, the research process ensured each interviewee went through all stages of the research. Simultaneously, the focus moved on ensuring that each participant's perceptions of the topic were truly revealed and that the researcher's conclusions indeed reflected the perceptions and meanings that emerged (Uljens 1989, 12). In this exploratory and interpretive research, the depth of information needed was met with rich, in-depth qualitative data. The analysis was carried out carefully and thoroughly, taking into account the size of the sample. However, the results of this qualitative research should not be directly generalized to a larger population.

The thesis in hand is the author's first extensive academic work. Hence, the main challenge in maintaining good academic practice is monitoring the quality of one's work. Support of trustworthy and unbiased professionals previously experienced in the subject has been a great help.

5. RESULTS OF THE RESEARCH

This chapter presents the data collected from the interviews and the follow-up questionnaire and further explains how the primary data obtained have been reviewed and processed. As Walliman (2011, 69-71) defines it, the primary data for the study is gathered close to the events and as truthfully as possible. Further, it is essential for the definition of primary data that the documentation and analysis are executed for the first time. As described earlier, the data collection methods used in the research were a qualitative semi-structured interview and a follow-up questionnaire.

The result section briefly presents the participants' backgrounds to give context and deepen the later data analysis. As modeled in the research framework in Figure 7, the research focus has three elements: primary characteristics of a good guy, secondary other work readiness skills, and other occurring employability factors. This chapter focuses on these categories based on the hierarchy. In addition to the previous, the net promoter score is presented to enable sufficient effectiveness evaluation of the Challenge and the Pilot.

5.1 Background Variables

Background information used as variables can be important when examining contexts or analyzing respondents' perceptions. As the Finnish Social Science Data Archive (n.d.) points out, background data collection should focus only on the information relevant to the research. In addition, the information requested should stay sufficiently general (Finnish Social Science Data Archive n.d.) When designing this research, the essential background variables explored were considered educational and professional background and motivations for participating in the Demola challenge. As an unintentional byproduct, few other possibly relevant background variables were recorded.

One relevant background variable of this research is the participants' greatly varying work and study backgrounds. The participant's experience of perceived competence and confidence in their ability to cope in working life may have

contributed to their perception of their development and the experienced importance of different employment readiness skills. The following interview question: "Please tell me what you are currently studying and some background on what you have been doing after secondary school?" provided valuable information.

As described, each participant was asked to describe their educational and professional background. Six (6) participants had a degree from a vocational school, and four (4) from an upper secondary school. Five (5) participants had either some half-degrees or 'extra' degrees. One (1) of the participants had a previous higher education degree. Six (6) participants were currently studying at Tampere University, and three (3) were at Tampere University of Applied Sciences.

Two (2) participants studied data processing, two (2) interactive media, and the rest were on different programs studying information technology, materials engineering, architecture, sustainable digital life, and health & social sciences. The participants were in different study stages, from first-year students to recent graduates. Generally, Group 1 was at the end of their studies, whereas Group 2 was still at the beginning or middle of their studies. Due to this, Group 1 may have been more demanding when assessing and analyzing the development of work readiness skills.

In addition to the varying study backgrounds and current fields, the professional background before starting the latest degree varied. Before entering the recent or latest degree, four (5) of the research participants had no professional work experience, three (3) of them had been 1-4 years in working life, and one (1) had been in working life for over 20 years. Two (2) of the participants had experience working as an entrepreneur.

Another essential background variable asked in the interviews was the reasoning why the person took part in the Demola challenge or the Pilot. Group 1's motivations were focused on the marketed quickly to work aspect. Everyone in Group 1 considered it somewhat challenging to get a job. In addition, one of the Group 1 members raised the possibility of adapting the Demola challenge into an

obligatory internship in their studies. However, at the time of the interview, it was unclear whether that would be accepted. Another Group 1 participant was also interested in finding friends and contacts. Reasons to participate varied more in Group 2. Two (2) of the participants were interested in project work, two (2) were there to get a client project for their studies, and one (1) needed extra credits. Additionally, from both groups, five (5) participants highlighted their interest in the topic of their Demola challenge.

Even though it was not asked, some of the interviewees brought up details about their ages, and therefore, the participants are known to be between 18 and 42 years old. In addition, something can be drawn from the fact that eight (8) out of nine (9) interviewees chose Finnish over English as the preferred research language. Based on the conductors' possibly false observations, in terms of gender, the research group was balanced.

Due to their assumed irrelevance in qualitative research, all background variables were not examined. As listed in the Finnish Social Science Data Archive (n.d.), these variables could have included, for example, participants' age, gender, income, family or marital status, native language, or ethnicity. While analyzing the interviews and due to personal experiences, a question arose: Do higher education students who had moved from another municipality feel more insecure about their chances of finding a job after graduation? Despite this reflection, background variable delineation in conducting the research can be considered successful.

5.2 Characteristics of a Good Guy

This chapter and its sub-chapters focus on the primary research focus, the participants' good guy characteristics. The data collected is based on the experiences of the participants, and the aim is to support the thesis purpose and objective by exploring whether, and if so, how the Demola Challenge and the Pilot have the potential to influence the characteristics of a good guy. Collected research data is examined through the theoretical framework focusing on the model of the characteristics of a good guy presented in chapter 3.2.

According to the follow-up questionnaires section asking about the good guy characteristics' involvement in the process, most respondents experienced the frame relevancy as either neutral or positive. Rather than staying on the level of "a good guy is likable", more detailed coverage of characteristics was appreciated. One of the pilot participants considered good guy characteristics irrelevant from an employment perspective, although it was an 'interesting exercise' (C1).

In the job search scenario presented in the follow-up questionnaire, six (6) of the study group said to emphasize equally the characteristics of a good guy and technical/hard skills. Two (2) said to emphasize technical/hard skills, and one (1) to emphasize characteristics of a good guy. A question arises: Is there a greater emphasis on good guy characteristics when the job applicant is confident about their competence?

5.2.0. Carved in Stone?

All the interviewees had a strong consensus, oblivious to each other, that the characteristics of a good guy are not carved in stone. The participants considered that personal features, such as other skills/competencies, can be developed.

When asked about it, four interviewees (D1., B1., C1 & E2) responded clearly and unambiguously that they felt they were good guys. The rest gave a more roundabout answer, but the underlying tone remained somewhat affirmative. Some respondents, including C2 and B2 quoted below, seemed unsure or shy about praising themselves when answering. Both quotes answer an interview question: are you a good guy?

C2: Basically, yes. But maybe I'm a bit insecure about myself or something because I don't have that confidence or that kind of stuff. Especially in work-related matters, it may be even more emphasized. In close circles with close people, I feel like a good guy, but if I need to go into a more formal environment, I might feel that I'm not.

B2: Well, probably about fifty-fifty. Yes, I am if I work or am in a professional role. Then, I always try to be a good guy. But I may not always be a good guy when we are more familiar. If the person is not so close, it is easier to keep up appearances.

As the quotes illustrate, the characteristics of a good guy were considered flexible and adaptable to the environment and people. Maintaining a role in the work environment is easier for some and more difficult for others. Interviewee D2 raised the possibility of disguising character and added that the trial period before employment was a good test to demonstrate a person's true nature. The tone of the answers may also suggest an indication of the person's self-esteem.

5.2.1. Scale of Improvement

Table 1 below presents the follow-up questionnaire answers to the question, "How has your participation in Demola contributed to the following work-life skills?" In the survey, questions included a picture of Figure 3 presenting explanations of each characteristic of a good guy skill/item. This question answers how the participants' experience development of characteristics of a good guy determined earlier in the theoretical framework of this thesis in chapter 3.2.

On a scale of 1. 'I have not improved' to 5. 'I have improved considerably'.							
	Positive self-esteem	Self-motivation	Self-confidence	Personal presentation	Time management	Self-regulation	Organisational awareness
Group 1	4	4	4	3	3	4	4
	3	4	4	4	4	4	3
	2	2	3	2	1	1	2
	5	3	5	5	2	2	1
Average	3,50	3,25	4,00	3,50	2,50	2,75	2,50
Group 2	2	2	3	3	2	2	4
	4	4	4	5	4	4	1
	4	4	4	5	3	4	5
	4	4	4	3	3	3	4
Average	3,60	3,80	3,80	4,00	3,20	3,20	3,60
Difference	0,10	0,35	-0,40	0,10	1,10	0,85	1,10
Attitude Management Professional Giving and Negotiating/Conflict							
	Adaptability /Aptitude	skills	ethics	Communication	receiving feedback	resolution skills	
Group 1	4	4	3	5	4	5	4
	3	4	4	3	4	4	3
	3	3	3	2	4	3	2
	4	4	4	1	3	1	2
Average	3,50	3,75	3,50	2,75	3,75	3,25	2,75
Group 2	3	2	2	2	3	3	2
	4	3	4	3	4	4	4
	4	5	4	3	5	4	5
	4	4	4	5	5	3	4
Average	3,80	3,60	3,60	3,20	4,40	3,60	3,80
Difference	0,10	-0,15	0,10	0,85	-0,15	0,35	0,85
Social skills People Emotional Decision-making Learning Evaluation Enterprising							
	/Intelligence	/Interpersonal skills	intelligence	skills	skills	skills	
Group 1	4	4	3	4	4	4	3
	3	3	3	4	2	3	3
	4	2	2	3	2	2	3
	3	3	1	3	1	1	2
Average	3,50	3,00	2,25	3,50	2,25	2,50	2,75
Group 2	2	2	2	3	3	2	3
	4	3	3	3	3	4	4
	5	5	4	3	3	4	3
	4	4	4	4	3	3	5
Average	3,80	3,60	3,40	3,40	3,40	3,40	3,80
Difference	0,10	0,60	1,35	0,10	1,35	1,10	0,85
Change management				Willingness to learn new things			
	Relationship	Initiative	management				
Group 1	4	5	4	4			
	4	4	3	3			
	3	4	4	1			
	4	4	5	1			
Average	3,75	4,25	4,00	2,25			
Group 2	2	3	3	2			
	4	4	5	2			
	4	5	4	5			
	4	4	4	4			
Average	3,80	4,20	4,20	3,20			
Difference	-0,15	-0,65	-0,40	1,35			

TABLE 1. Summary of answers to survey questions 5 & 6.

According to the self-assessment presented in Table 1, the good guy characteristics of all participants have improved during their journey in the Demola challenge. According to the averages added together, the participants experienced:

Highest progress in

- willingness to learn new things, with a score of 4.225,
- communication, with a score of 4.075, and
- self-confidence, with a score of 3.9.

The least developed characteristics were

- relationship management, with a score of 2.725,

- emotional intelligence, with a score of 2.825, and
- learning skills, with a score of 2.825.

It is important to note that as outlined in the framing of the question, the answer scale was only about improvement, with answer one (1) being neutral, I have not improved, and answer five (5) being, I have improved considerably. Interestingly, one responder considered ratings to option three (3) as poor development needing to be apologized for. Unless one counts relatively good results as such, there are no other indications of a similar mindset or scale confusion.

Initially, it was surprising to notice the differences in development between the two groups. The preconception that Group 1 would give better results was not correct. However, the difference was relatively small. Group 1 had an average development score of 3.17 compared to 3.656 for Group 2.

The next sub-chapters focus on indicators and observations raised from interviews that positively affect the characteristics of a good guy. The discussion will present the research results regarding self-esteem, self-confidence, teams, entrepreneurship, and mindset. These themes were identified as highly important in the thematic classification of the interviews.

5.2.2. Self-esteem and Self-confidence

As described earlier, the characteristics were seen as fluid and something that can be affected. Possible differences depending on the environment were also revealed. The Demola challenge was praised by one of the participants:

B1: When you talk to people about work-related matters in a fairly basic company environment, you can find yourself more comfortable in the interview situation. You don't have to be that pompous. You get to be a bit more relaxed when you're sort of used to that kind of environment and not just coming from the couch where you've been lying for the previous week. It is better to have some kind of workflow or something. - -. Self-confidence is improved, and you don't have to fear the question: what have you been doing lately?

The previous quote describes the participants' improved self-esteem and shows how the Demola environment has helped them to find more confidence. As Farber, Silverman & Von Wachter (2016) point out, the effect of the unemployment stigma tends to be suppressed, especially in tighter labor markets. However, if, for some reason, the job seeker feels inadequate or less confident about themselves, the job search interaction is more likely to lead to unfavorable outcomes. Any attribute does not stigmatize its bearer, but the trait is transferred, stigmatizing or benefiting the individual, depending on the interaction situation (Goffman 1963). The increased activity resulting from the challenge, which might also interest the employer, was appreciated also by participants D1, C1, and D2. These observations indicate good guy characteristics, self-esteem, and self-confidence developed during the Demola challenge and the Pilot.

5.2.3. Teams

Throughout all interviews, the theme of working in interdisciplinary teams was emerging. Since usually, in Demola challenges, each team member is the team's only expert from their field of study, this was not surprising. This type of team structure received appreciation (C1, C2, E2, D2 & B2), but the downside of someone not taking care of their part was also experienced (B2). Working in an interdisciplinary team with student colleagues was utterly new, at least to one interviewee (D2). Although the development of teamwork skills emerged clearly from all the interviews and follow-up questionnaires, more in the previous chapter 4.3, it was surprising that only one interviewee (D2) specified the potential positive impact of experience on working in an interdisciplinary environment. Even though teamwork skills and their effect on employability and employment were well known to the interviewees, generally, they failed to specify the aspect of multidisciplinary.

If the Demola challenge environment reduces participants' prejudices, it should positively affect various good guy characteristics. Including personal presentation, self-regulation, teamwork, adaptability, communication, giving and

receiving feedback, emotional intelligence, people/interpersonal skills, social skills/intelligence, negotiating/conflict resolution skills, evaluation skills, and relationship management.

5.2.4. Entrepreneurship

As presented in Chapter 5.1, Background Variables, two research participants had worked as entrepreneurs earlier in their careers. Along with this, two participants (B2, B1) said they had become interested in entrepreneurship during the Demola Challenge and saw it as a potential career opportunity in the near future. Participant B2 described their changed view towards entrepreneurship as a career possibility. Quote follows.

B2: It [participation in the Demola challenge] gives you much more perception and understanding of the entrepreneurial opportunities in the future. At some point in my life, I was interested about it but thought I couldn't, etc. After Demola, I would reconsider this opportunity in the near future or later because I definitely like the creation process, and Demola confirmed it. And maybe I should think about that as a career opportunity that would make me happy.

As the quote above presents, Demola had confirmed that entrepreneurship indeed would be suitable for them and could make them happy. Based on the interviews, the Demola challenge showcases both the career opportunities of entrepreneurship and the entrepreneurial atmosphere. The challenge gives a good platform for development possibilities in attitude/aptitude and professional ethics, both characteristics of a good guy (Figure 3), as well as in innovation and creativity that are a part of work readiness skills (Verma et al. 2019, 24-26).

5.2.5. Mindset

Possibly the most significant finding from the interviews was the Demola challenges effect on participant mindset. In good guy characteristics,

attitude/aptitude means the “tendency to respond positively towards a certain idea/situation” (Verma et al. 2019, 24-26; Figure 3). One of the interviewees described the positive effect of the Demola challenge as follows:

B2: It changes your thinking towards positive. Gaining this positive mindset. Particularly in my degree, last year was quite depressing: pessimistic, critical, challenges, and problems. In terms of my own career, it was depressing. – –. I changed from almost depressed to thinking positively about my future and the world in general. A positive mindset comes from the framework that Demola uses. From the first day, the facilitators were saying to think positively and not focus on challenges, etc. The philosophy of Demola's co-creation process.

As the quote reveals, the interviewee considers the Demola challenge to have revolutionized their mindset and worldview towards positive. Several development indications of positive thinking emerged in other interviews (B1, C1, E2 & D2). Interviewee D2 described it liberating, for once, to ignore limits and rules and focus on possibilities. The possibilities focus had led their team to wonder whether there was a basis for different restrictions and regulations in their sector, whether they were functional in the present and future, and what society gained from them. Thinking positively led the interviewee to gain commercial awareness and think critically. Both are work readiness competencies, so more about this in later Chapter 5.3, Other Work Readiness Skills.

In terms of the previously mentioned attitude/aptitude competence of a good guy, the development described by interviewee B2 has a distinctive and positive effect on work readiness. In addition, the author wants to highlight that positive thinking and mindset have the potential to impact overall improvement in quality of life.

5.2.6. Viewing Own Characteristics

Mapping of participant characteristics was included in the research to investigate whether there was a correlation between the characteristics mentioned earlier in

the interviews and the subsequent scale assessment in the follow-up questionnaire (Table 1). For example, would skills perceived as good develop less, or those perceived as to be developed show the most improvement? However, no correlation suggesting something like that was found. Due to the previous, the characteristic listing did not bring much concrete value to the primary research purpose or objective. However, it does have the potential to help in some future research.

Due to the intense starting schedule of this thesis, the theoretical framework with the characteristics of a good guy (Figure 2) was not ready when facilitator Wessman first presented Group 1 with a list of features made by HR Designer Haavisto (2021). The list and its English translation are shown below in Figure 11 on the left. The list was not reviewed earlier in the theoretical framework because, in a second review, it became clear that it did not withstand academic scrutiny.

In the interview, Group 1 was asked: “At the first meeting, they asked about the characteristics of a good guy. Please tell me more about your answers.” When Group 2’s interviews took place, the characteristics of a good guy presented in the theoretical framework and Figure 11 on the right were ready. Group 2 was introduced with this academically backed statement list without any background on this topic and asked: “Which three do you consider your strengths, and where do you see room for improvement?”

The inconsistency of these characteristics made it more challenging to interpret the results and could have been more optimal. However, the data collected was extensive. Utilizing the theoretical framework of this thesis, particularly chapters 3.2 and 3.2.1, and as presented in Figure 11 in the first and second part from the left, all the characteristics were recategorized to match the academically created characteristics of a good guy. The recategorization was based on the clear skills/items statements in the WRICM (Verma et al. 2019, 24-26; Figure 3).

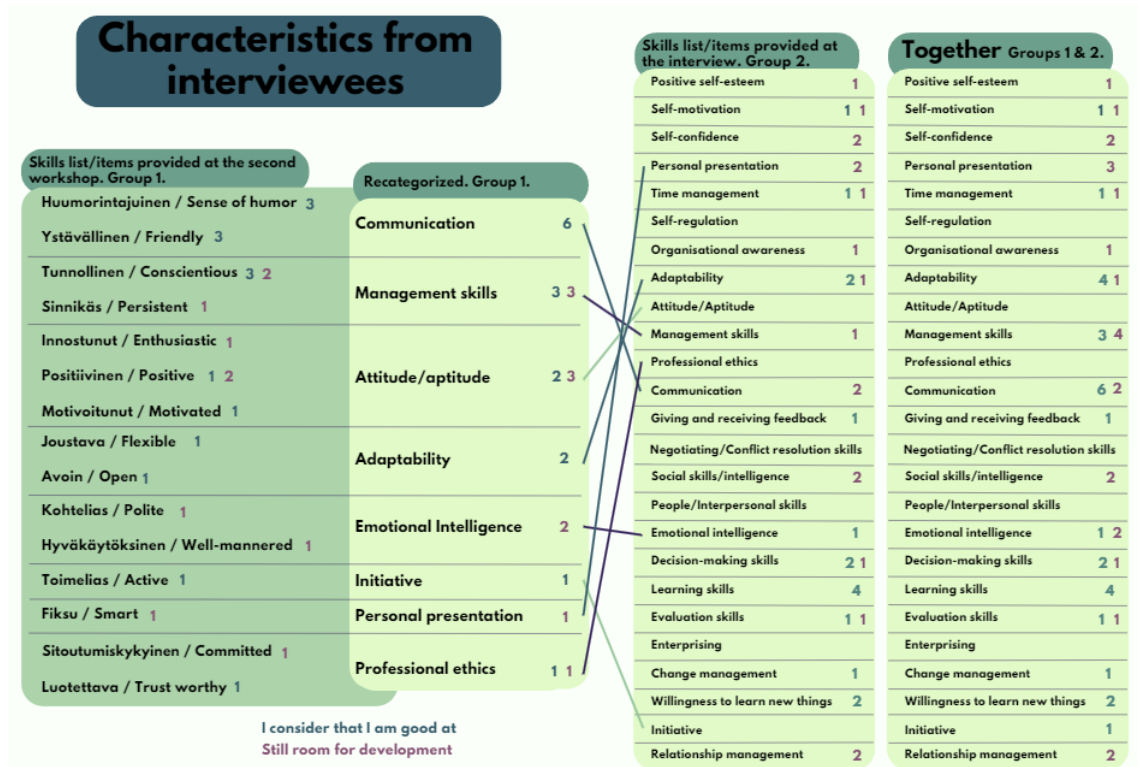


FIGURE 11. Presentation of interviewees self-assessed good guy characteristics.

In the re-categorization, most identifications fall under communication with six (6) positives and two (29, management skills with three (3) and three (3), and attitude/aptitude with two (2) positives and three (3) to develop. In Figure 11, the second column from the right presents the skill identifications of Group 2. Learning skills were identified positively four (4) times, both decision-making skills and adaptability two (2) positives and one (1) to develop. The other 23 skills identified zero (0) to two (2) times.

As presented in the total of these two groups in the column on the left in Figure 11 and later visualized in Figure 12 below, the skills have a great variety. Communication got six (6) positives and two (2) to develop, management skills three (3) positives and four (4) to develop, and adaptability four (4) positives and one (1) to develop. The rest got zero (0) to four (4) identifications.



FIGURE 12. A word cloud of the total perceived good guy characteristics.

As mentioned earlier, this part of the research provided little value, but the collected data might be beneficial. If based only on this research, due to the number of subjects and the difference in the skills list/items provided, the differences between groups should not be compared. Even though Group 1 considered themselves to be or not to be something, whether they would describe themselves with the good guy characteristic matching that category is still to be determined. Nor would they choose the same skills when provided a more comprehensive list as Group 2 was.

5.3 Other Work Readiness Skills

As explained before, finding other work readiness skills outside the characteristics of a good guy was the research's second priority. Although the focus was not on collecting a comprehensive set of utilized WRICM characteristics, many experiences emerged from the interviews that are not included in the characteristics of a good guy but do support or affect graduate work readiness. These observations serve the objective and purpose of the thesis and can later help frame further research on the topic. The skills in this chapter

are part of the Work-readiness integrated competence model, WRICM (Verma et al. 2019, 24-26), presented in the theoretical framework.

Interviews showed the effect of the Demola challenge on every main dimension of WRICM and a total of 11 work readiness skills that aren't characteristics of a good guy. These skills, also presented in Figure 13 below, fall under the sub-dimensions of core business skills, system thinking skills, cognitive skills, innovative & creativity skills, and leadership skills. This chapter lists the 11 graduate work readiness skills/competencies that emerged from the nine (9) interviews conducted.

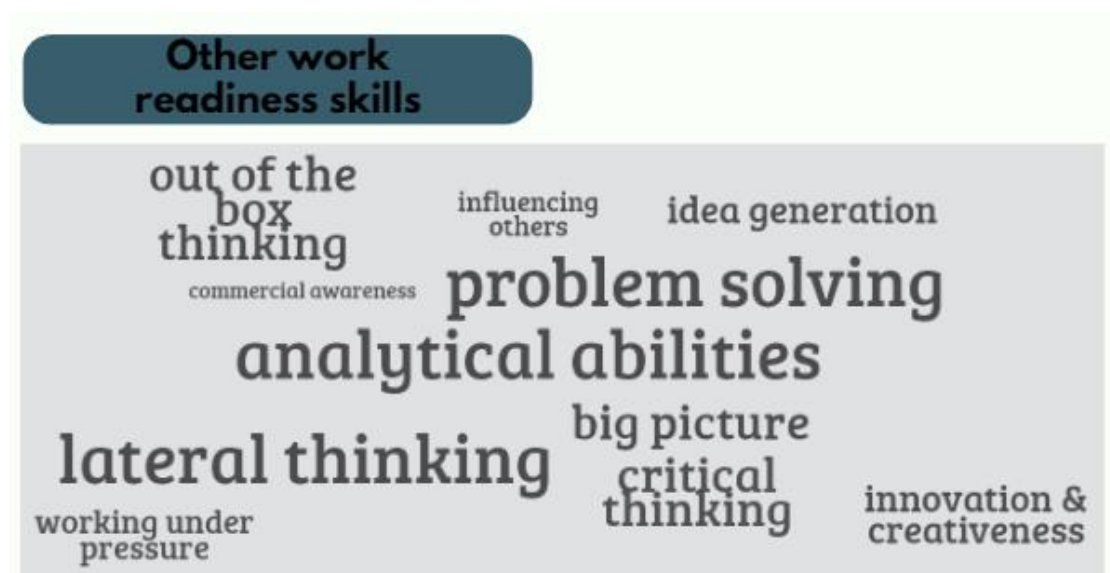


FIGURE 13. A word cloud of the other work readiness skills emerged from the interviews.

Under the WRICM sub-dimension, core business skills is **working under pressure**, which emerged from interviews in two different ways. One interviewee (D2) with a previous career background was surprised at how demanding the Demola challenge is and highlighted the intense “tough” schedule. It also seems that being part of a team and sharing a common goal to succeed or at least do well increases the individuals' standard of work and the pressure to perform (A1 & B2). Another developing skill under core business skills is **commercial awareness**. One of the interviewees highlighted the importance of cooperation

and the diversity of sectors involved. Earlier in the interview, they took the initiative to explain each team member's fields of study.

D2: Cooperation. No building is built alone. So, I would see that it is a core competence and, of course, an important skill in working life. In the past, I have collaborated with many different parties, designers, clients, subcontractors, and other stakeholders, but when you change sectors, it [cooperation] always changes a bit. The way is different, and there are inevitably certain typical features, depending on the field you are working in. Now, this [Demola challenge] is a slightly different perspective on the cooperation pattern in the construction sector with an international team of this kind.

Commercial awareness is about understanding the industry in which the graduate intends to work. As the citation brings up, the Demola challenge provides a platform to learn about one's sector. In an interdisciplinary team, one can search for one's positioning compared to other sectors and industries.

Under the WRICM sub-dimension system thinking skills, interviews revealed the development of work readiness in two different competencies. Observed from over half of the interviews (B1, A1, C1, E2 & D2), learning to view the **big picture** is integrated into the Demola challenge assignments. Based on the same interviewees, another integrated system thinking skill that develops is **out of the box thinking**, which one of the participants pointed out as the biggest surprise (C1) and few as one of the big highlights (B1; E2, B2 & D2).

From sub-dimension cognitive skills, development possibilities are raised in four categories. Based on all the interviews, skills in **problem solving**, **analytical abilities**, and **lateral thinking** are needed when answering the teams' commission. Few interviewees praised specific Demola challenge tasks related to problem-solving and lateral thinking (B1 & E2), and few the formation of the challenge process (D1 & C1) as something they want to experience and utilize

later. **Critical thinking**, or in this case, the use of relevant thinking styles in different situations, was raised by many interviewees (B1, B2, C1, E2 & D2). More about this topic is in an earlier chapter, 5.2.5. Mindset.

Since the Demola challenge team commissions are related to future possibilities, it was predictable that the development of the WRICM sub-dimension, innovative & creativity skills, would surface from the interviews. The following quote is from an interviewee to whom Demola introduced the world of possibilities:

C1: The surprising thing about this Demola challenge was that it's so terribly... Open. Open to all weird ideas and not spec'd out the same way as those engineering jobs. It was especially nice to meet the team there in Demola [Platform6 Startup House] on-site and then brainstorm ideas.

As the quote suggests, limitlessness surprised some participants. Boundless innovation and ideating are allowed and supported in the process (B1, C1, E2 & D2). WRICM separates competencies of **innovation & creativeness**, and **idea generation**, but they are very similar (Verma et al. 2019, 24-26). References around the theme fall into both mentioned categories.

Listed finally is the sub-dimension leadership skills. One of the interviewees (B2) listed leadership skills as one of the main learnings they gained from participation. This interviewee didn't go into detail but specified that some of their previous leadership skills and approaches had changed due to Demola. Another interviewee expressed their mission to learn teamwork from a different perspective. The goal was to avoid their instinct to take leadership over others (D2). The theme coverage was limited, and it was challenging to define the emerging competence. The closest match for both references could be **influencing others**.

As mentioned, these skills/competencies are part of the WRICM (Verma et al. 2019, 24-26) presented in detail in chapter 3.1, Graduate Work Readiness. The model includes 53 skills/competencies, of which 25 are part of the characteristics

of a good guy. The characteristic statements can be found in Figure 3. No references to 17 WRICM skills emerged from the research material. However, since the research focused on the characteristics of a good guy, the lack of mentions of these skills/competencies should not work as a conclusion indicator.

5.4 Other Occurring Employability Factors

This chapter concludes the third research priority, which cannot be considered on par with the research's 1st and 2nd priorities, which are directly aligned with the established theoretical framework of this thesis. The elevations align with general employment-supporting hypotheses, and the emerging insights enrich the broader context. However, it should be acknowledged that these results cannot be and are not interpreted in their entirety based on this thesis alone.

The following paragraphs focus on factors the research participants considered to impact or not impact their work readiness or employability. All the interviews had two slightly different but almost identical questions regarding the topic—one in the middle of the interview and one right before the end. The questions were: How do you think the program will contribute to your employment? Do you think the Demola process positively impacts your employability, and if so, how?

One area worth highlighting is the clarification of career plans, more in detail, the work style. One participant in both study groups (B2 & B1) got interested in entrepreneurship during the Demola challenge. Another had had an earlier interest in it but, before Demola's challenge, considered it to be something happening later in life. Now, they were thinking of it as a possibility right after graduation. For another, the challenge they had been working on had gotten air under its wings, and they were considering, as a team, taking part in the MYLLY program, which helps the starting entrepreneurs through group coaching.

In the interview, one of the participants (C1) acknowledged and highlighted the effect on 'soft skills' such as teamwork but did not feel this was important for employment. In addition, the participant's team had taken an exploratory research angle to the challenge, which the participant did not see as relevant to their sub-

skills for employability (C1). Another participant (D2) with previous work experience in their current study field did not feel their participation in the Demola challenge would considerably affect personal employability.

A significant part of the Get to Work Pilot with Demola advertising was the creation of a portfolio. As previously mentioned, all Group 1 participants considered it one of the motivators to participate in the Pilot and something they thought could benefit their employment. All Pilot participants saw the portfolio as a beneficial tool in the job search and, through that, as something supporting employment. Participant (A1) had tried to do a portfolio before but never finished it to be employer-ready. In the interview, the participants expressed the need for some outsider to 'kick-ass' to get it finally ready. The wish still needs to be fulfilled. Only one pilot participant got their portfolio ready before the follow-up questionnaire was sent and answered. However, the participant got hired for a position they applied for earlier and did not have time to use the new portfolio.

All four Pilot participants replied in the follow-up questionnaire that they would utilize the portfolio created or started in the Pilot later in their job search. Three out of four participants in the Pilot identified having more Group 1 meetings, also called the 'portfolio group meetings' as a development suggestion.

Even though the portfolio component of the Pilot fell short, it received a wide range of praise. One participant felt portfolios were rare in their field and, therefore, a positive way of differentiating oneself from other applicants (B1), another (A1) praised the variety of portfolios presented in the workshops, a third (C1) appreciated the Behance platform introduced and the delimitation of the portfolio assignment, and a fourth (D1) felt it was beneficial to recall own experience and to think skills from a different perspective. Nevertheless, since the portfolio part of the Pilot had many expectations, some of which were not fulfilled, it might have affected the net promoter score presented in the following sub-chapter.

One of the suggestions in the Pilots' portfolio assignment was to create a Demola challenge or its output to be one of the items in the portfolio. In general, all research participants described the potential of the Demola challenge in a

portfolio or CV. To be confident in presenting the Demola challenge output to a potential employer, the interviewees highlighted the need to put in the work (B2, A1 & D2) to be able to see one's imprint in the result (B2) and to avoid the output being too abstract (D1, A1 & C1). All preceding is dependent on the individual, but also on the team around them. Outside of the result, the potential of showing activity to develop work skills and expertise outside of the school environment (B1, D1, C2, D2 & E2), English as the working language (D2 & E2), and project-related teamwork skills (B2) were mentioned as something that might benefit employment and, or 'look good on the CV.'

Previous work history strongly influenced the participants' experience of the effect and impact of the Demola challenge. Understandably, the proven track record or lack thereof contributed to enthusiasm for adding the Demola challenge to the CV or portfolio. Participant H1, a second-year TAMK student, regretted their previous lack of experience in any work and noted the Demola challenge as the most prominent experience and track record they had.

Including both study groups, only one was hesitant about the potential of adding the Demola challenge to the CV or portfolio (D2). The reason was the worry of Demola being too unfamiliar and, for that reason, confusing to the recruiter. Also, to support employment better, a few other participants (B2 & E2) wished Demola to have more familiarity.

5.5 Net Promoter Score

The results presented in this chapter are based on the follow-up survey and support the effectiveness evaluation of the Pilot. Net Promoter Score NPS is a standard metric organizations use to measure customer loyalty. The traditional way of asking NPS would have appeared as "How likely would you recommend Demola challenge for a friend or colleague?" (Gillis 2023), but as presented in Figure 14 below, the participants responded to the question, "How likely would you recommend Demola to a student colleague, or a friend worried about their employment possibilities?". Student colleagues and employment additions in the question focus on the target group relevant to this research.

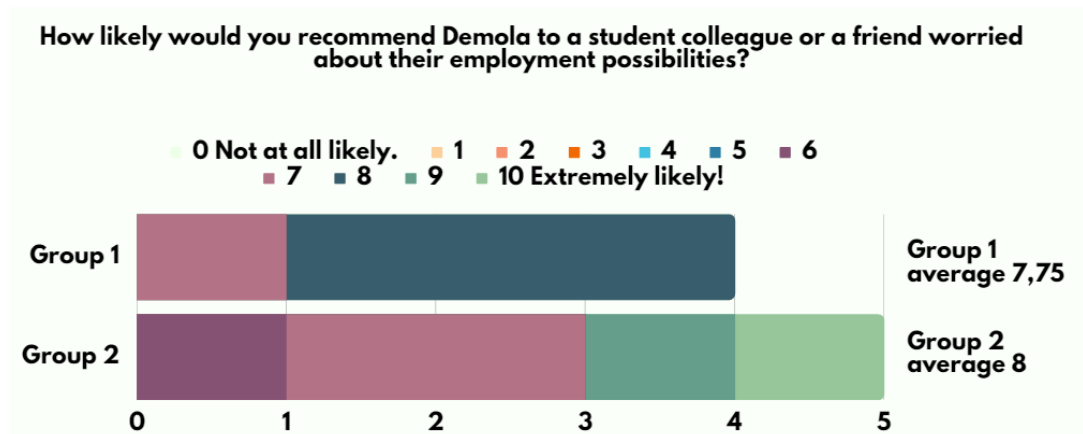


FIGURE 14. Answers to survey question 3.

When dividing the answers using NPS metrics, Figure 14 above, the group of examinees consists of two (2) promoters, meaning loyal customers who may praise Demola to others working as service ambassadors. Most of the examinees, six (6) of them, fall into passives. They are satisfied but lack enthusiasm and are unlikely to promote the Demola Challenge or the Pilot. One (1) examinee goes just below the limit of being a detractor, someone who is unhappy and might give a negative word of mouth. The NPS score of this small sample is 11, which is positive. (Gillis 2023.)

6. CONCLUSIONS AND DISCUSSION

This chapter summarizes the thesis through its objective and purpose, discusses the results, and evaluates the success of this work. Based on the collected data and the analyzed research results, the following sub-chapter, Answering the Research Questions, ensures the response to the research questions of this thesis and deepens the discussion of the results. The second sub-chapter, Recommendations for Future, provides suggestions and development proposals for the commissioner and presents future research possibilities. The third sub-chapter, Personal Reflections, introduces the final thoughts on the thesis process and topic.

The objective of this thesis was to evaluate the Get to Work Pilot with Demola process's effectiveness on employment readiness in higher education soon-to-be graduates and graduates looking for employment. The objective was reached by:

1. Understanding the background, big picture of the topic, and the environment of The Get to Work Pilot with Demola.
2. Building the theoretical framework about the main factors affecting higher education graduate employment, including a comprehensive understanding of the work-readiness integrated competence model, WRICM (Verma et al. 2019.), creating an academic image of the common Finnish recruiting term “hyvä tyyppi” that translates into a good guy, and accepting but also understanding the factors affecting and possibly affecting employment that the Pilot, this thesis, or its research can not fully cover.
3. Studying and choosing a suitable tool for assessing the effects of this kind of training and taking it into practice after...
4. Conducting and analyzing comprehensive and academically sustainable qualitative research, including interviews and follow-up questionnaires of five Demola challenge and four Pilot participants. Primarily, the research and its analysis aimed to investigate the possible development of characteristics of a good guy, secondary other work readiness skills, and lastly, the other occurring employability factors.

The purpose of this thesis was to aid the commissioner and the City of Tampere Employment and Growth Services by providing in-depth information about the possible employment-enhancing effects of the Pilot. The effectiveness evaluation, built upon the theoretical framework and the research conducted, was established by utilizing the Kirkpatrick levels of assessment. Even though it was impossible to comprehensively complete the Kirkpatrick model's last assessment levels, the researched career-enhancing effectiveness results are positive and highly promising. However, valuable development possibilities for the future were also found. More detailed information about the effectiveness evaluation and development possibilities are provided later in the sub-chapters.

As a wished by-product of answering the main objective of this thesis, the secondary objective was to aid in evaluating if the Pilot succeeded in its goal of supporting the participants' employment. This objective was also achieved. The research results show that the Pilot develops the participants' employment readiness skills, positively affecting the probability of employment. Still, in the scope and period of this research, no direct link between Pilot and employment was recorded.

In detail in the following sub-chapter, this thesis successfully answers the research questions and has reached its objective and purpose. The commissioner finds the thesis successful, and the work will be utilized in the official report of the Get to Work Pilot with Demola. This report will affect possible career-enhancing implementation plans of the Pirkanmaa municipalities, Tampere universities, and other stakeholders.

The Get to Work Pilot with Demola and this thesis have introduced a new approach to enhancing higher education graduate employment readiness and opened further opportunities to develop it at Tampere universities, but also outside the region in other universities having access to widely spread Demola networks or other similar service providers. Openings like this are valuable due to the current and future trends indicated in the Europe-wide Bologna process (European Education Area n.d.); in the current economic right-wing climate (A-kassa 2023, Ministry of Economic Affairs and Employment of Finland 2023c) it is

increasingly beneficial if higher education institutions focus on preparing their students for employment.

As stated in the introduction of this thesis, employment and the development of employment readiness remain continuously relevant. Higher education graduates benefit from employment and want to be employed, which is more than understandable since employment, especially in a desirable workplace and position, might support well-being, for example, through security, improved self-esteem, and health (Ohtake 2012, Turunen 2016, Vähänen 2019). However, employment does not only provide self-centered benefits but also positively affects society. According to the results of this research, the Get to Work Pilot with Demola supports the employment wishes and moves participants toward the direction of employment. Therefore, similar activities should be continued in the future.

6.1 Answering the Research Questions

The answer to the primary research question, “What is the Get to Work pilot with Demola process's effectiveness on characteristics of a 'good guy' and employment readiness?” deserves a detailed screening. The question is answered by providing a compact summary based on the research results utilizing the education and training assessment tool Kirkpatrick Model.

As presented in Figure 15 below, the Pilot has great potential to positively affect the characteristics of a good guy and other employment readiness skills. The impressions and reactions towards the training were broadly positive, though there is some scope for improvement. Even though comparing the results is complex, the perceived learning outcomes can be considered significant. The participants perceived development, especially in the skills specified as willingness to learn new things, self-confidence, and communication skills. Learnings regarding career clarity and mindset change were recorded.

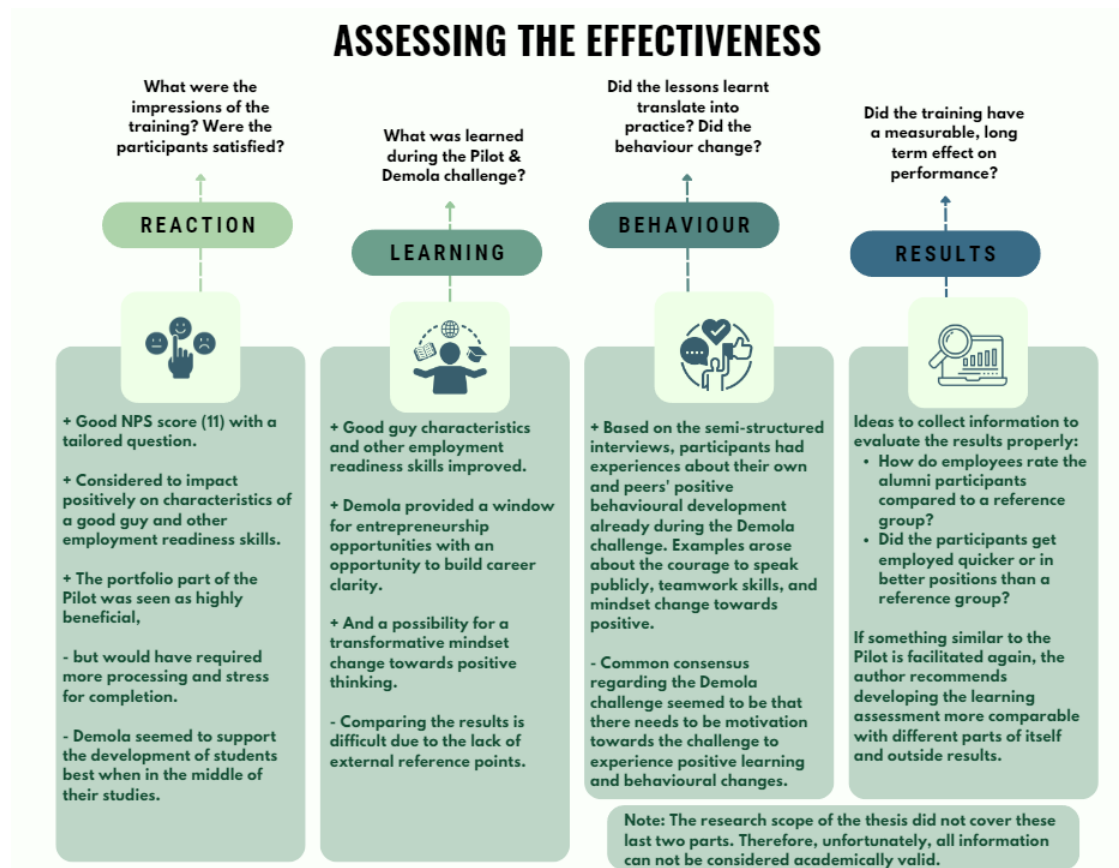


FIGURE 15. Assessing the effectiveness of the Get to Work pilot with Demola.

Even though not the focus of the research, it was noted that the Demola challenge's multinational environment and interdisciplinary teams might have the potential to contribute to defusing the personal biases of the participants. Defused prejudices would increase the employment readiness of the graduates but could also, in the long run, impact positively on reduced discriminating biases in the labor market.

Unfortunately, the scope of the thesis research did not cover comprehensively the last two parts of Kirkpatrick's Model. Based on the data regarding reaction and learning, the volume of behavioral changes is impossible to estimate. However, it is reasonable to assume that some learnings are implemented later in the labor market. The assumption is also supported by the advanced skills and characteristics already demonstrated during the process, as highlighted in the interviews. During the research, it became clear that, as in training and education in general, participants' motivation plays a significant role in learning outcomes. The last part of the Model, results, can not be assessed based on this research alone. However, the author makes further suggestions for the implementation

possibilities of this phase. These are discussed in more detail in the following chapter.

One research sub-question was, 'Can an external actor help develop employment readiness through characteristics of a good guy?'. As already apparent when answering the primary research question, based on the primary and secondary data collected during the thesis process, it became clear that an external actor can help and impact the development of employment readiness skills, including the characteristics of a good guy. Based on the interviews and follow-up questionnaires, to go into even more detail, it is proven that the Pilot and Demola have a positive effect on these skills and characteristics.

The answer to the second sub-question of the research, "Is the impact of the Pilot different from the Demola Innovation Challenge alone? If so, how?" provides some interesting observations. Even though the difference wasn't big, Group 2, participating only in the Demola challenge, reported better learning results regarding the characteristics of a good guy and gave better ratings for the adapted NPS. The finding was contrary to preconceptions and, therefore, important. Some reasons for this could be that Group 1, consisting of graduates and soon-to-be graduates, had different needs and expectations due to employment pressures. Or that students further in their studies are more "ready" and therefore experienced learning development does not feel, or is not, as dramatic. Otherwise, the Pilots predicted impact on Group 1 was closer to the truth. The participants gained more understanding and progressed their personal regarding portfolios, and through that, they should have improved their employment possibilities. They also had the chance to benefit from peer support.

6.2 Recommendations for Future

Even though the Pilot appears successful, there is always room for development. Based on the research results, one of the most beneficial things would be to evaluate if the program matches the target group's needs. Would soon-to-be and recent graduates benefit if the focus were more on practical job search and employment support?

If something similar to the Pilot is facilitated again, the recommendation is to take into consideration the following development possibilities gathered from the conducted interviews and follow-up questionnaires:

1. Target participants should be students in the middle of their studies with the least work experience outside the school environment. In this case, the participants would have studied enough to show their professional expertise in the Demola challenge, and therefore, the challenge would also be relevant to their portfolio. At the same time, they are mentally and time-wise open to new learning opportunities.
2. Portfolio creation would get more focus and stress for completion. The Demola challenge would be one item in the portfolio. Students would be encouraged to continue adding portfolio items throughout the rest of their studies, which would support the present role of higher education institutions in preparing their students for the world of work (Williams 1985, 181; European Higher Education Area n.d.).
3. Participants would gain student credits from both the Demola challenge and portfolio creation. The more unified the Tampere Universities would be with their credit criteria, the easier it would be for the students to join.
4. The group would stay multi-disciplinary but would have more participants to enhance the possibility of peer support and team learning.
5. Some student fields could add this as an official option to cover some mandatory parts of their studies. However, participating in the Demola challenge should be voluntary. The participant must be motivated and committed for development to take place (Kirkpatrick & Kirkpatrick 2006, 27-40). In addition, a poorly motivated participant may radically reduce the enthusiasm and learning of others.

In future research, it would be beneficial to collect more information to fill in the rest of the effectiveness assessment started in this thesis (Figure 15), which would mean assessing participants well after participating in the Pilot. It is not only the Pilot but also the Demola challenge that needs more comprehensive knowledge of long-term learning effects and possible behavioral changes. Wessman's master thesis (2015, 61) highlighted the need to explore what kind of skills the Demola challenge graduates, already in work life, feel they have gained

from participation. Another interesting aspect could be to compare the effectiveness of the Pilot and or Demola challenge to something similar organized by a third party.

During the conclusion of the theoretical framework, a future research question arose: How do relocated and long-term local higher education students differ in their perceptions and prospects of finding a job after graduation? And if there are differences between the groups, how can the stakeholder parties best support bridging these differences?

6.3 Personal Reflections

As is often the case, the process of this thesis had its bumps and bends. The number of participants in the Pilot group was significantly lower than anticipated, the kickstart of the research was almost too rapid, and the planned writing schedule was too optimistic. Fortunately, all insurmountable challenges were avoided, and the overall process, although longer than anticipated, was reasonably smooth.

The creation of this thesis seemed to support the commissioner's work throughout the Pilot process by providing up-to-date insights and discussion opportunities. Overall, conducting this thesis has provided an exceptional opportunity to develop professional skills. Developments included:

- Maintaining a long relationship with a client.
- Absorbing in-depth knowledge of a previously unfamiliar topic.
- Extensive writing and reporting.
- Self-management and time management.

For a soon-to-be graduating university student, the topic was timely. The understanding of biases and other issues learned in the theoretical part of the thesis has already been transferred to practice when participating in workplace recruitment. In addition, the process has introduced new working life networks in Tampere, which is particularly beneficial from the point of view of an out-of-towner.

To summarize the thesis reflections, the author has gained numerous valuable insights and lessons throughout the journey, is pleased with the successful work, and is thankful for the opportunity and the trust of the commissioner.

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APPENDICES

The appendices include information about conducted interviews, follow-up questionnaire, data collection and other related matters.

Appendix 1. Description of permission to collect data.

Titled as 'Effectiveness on employment readiness'. Microsoft Forms.

Effectiveness on employment readiness 📄 ⋮

Hei.
Olen Esme Luhtala, kolmannen vuoden opiskelija Tampereen Ammattikorkeakoululla. Tulen valmistamaan yrittäjyyden sekä tiimijohtamisen tradenomiksi.

Tämän kyselyn ensisijainen tarkoitus on varmistaa suostumus datan keräämiseen. Dataa on tarkoitus kerätä opinnäytetyötäni varten, joka tehdään yhteistyössä Nopeasti töihin -hankkeen sekä Demolan kanssa. Opinnäytetyön aiheena on Demola -projektin vaikuttavuus työllistymisvalmiuksiin.

Opinnäytetyö tulaaan tekemään seuranta tutkimuksena, tarkoittaen että tutkimusdataa tulaaan keräämään myös jatkossa. Tästä tulaaan informoimaan erikseen. Syy sille ettei tutkimus ole anonyymi, johtuu tarpeesta yhdistää sekä vertailla tutkimusmateriaalia. Tutkimukseen osallistumisen voi keskeyttää milloin tahansa.

Kaikki opinnäytetyötä varten kerätty tutkimusdata, mukaan lukien henkilökohtainen data (nimi, kansalaisuus ja muu mahdollinen data), tulaaan säilyttämään asianmukaisesti Microsoft 365 alustalla koko opinnäytetyö -prosessin ajan. Data tulaaan hävittämään turvallisesti heti opinnäytetyön julkaisemisen jälkeen. Tämä tulee tapahtumaan viimeistään vuoden 2024 alussa. Kaikkea kerättyä dataa saatetaan hyödyntää myös muissa opinnäytetyötä tukevissa tutkimusmuodoissa sekä niiden tulkinnessa. Mitään henkilökohtaisia tietoja ei julkaista opinnäytetyössä ilman erikseen pyydettyä suostumusta. Kerättyä dataa ei tulla käyttämään mihinkään muuhun kuin opinnäytetyötä varten tehdyn tutkimuksen tekemiseen sekä analysointiin.

Tutkimukseen osallistumisen voi keskeyttää milloin tahansa.

Jos jokin mietityttää, ota minuun yhteyttä esme.luhtala@gmail.com

Hey, I am Esme Luhtala, graduating third-year student studying Entrepreneurship and Team leadership at the Tampere University of Applied Sciences. Answering this questionnaire provides me a right to collect data for my thesis about Demola projects' effectiveness on employment readiness. The thesis is made in collaboration with the Nopeasti töihin project and Demola.


The thesis will be made as a follow-up study, meaning that later on there will be more collection of data. This will be informed separately. The reason for the study not being anonymous is the need to match and compare participants' answers from different research data. Participation in the study can be stopped at any time.

All data collected during the study, including personal information like name, citizenship, and possibly other data, will be stored safely in a Microsoft 365 platform for the duration of the thesis process, and be securely disposed of once the thesis has been published. This will happen latest at the beginning of 2024. Data will be used for potential interviews and other research possibilities inside the thesis process. Any personal information will be published in the thesis only with consent. All collected data will be used only for conducting the research.


Resigning from participation is possible at any time during the thesis process.

Please feel free to contact me with further comments or questions at esme.luhtala@gmail.com

Appendix 1.2. Questions presented when asked data collection permit. Microsoft Forms.


1. Kirjoita tähän etu- ja sukunimesi / Write here your first and last name * 

Kirjoita vastaus

2. Annan suostumukseni opinnäytetyöhön liittyvän datan keräämiseen / I give permission to collect data for the thesis * 


Kyllä, annan suostumukseni / Yes, I give permission

En halua että minusta kerätään dataa / I don't give permission for collecting data

3. Jatkossa osallistun tutkimukseen mieluiten / In the future I rather participate to the study by using 

Suomeksi / Finnish

Englanniksi / English

4. Yhteystietoni joiden avulla minuun voi ottaa yhteyttä tähän kyseiseen tutkimukseen liittyen. / My contact information that can be used in the future regarding this study. 

Kirjoita vastaus

Lähetä

Appendix 1.3. Interview questions in Finnish, group 1.

Interview questions in Finnish,

GROUP 1:

Kertoisitko mitä opiskelet nyt ja hieman taustaa mitä olet tehnyt yläasteen jälkeen?

Kerro matkastasi Demola + Nopeasti töihin -hankkeeseen liittyen. Mitä tähän mennessä on tapahtunut?

Joku jäänyt erityisesti mieleen? Jotain kivaa, jotain ikävää?

Millainen fiilis projektista?

Mikä sai sinut lähtemään mukaan?

Millaisia taitoja, oppeja ja koppeja uskot projektin tuottavan osallistujille?

Toivotko kerryttäväsi oppeja liittyen johonkin tiettyyn asiaan? / Mitä hyötyä näet ohjelmasta?

Miten uskot ohjelman edistävän työllistymistäsi?

(Muita motiiveja mukana olemiselle?)

Ensimmäisellä tapaamiskerralla kysyttiin hyvän tyypin ominaisuuksista. Kertoisitko lisää vastauksistasi?

Mitkä ominaisuudet koet itse 'hyvän tyypin' omaavan? Oletko itse hyvä tyyppi?

Voiko mielestäsi hyväksi tyyppiä kehittyä?

Uskotko Demola prosessin vaikuttavan positiivisesti työllistymisvalmiuksiini? Miten?

Appendix 1.4. Interview questions in Finnish, group 2.

Interview questions in Finnish,

GROUP 2:

Kertoisitko mitä opiskelet nyt ja hieman taustaa mitä olet tehnyt yläasteen jälkeen?

Kerro matkastasi Demola prosessiin liittyen. Miten päädyit mukaan, mitä tähän mennessä on tapahtunut?

Joku jäänyt erityisesti mieleen? Jotain kivaa, jotain ikävää, jotain yllättävää?

Millainen fiilis projektista?

Mikä sai sinut lähtemään mukaan?

Millaisia taitoja, oppeja ja koppeja uskot projektin tuottavan osallistujille?

Toivotko kerryttäväsi oppeja liittyen johonkin tiettyyn asiaan? / Mitä hyötyä näet ohjelmasta?

Miten uskot ohjelman edistävän omaa työllistymistäsi?

(Muita motiveja mukana olemiselle?)

Hyvän tyyppin ominaisuudet. Mitkä kolme koet omiksi vahuuksiksi, missä olisi kehitettävää?

Oletko itse hyvä tyyppi?

Voiko mielestäsi hyväksi tyyppiä kehittyä?

Uskotko Demola prosessin vaikuttavan positiivisesti työllistymisvalmiuksiin? Miten?

Appendix 1.5. Interview questions in English, group 1.

Interview questions in English,

GROUP 1:

Please tell what you're currently studying and some background on what you've been doing after secondary school?

Tell about your journey with Demola & Get to Work Pilot. What has happened so far?

Is there anything in particular that stands out? Something nice, something unpleasant?

How do you feel about the project?

What made you want to participate?

What skills, learnings and insights do you think the project will bring to the participants?

Do you hope to gain learnings related to any specific topic? / What benefits do you see from the programme?

How do you think the programme will contribute to your employment?

(Other motives for participating?)

At the first meeting, they asked about the characteristics of a good guy. Could you tell more about your answers?

What qualities do you perceive a 'good guy' to have?

Are you a 'good guy' yourself?

Do you think it is possible to train to be a good guy?

Do you think the Demola process has a positive impact on your employability? How?

Appendix 1.6. Interview questions in English, group 2.

Interview questions in English,

GROUP 2:

Please tell what you're currently studying and some background on what you've been doing after secondary school?

Tell about your journey with Demola & Get to Work Pilot. What has happened so far?

Is there anything in particular that stands out? Something nice, something unpleasant?

How do you feel about the project?

What made you want to participate?

What skills, learnings and insights do you think the project will bring to the participants?

Do you hope to gain learnings related to any specific topic? / What benefits do you see from the programme?

How do you think the programme will contribute to your employment?

(Other motives for participating?)

Here are characteristics of a good guy [presents the statement list about characteristics of a good guy. Same as Figure 3]. Which three do you consider to be your strengths and where do you see room for improvement?

Are you a 'good guy' yourself?

Do you think it is possible to train to be a good guy?

Do you think the Demola process has a positive impact on your employability? How?

Appendix 2. Implementation of the questionnaires

The questionnaire was implemented in Microsoft Forms.

Appendix 2.1. English version of the questionnaire sent for Group 2. 1 (5)

Demola's effectiveness on Employment Readiness

Hello,

Greetings from the Thesis side!

I believe this survey will provide me with a lot of important information on how the process has progressed. Thank you in advance for filling in this follow-up form.

Next, the sameish mandatory ones as last time: I am Esme Luhtala, a third-year student at Tampere University of Applied Sciences. I will be graduating with a Master's degree in Entrepreneurship and Team Leadership.

I'm working on my thesis with the Quickly to Work project and Demola. The topic is the impact of the Demola challenge on employment readiness. The thesis is a follow-up study, which means the research data is collected in several batches. This form is the last data collection related to the thesis. The reason why the survey is not anonymous is due to the need to pool and compare the data. Participation in the study can be stopped at any time.

All data collected during the study, including personal information like name, citizenship, and possibly other data, will be stored safely in a Microsoft 365 platform for the duration of the thesis process. And will be securely disposed of once the thesis is published, latest at the beginning of 2024. Any personal information will be published in the thesis only with consent. All collected data will be used only for conducting the research.

Please feel free to contact me with further comments or questions at esme.luhtala@gmail.com

Appendix 2.1. English version of the questionnaire sent for Group 2. 2 (5)

1

Write here your first and last name *

Kirjoita vastaus

2

I permit to collect data for the thesis *

Yes, I give permission

I don't give permission for collecting data

3

How likely would you recommend Demola to a student colleague or a friend worried about their employment possibilities? *

0

1

2

3

4

5

6

7

8

9

10

Not at all likely.

Extremely likely!

4

Free word, how has it felt to talk about the qualities of a good guy in/outside the (thesis)interview?

Kirjoita vastaus

Appendix 2.1. English version of the questionnaire sent for Group 2. 3 (5)

5

How has your participation in Demola contributed to the following work-life skills? If necessary, you can check the meaning of the word in the picture. Please rate on a scale of 1. 'I have not improved' to 5. 'I have improved considerably'. *

Terminology

SKILL	DEFINITION
Self-esteem	Self-esteem is a person's overall sense of self-worth or personal value.
Self-motivation	Self-motivation is the process of motivating oneself to do something.
Self-confidence	Self-confidence is a person's belief in their own abilities and judgment.
Personal presentation	Personal presentation is the way a person presents themselves to others.
Time management	Time management is the process of organizing and managing one's time.
Self-regulation	Self-regulation is the process of controlling one's emotions and behaviors.
Organisational awareness	Organisational awareness is the understanding of one's role in an organization.

	1. 'I have not improved'	2.	3.	4.	5. 'I have improved considerably'
Positive self-esteem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-regulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisational awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 2.1. English version of the questionnaire sent for Group 2. 4 (5)

6

How has your participation in Demola contributed to the following work-life skills? If necessary, you can check the meaning of the word in the picture. Please rate on a scale of 1. 'I have not improved' to 5. 'I have improved considerably'.

Terminology

Adaptability	Ability to adjust to new conditions, to change or to be changed.
Attitude/Aptitude	Attitude: A mental or emotional reaction to something. Aptitude: A natural ability or talent.
Management skills	Skills related to planning, organizing, leading, and controlling resources to achieve organizational goals.
Professional ethics	Moral principles that govern the conduct of professionals in their work.
Communication	The exchange of information, ideas, and feelings between individuals or groups.
Giving and receiving feedback	Providing and accepting information about performance to improve it.
Negotiation/Conflict resolution skills	Skills for resolving disputes and reaching agreements through discussion.
Social skills/intelligence	Ability to interact effectively with others in social settings.
People/Interpersonal skills	Skills for building and maintaining positive relationships with others.
Emotional intelligence	Ability to understand and manage one's own emotions and those of others.
Decision-making skills	Skills for identifying a problem, gathering information, and choosing a solution.
Learning skills	Skills for acquiring new knowledge and skills through study and experience.
Evaluation skills	Skills for assessing the value or quality of something.
Enterprising	Ability to persuade others to do something, often in a business context.
Change management	Skills for managing the transition from one state to another.
Willingness to learn new things	Openness to acquiring new knowledge and skills.
Initiative	Ability to take action without being told.
Relationship management	Skills for building and maintaining positive relationships with others.

	1. 'I have not improved'	2.	3.	4.	5. 'I have improved considerably'
Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitude/Aptitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving and receiving feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiation/Conflict resolution skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social skills/intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People/Interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision-making skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enterprising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness to learn new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 2.1. English version of the questionnaire sent for Group 2. 5 (5)

7

Scenario: you have the education required for an open job. When applying for the position, do you focus on your own so-called good guy qualities (these can be found in 4 & 5) or on technical/hard skills (e.g. professional, scientific or artistic skills)? *

- I would emphasise the qualities of a good guy.
- I would emphasise technical/hard skill competence.
- I would share about both of them equally.
- Other

8

A free word on the whole process. Something good, something to develop?

Kirjoita vastaus

Appendix 2.2. Finnish version of the questionnaire sent for Group 1. 1 (6)

Vaikuttavuus työllistymisvalmiuksiin

Hei.

Kiitän jo etukäteen tämän seurantalomakkeen täyttämistä. Uskon saavani jatkokyselyn avulla paljon tärkeää tietoa siitä miten prosessi on edennyt.

Seuraavaksi samat pakolliset kuin viimeksi:

Olen Esme Luhtala, kolmannen vuoden opiskelija Tampereen Ammattikorkeakoululla. Tulen valmistumaan yrittäjyyden sekä tiimi johtamisen tradenomiksi.

Kerään dataa opinnäytetyötäni varten, joka tehdään yhteistyössä Nopeasti töihin -hankkeen sekä Demolan kanssa. Opinnäytetyön aiheena on Demola -projektin vaikuttavuus työllistymisvalmiuksiin.

Opinnäytetyö on seurantalutkimus, tarkoittaen että tutkimusdataa on kerätty useammassa erässä. Tämä lomake on viimeinen datan keruu mikä liittyy opinnäytetyöhön. Syy sille ettei tutkimus ole anonymi, johtuu tarpeesta yhdistää sekä vertailla tutkimusmateriaalia. Tutkimukseen osallistuminen voi keskeyttää milloin tahansa.

Kaikki opinnäytetyötä varten kerätty tutkimusdata, mukaan lukien henkilökohtainen data (nimi, kansalaisuus ja muu mahdollinen data), tullaan säilyttämään asianmukaisesti Microsoft 365 alustalla koko opinnäytetyö -prosessin ajan. Data tullaan hävittämään turvallisesti heti opinnäytetyön julkaisemisen jälkeen. Tämä tulee tapahtumaan viimeistään vuoden 2024 alussa. Kaikkea kerättyä dataa saatetaan hyödyntää myös muissa opinnäytetyötä tukevissa tutkimusmuodoissa sekä niiden tulkinassa. Mitään henkilökohtaisia tietoja ei julkaista opinnäytetyössä ilman erikseen pyydettyä suostumusta. Kerättyä dataa ei tulla käyttämään mihinkään muuhun kuin opinnäytetyötä varten tehdyn tutkimuksen tekemiseen sekä analysointiin.

Tutkimukseen osallistuminen voi keskeyttää milloin tahansa.

Jos jokin mietityttää, ota minuun yhteyttä esme.luhtala@gmail.com

Appendix 2.2. Finnish version of the questionnaire sent for Group 1. 2 (6)

1

Kirjoita tähän etu- ja sukunimesi *

Kirjoita vastaus

2

Annan suostumukseni opinnäytetyöhön liittyvän datan keräämiseen *

Kyllä, annan suostumukseni

En halua että minusta kerätään dataa

3

Kuinka todennäköisesti suosittelisit Demolaa & Nopeasti töihin hanke yhdistelmää opiskelukaverille tai tutulle, jota huolettaa työpaikan löytäminen? *

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

En suosittelisi. Suosittelisin!

4

Vapaa sana, milta hyvän tyypin ominaisuuksista puhuminen on tuntunut?

Kirjoita vastaus

Appendix 2.2. Finnish version of the questionnaire sent for Group 1. 3 (6)

5

Arvioi miten Demolaan ja Nopeasti töihin hankkeeseen osallistuminen on vaikuttanut seuraaviin työelämätaitoihin. Tarvittaessa voit luntata sanan tarkemman selityksen kuvasta. Asteikolla 1. 'en ole kehittynyt' - 5. 'olen kehittynyt huomattavasti'. *

Terminology


Terminology	Terminology
Positiivinen itsetunto	Positive self-esteem
Motivaatio	Motivation
Itseluottamus	Self-confidence
Henkilökohtainen esiintyminen	Personal presentation
Ajanhallinta	Time management
Itsesäätely	Self-regulation
Organisaatio	Organizational awareness
Sopeutumiskyky	Adaptability
Asenne/valmiudet	Attitude/Aptitude
Hallinta/johtamistaidot	Management skills
Ammattietiikka	Professional ethics
Kommunikaatio	Communication

	1. 'En ole kehittynyt	2.	3.	4.	5. 'Olen kehittynyt huomattavasti'
Positive self-esteem (positiivinen itsetunto)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-motivation (oma motivaatio)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (itseluottamus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal presentation (henkilökohtainen esiintyminen)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management (ajanhallinta)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-regulation (itsesäätely)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational awareness (organisaatioitietoisuus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptability (sopeutumiskyky)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitude/Aptitude (asenne/valmiudet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management skills (hallinta/johtamistaidot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional ethics (ammattietiikka)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication (kommunikaatio)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 2.2. Finnish version of the questionnaire sent for Group 1. 4 (6)

6

Arvioi miten Demolaan ja Nopeasti toihin hankkeeseen osallistuminen on vaikuttanut seuraaviin työelämätaitoihin. Tarvittaessa voit luntata sanan tarkemman selityksen kuvasta. Asteikolla 1. 'en ole kehittynyt' - 5. 'olen kehittynyt huomattavasti'. *



	1. 'En ole kehittynyt'	2.	3.	4.	5. 'Olen kehittynyt huomattavasti'
Giving and receiving feedback (palautteen antaminen ja vastaanottaminen)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiating/ Conflict resolution skills (neuvottelu- ja konfliktinratkaisutaidot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social skills/intelligence (sosiaaliset taidot/ älykkyyttä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People/interpersonal skills (ihmissuhteiden taidot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional intelligence (tunneälykkyyttä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making skills (päätöksenteon taidot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning skills (oppimistaidot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation skills (arviointitaidot)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enterprising (yrittäjähenkisyys)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change management (muutoksen hallinta)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness to learn new things (halu oppia uutta)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiative (aloitteellisuus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship management (suhteiden hallinta)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 2.2. Finnish version of the questionnaire sent for Group 1. 5 (6)

7

Skenaario: Olet koulutuksestasi sopiva työpaikkaan. Painotatko työtä hakiessasi omia ns. hyvän tyyppin ominaisuuksia (näitä voi luntata kohdasta 4 & 5) vai substanssi osaamista (eli esim. ammatillista-, tieteellistä- tai taiteellista osaamista)? *

- Painottaisin hyvän tyyppin ominaisuuksia.
- Painottaisin substanssi osaamista.
- Kertoisin molemmista tasapuolisesti.
- Muu

8

Aiotko hyödyntää Nopeasti töihin hankkeen aikana tekemääsi portfolioa työhaussa? *

- Olen jo hyödyntänyt!
- Kyllä, aion hyödyntää.
- Teen mahdollisesti muutoksia, mutta aion hyödyntää.
- Portfolion tekeminen oli hyvä juttu, mutta en aio hyödyntää sitä työhaussa.
- En aio hyödyntää portfolioa työhaussa.
- Muu

9

Koetko että portfolion tekeminen tuotti lisäarvoa? Jos kyllä, kertoisitko lyhyesti miksi?

10

Jos olet jo hyödyntänyt portfolioa, millaisen vastaanoton se on saanut?

Appendix 2.2. Finnish version of the questionnaire sent for Group 1. 6 (6)

11

Jos konseptiä muutettaisiin, mitkä olisivat mielestäsi hyviä kehitysvaihtoehtoja? Voit valita useita.

- Demola ja ns. portfolioryhmä olisi selkeästi erilliset konseptit.
- Portfolioryhmällä olisi enemmän tapaamiskertoja ja lisää aikaa syventyä aiheeseen.
- Osallistuminen olisi kokonaan tai laajemmin mahdollista onlineissa.
- Mielestäni nykyinen malli on hyvä.
- Myös portfolioryhmän työkieli olisi englanti.
- Portfolioryhmässä olisi mukana myös kansainvälisiä osallistujia.
- Muu

12

Halutessasi, perustele lisää edellistä vastaustasi.

13

Vapaa sana koko prosessista, risuja & ruusuja?