

Saimaa University of Applied Sciences
Faculty of Tourism and Hospitality, Imatra
Hotel, Restaurant and Tourism Management

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Placement Abroad in Career Development of Bachelor Degree Students in Tourism and Hospitality

Thesis 2016

Abstract

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Placement Abroad in Career Development of Bachelor Degree Students in Tourism and Hospitality, 54 pages, 2 appendices

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Faculty of Tourism and Hospitality, Imatra

Degree Programme in Hotel, Restaurant and Tourism Management

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The main aim of this research was to study whether the students of the bachelor degree programmes in tourism and hospitality see the placement abroad as a positive factor in their career development. Other research questions were set to find out the reasons and expectations for doing the placement abroad and how the experience benefited the students.

Theoretical part of the thesis consists of a description of bachelor degree studies in tourism and hospitality in Finland and different theories of career development. The empirical part of the thesis included a quantitative research. An online survey was conducted in January and February 2016. Total number of the respondents was 51.

Based on the findings of the research, the students of the bachelor degree programmes in tourism and hospitality see the placement abroad affecting positively in their career development. It is also the main reason for doing the placement abroad for many students. Every student has different expectations but most of the students learn what they expected to learn and even more. The experience abroad benefits the students especially in their personal growth.

Keywords: bachelor degree in tourism and hospitality, placement, working abroad, global competency, career development

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1 Introduction

1.1 Justifications for the topic choice

Bachelor degree studies in tourism and hospitality include project-based studies both in universities' property and in partnering companies. The placements strengthen the students' practical skills and business understanding and directs the field of specialisation in each student's career. (Suomen Restonomit – SURE ry 2015.)

Internationalism is a big part of bachelor degree studies in tourism and hospitality and placements abroad are constantly a current issue as every year, especially during the summer period, many tourism and hospitality students go abroad to do their placements. Doing a placement abroad will not teach just the practical skills related to the field of studies, but it will also improve the student's language skills, broaden the knowledge on different cultures and boost up the self-esteem. These skills and knowledge gained from the experience abroad have an effect on both the students' skills and abilities as an employee and the students' personal growth.

There are already multiple studies done on placements abroad and their effect on career development and employment but none of the previous studies has studied the issue from the students' perspective. In an example, Finnish international mobility and co-operation expert organisation, the Centre for International Mobility (CIMO), has published multiple studies and reports on student's international mobility, including placements abroad. CIMO's publications in 2004 included Saija Nyström's study on international placements in employment and development into becoming an expert (Nyström 2004). Irma Garam studied the students' international mobility and the competence of studying or doing a placement abroad from the point of view of the employer in CIMO's publication in 2005 (Garam 2005). And in 2009 CIMO published Jaana Mutanen's report on international placements in higher education (Mutanen 2009).

The chosen topic interested the author of the thesis. The author did her basic placement abroad in Spain in summer 2014 and had personal experience on the chosen topic. The author's own experience had later also inspired and helped her in getting a job abroad.

1.2 Research questions and method

The aim of this research was to study whether the students of bachelor degree programmes in tourism and hospitality see the placement abroad as a positive factor in their career development. The main research questions in this thesis were:

- What are motivations behind the decision on doing a placement abroad?
- What do the students expect to gain from the placement abroad?
- How is the experience of working abroad benefiting the students?
- Do the students see the placement abroad as a more valuable asset in their career development than a placement in their home country?

The research method used in this thesis was quantitative. A quantitative method was chosen since it is widely used in explaining a phenomenon or a state of something. The quantitative research was done by an online survey since online surveys have the advantage of the answer being directly stored and analysed. This saves data input time and costs, and it is the most convenient method to reach the target population of the research. (Muijs 2004, p. 21.)

The target population of this research was the bachelor degree students in tourism and hospitality, who were studying in Finland and had done their placement or placements abroad. The survey was available in Finnish and English, and both Finnish and international students were able to participate in the research. A simple random sampling method was used for sampling and the invitations to the survey were sent to 10 different Finnish universities of applied sciences. There was a four-week time from late January to mid-February in 2016 to answer the survey.

2 Bachelor degree in tourism and hospitality

This chapter describes the content and the aims of the bachelor degree studies in tourism and hospitality in Finland to define what is expected to be gained and learned during the studies and the placements. The subchapter of Going abroad during the studies provides statistics to show the level of international mobility within the bachelor degree students in tourism and hospitality.

2.1 Studies in Finland

Haaga-Helia University of Applied Sciences	<ul style="list-style-type: none"> •Hotel and Restaurant Management (in Finnish) •Tourism Management (in Finnish) •Food Production Management (in Finnish) •Hospitality, Tourism and Experience Management •Tourism
Högskolan på Åland	<ul style="list-style-type: none"> •Hotel and Restaurant Management (in Swedish)
JAMK University of Applied Sciences	<ul style="list-style-type: none"> •Tourism and Facility Management (in Finnish)
KAMK University of Applied Sciences	<ul style="list-style-type: none"> •Tourism (in Finnish)
Karelia University of Applied Sciences	<ul style="list-style-type: none"> •Tourism and Hospitality (in Finnish)
Lapland University of Applied Sciences	<ul style="list-style-type: none"> •Tourism and Facility Management (in Finnish) •Tourism
Laurea University of Applied Sciences	<ul style="list-style-type: none"> •Tourism and Facility Management (in Finnish) •Restaurant Entrepreneurship
MAMK University of Applied Sciences	<ul style="list-style-type: none"> •Tourism and Facility Management (in Finnish)
Saimaa University of Applied Sciences	<ul style="list-style-type: none"> •Tourism and Hospitality (in Finnish) •Tourism and Hospitality Management
SAMK University of Applied Sciences	<ul style="list-style-type: none"> •Tourism
Savonia University of Applied Sciences	<ul style="list-style-type: none"> •Tourism and Facility Management (in Finnish)
SeAMK University of Applied Sciences	<ul style="list-style-type: none"> •Hospitality
TAMK University of Applied Sciences	<ul style="list-style-type: none"> •Facility Management

Table 1. Universities of Applied Sciences in Finland where degrees in tourism and hospitality are taught in the academic year 2015-2016

Table 1 on the previous page displays the bachelor degree programmes and the universities of applied sciences where the degree programmes are taught in Finland in the academic year 2015-2016. In Finland, the bachelor degree programmes in tourism and hospitality are taught mainly in Finnish but degree programmes in Swedish and English exist as well. Studying tourism and hospitality in universities of applied sciences is possible all around Finland, altogether 13 universities of applied sciences offer bachelor degree programmes in tourism and hospitality. The structure of curriculum varies among the universities and the degrees; some of the degrees are more focused on tourism or facility management where as some degrees cover multiple areas.

Before cutting down the bachelor of tourism and hospitality education in Finland in 2013, the intake of the bachelor degree programmes in tourism and hospitality was 6-7% of the total intake in universities of applied sciences in Finland. In 2013, four degree programmes in tourism and hospitality were discontinued and the intake was cut down by a third of what it used to be. Bachelor degree programmes in tourism and hospitality were discontinued in Turku University of Applied Sciences, Lahti University of Applied Sciences, Centria University of Applied Sciences and VAMK University of Applied Sciences. (Mikkonen & Merntanen 2013.)

2.1.1 Structure of the studies

The duration of bachelor degree studies in tourism and hospitality is 3.5 years and the extent of the studies is 210 credits (Opintopolku 2016). European Credit Transfer and Accumulation System (ECTS) is applied in Finnish universities of applied sciences. ECTS is designed to make it easier for the students to move between different countries, as one ECTS credit point requires around 27 hours of work in all of the countries where the ECTS is applied. Sixty ECTS credits are equivalent to a full year of study and work and it may include placements, projects, virtual studies, teamwork, individual work, preparation for an exam and the exam itself. (European Commission 2015.)

The curriculum structure of bachelor degree studies in tourism and hospitality varies within the universities and the degrees, but common in all of them is un-

derstanding the customer service and the business culture, team working skills and internationalism. Bachelor degree studies in tourism and hospitality are project-based and work life oriented. The basic studies advance the communication and interaction skills as well as the basic skills required in the industry. The professional studies emphasise the customer service and service process development and management skills and understanding of product and service development. The placements (30 credits) strengthen the students' practical skills, business understanding and directs the field of specialisation in each student's career. The students adapt and apply their knowledge on specific topic, even more, when working on the bachelor's thesis (15 credits) at the end of their studies. Elective studies (15 credits) usually include language studies, projects and more specific and local topics related to the tourism and hospitality industry. (Opintopolku 2016.)

<p>4th year Developing Professional Expertise</p>	<ul style="list-style-type: none"> • To be able to apply the latest theory and to have skills for creative problem solving in Bachelor's thesis. • To be able to apply needed research methods in the acquisition and adoption of in-depth knowledge in tourism and hospitality.
<p>3rd year Business Management and Marketing in Tourism and Hospitality Management</p>	<ul style="list-style-type: none"> • To have sufficient skills in qualitative and quantitative research methods applied in the industry. • To be familiar with the company's strategic management and to be able to develop customer-oriented and profitable business operations. • To be able to develop company's business processes and to apply effective and profitable sales and marketing strategies.
<p>2nd year International and Profitable Tourism and Hospitality Business</p>	<ul style="list-style-type: none"> • To be familiar with the effects and opportunities of internationalization, as well as the meaning of multicultural co-operation in the development of the field. • To learn to practice leadership skills and principles of profitable business. • To be able to create comprehensive services and experiences based on customers' needs and wishes. • To be able to apply outcomes of learning in placement and work life projects.
<p>1st year Introduction to Tourism and Hospitality Business</p>	<ul style="list-style-type: none"> • To learn the key processes of Hotel-, Restaurant and Tourism Management. • To understand the impact of different functions to each other and to know the importance of the service sector in business. • To understand the impact of an individual on work community and how to work effectively as an individual and a team.

Table 2. Aims of Bachelor of Tourism and Hospitality studies (Saimaa University of Applied Sciences 2015)

Table 2 on the previous page, displays the aims for each year of bachelor degree studies in tourism and hospitality at Saimaa University of Applied Sciences. The first year consists of an introduction to tourism and hospitality business and aims for understanding the impacts of different factors. The second year studies concentrate on international and profitability aspects of tourism and hospitality business and aims for understanding the principles of profitable business and the opportunities of internationalisation. The third year of bachelor degree studies in tourism and hospitality emphasises the business management and marketing skills in order for the students to be familiar with companies' strategic management and to be able to develop companies' business processes. The fourth year is usually reserved for the students' bachelor theses, where students are expected to apply the theory and their skills in creative problem solving. (Saimaa University of Applied Sciences 2015.)

2.1.2 Placements

Placements are an integral part of bachelor degree studies and they offer an opportunity to apply the theory to practice. They also enhance the career planning and give opportunities for the students to create contacts and networks. From the point of view of the universities of applied sciences placements are a valuable channel for developing and keeping the teaching updated. The placement organisations also benefit from the placements by getting access to the newest information and innovations that are being taught and by getting more attention within the potential future employees. (Haikola 2009, p. 19.)

In the bachelor degree studies in tourism and hospitality, one to three placements are compulsory, depending on the university and the degree programme (Haaga-Helia 2014). Usually, the placements include at least a basic and a professional placement. The basic placement is usually done after the first year of studies and the professional placement is done either after the second or the third year. Some degrees also include a placement on the field of specialisation.

Before the placement, the student needs to write and sign a placement or work agreement together with the placement organisation's representative and the

university's contact person. The student also needs to write a placement plan with learning objectives and return it before the placement. (Antikainen 2015a.)

The placements in bachelor degree studies are always guided. The minimum requirement is that the student feels that he or she is getting guidance if and when needed. The placements are also always evaluated. (Haikola 2009, pp. 20-21.) The evaluation can be done with a grade from one to five, one being poor and five being excellent, or simply by marking the placement to be either passed or failed.

Passing the placement requires taking care of the tasks and responsibilities as agreed and appointed, writing a learning diary and a placement report and getting a placement or a work certificate. All of these will be gone through in a compulsory discussion session with the Placement Tutor or with the International Coordinator, depending on whether the placement was done in Finland or abroad. (Antikainen 2015a.)

The basic placement in bachelor degree programme studies in tourism and hospitality introduces the student to industry-related operations, tasks and customer service (Haaga-Helia 2015). During the basic placement, the students will learn communication skills, management of time, teamwork skills, organisational skills and use of and finding information (Antikainen 2015a). The basic placement will allow the students to develop self-evaluation and observation skills and to evaluate the relevant standards of working methods and their own eligibility in the industry (Haaga-Helia 2015). Basic placement can be done almost in any job position in tourism, hospitality or business management, for example as a kitchen assistant, a waiter or waitress, a receptionist or as a guide (Antikainen 2015a).

The basic placement must be completed before starting the professional placement. However, the professional placement can only be started after two years of studies. Professional placement must include tasks in general management and logistics, meeting and negotiations, accounting, marketing or in facility management. Working as an entrepreneur is also possible. (Antikainen 2015b.)

Professional placement aims to enhance previous know-how and to give the students experience on management work and an opportunity to develop management skills by working as a responsible manager. Professional placement gives the students also an opportunity to discover possible future career options. (Haaga-Helia 2015.)

2.1.3 Going abroad during the studies

Some universities and degree programmes require compulsory period-long studies or placement abroad. For example, at Saimaa University of Applied Sciences, the English degree programme in tourism and hospitality management includes a compulsory three-month long period of studies or placement abroad. The students studying in the Finnish degree programmes are also offered an equal chance to go abroad to study or to do the placement. The universities, as well as different organisations and programmes, offer funding for studies and placements abroad.

The students who are citizens of the EU or have a permanent resident permit are eligible to go for a work placement or to study abroad in Europe under the Erasmus programme. All those going for Erasmus exchange or work placement can also apply for an Erasmus grant. The grant covers a part of the costs of the period abroad, but the amount varies within the universities and destinations. (Go Abroad 2016.)

4959 students studying in universities of applied sciences in Finland in 2014 went to abroad for three months or more to either study or to do their placement. 672 of them were students who were studying in Tourism and Hospitality degree programmes. Also, 746 students in bachelor degree programmes in Tourism and Hospitality went abroad to either study or to do their placement for less than three months in 2014. The most popular destinations were Germany, Spain, United Kingdom and Sweden. (Garam 2015.)

Around 40% of international mobility in the universities of applied sciences in Finland is going to placements abroad (Garam 2015). Finland is one of the leading countries in sending students to do their placements abroad and place-

ments abroad are one of the oldest forms of student exchange in Finland (Mutanen 2009).

2.2 Bachelor of tourism and hospitality

Bachelor of tourism and hospitality (restonomi in Finnish) is an expert in tourism, hospitality and business management, graduated from a university of applied sciences. In Finland universities of applied sciences have been educating bachelors of tourism and hospitality since 1994, and nowadays there are over 15 000 bachelors of tourism and hospitality in Finland. Some of them have continued their studies in master's degree programmes. (Akavan Erityisalat 2014.)

The majority of the bachelors of tourism and hospitality in Finland are working in private sector. Bachelors of tourism and hospitality can work in different job positions in tourism, hospitality and business management, for example;

- Expert and management positions
- Developing and planning positions
- Training and consulting positions
- Sales, marketing and promotional positions
- Entrepreneurs. (Akavan Erityisalat 2014.)

Usually, already during the bachelor degree studies in tourism and hospitality, the students start gaining work experience in different types of office and customer service related jobs in kitchens, restaurants and receptions. Later with the experience they can be placed in positions on the management level, for example as a customer service manager, a sales manager or as a hotel manager. (Suomen Restonomit – SURE ry 2015.)

Although around 80% of graduating bachelors of tourism and hospitality are working in the tourism and hospitality industry already before or right after the graduation, the problem nowadays is that too many of them do not get a job on management or expert level, to match their education and knowledge, until approximately five years after the graduation. (Akavan Erityisalat 2014.)

After bachelor's degree in tourism and hospitality and three years of work experience in the industry, it is possible to do master's degree. Master degrees are

offered in Finnish universities of applied sciences both in Finnish and in English. The master degree prepares for more demanding development and expert positions, in example development manager. (Järvinen, Vataja & Tuominen 2011.)

3 Career development

This chapter presents the concepts of career planning and two of the famous career development theories to help in understanding how important part of the career development the placements are. The aspect of the contingent work in career development is included in this chapter because the majority of the placements and work available in tourism and hospitality industry are seasonal and part-time. The last subchapter of this chapter goes through the skills and knowledge that is gained from working abroad and how the experience benefits the career development.

In its widest and traditional meaning, a career is a sequence of work experiences that individual gains during the time (Ruohotie 2000, p. 206). However, according to Hall a career can be understood four different ways; by advancement, by profession, by a lifelong sequence of jobs or by a lifelong sequence of role related to experience (Varila & Kallio 1992, p. 56).

Career development is a continuous process of learning new skills, obtaining knowledge, interests, values, beliefs, and talents that support the on-going process of obtaining and maintaining the jobs along a career path (Garmon, 2004). The career development can be either horizontal or vertical. Vertical career development is moving to a higher position in workplace's hierarchy. Horizontal career development is the development of the individual's own professional skills and knowledge on the same hierarchy level. (Varila & Kallio 1992, pp. 59-60.) The placements are usually seen as a part of the vertical career development, but the skills and knowledge gained from the experience can also help and affect horizontal development.



Table 3. Psychological success in career development (Varila & Kallio 1992, p. 58)

Table 3 displays the cycle of career development through psychological success. The career development begins with an individual setting a goal and trying to achieve it. Achieving the goal then generates an experience of a psychological success, which improves the individual's self-esteem. The feeling of the success makes the individual set new and more challenging aims and goals in his or her work. When these goals are later achieved the self-esteem improves more again and the cycle continues. (Varila & Kallio 1992, pp. 58-59.)

3.1 Career planning and career anchors

Career development happens through the cooperation of the organisation and the individual but the career planning can be individual (Kattelus, Tammeaid & Jokinen 2002, p. 23). Career planning can be defined as a process of systematically matching career goals and individual capabilities with opportunities for their fulfilment (What is Human Resource 2012).

Career planning is a process where the individual recognises his or her own strengths, weaknesses, career possibilities and chances and their consequences. Setting goals for the career and scheduling education, training and work to achieve those career goals is an important part of career planning. (Kattelus et al. 2002 p. 23.) Preparing for the placements during the studies is also an es-

sential part of the career planning as the student needs to define carefully where and when to do the placement. The placements in bachelor degree studies in tourism and hospitality direct and define the field of specialisation and the career path of the student.

The choice of the career can be seen to be a reflection of the individuals' innermost. Awareness of one's self-image is essential in career planning. Professional self-image consists of three components, which are the following;

1. Skills and knowledge that are based on different experiences from different jobs. The individual recognises his or her own skills and knowledge.
2. Motivations and needs that define what the individual ultimately wants from his or her career. Some may want a high salary, some may want security and some may want a possibility to express themselves.
3. Values and attitudes that define to what kind of a company the individual wants to work for and in what kind of a job. (Kattelus et al. 2002, p. 23-24.)

Together the components also form the individual's career anchor (Kattelus et al. 2002, p. 24). According to Amudson (2005, p.70) the career anchors were created to define individual's relationship towards working. The career anchors are detectable usually after working for a good while and the anchors guide and limit the future choices related to the individual's career. Eight anchors were identified but many individuals recognise themselves from several of them. However, usually one of them is above the others and the individual uses that anchor in measuring his or her success. (Kattelus et al. 2002, p. 24.) The eight career anchors according to Airo, Rantanen and Salmela (2008, p. 69-70) are the following;

1. The individuals with the managerial competence anchor desire managerial job positions. They want to lead people and usually, they have healthy and natural attitude for power. Decision-making is usually easy for them.
2. The individuals having the technical competence anchor share a desire for being excellent in one particular area. They enjoy learning and want

to know their subject profoundly. Sometimes the profound familiarisation can be more important than the outcome itself.

3. The individuals with creativity anchor have in common the creation of new things or ways of doing. They are less willing to implement something by following the rules that have been set beforehand. The requirement for this kind of entrepreneurship or creativity is high-risk tolerance.
4. The individuals with autonomy anchor want to be responsible for their own actions, not anyone else's. Often the most suitable career choice for them is to be self-employed.
5. The individuals with security career anchor want to have continuity and predictability in their career. This career anchor may intensify during certain situations of life, as in when experiencing a crisis.
6. The individuals with service anchor want to help others as much as they can. Usually this motivation increases with ageing as many elder individuals want to share their skill and knowledge more and more.
7. The individuals with challenge anchor want to use their skills and knowledge and challenge themselves repeatedly. Longing for challenges usually explains why the career path of an individual may seem reckless and bouncing for others. When the situation begins to feel routine, the individuals with challenge anchor move on to a new challenge.
8. The individuals with lifestyle anchor want to balance the different parts of their life, such as work, family, friends and hobbies.

3.2 Career development theories

Several different theories have been made about career development. Career development theories have been used in career guidance and counselling for the past few decades. No single theory is sufficient enough to describe by itself the whole process of career development but the theories are offering a generalised explanation on how the career decisions are made. (Anthanasou & Esbroeck 2008, p. 115-116.) Krumboltz has stated that *“theory is a picture, an image, a description, a representation of reality. It is not reality itself. It is a way we can think about some part of reality so that we can comprehend it.”* (Pennsylvania Department of Education 2006, p. 1.)

The following two theories were chosen to describe how the placements act sort of as try outs for the career and how important part of career development and entering the working life they are. Donald Super's self-concept theory shows the different stages of career development and defines the stage where the placements usually take place. Theory of work adjustment provides an explanation on how a right career is found and what factors affect on whether the career is seen as a right or not.

3.2.1 Donald Super's self-concept theory

The career development is seen in the Super's theory as a lifelong process. The theory divides working life into stages and tries to specify the typical vocational behaviours in each stage. (Career Research)

Growth (0-14 years)	<ul style="list-style-type: none"> •Fantasies (4-10); imagination and role plays •Interests (11-12); preferences and likings •Capacity (13-14); own skills are considered
Exploration (15-24 years)	<ul style="list-style-type: none"> •Tentative (15-17); tentative experiments •Action (18-21); entering to working life •Trial (22-24); beginning of working
Establishment (25-44 years)	<ul style="list-style-type: none"> •Trying out (25-30); possible career change •Advancement (31-44); establishing stable career
Maintenance (45-64 years)	<ul style="list-style-type: none"> •Holding on what is accomplished.
Decline (65+ years)	<ul style="list-style-type: none"> •Disengagement; slowing down the pace •Retirement; retiring from the career

Table 4. Life stages of Super's theory (Varila & Kallio 1992, p. 68)

Table 4 displays Super's five life and career development stages. These stages are growth, exploration, establishment, maintenance and decline. In each stage, the individual has to face and manage the vocational developmental tasks that are socially expected. (Anthanasou & Esbroeck 2008, p. 120.) The first stage that lasts from the birth to mid teens is growth. In this stage, the major developmental tasks are to develop a self-concept and to move from play to work

orientation. In the age of four to ten years, the individual's needs are dominating the career fantasies and they are expressed through role plays. Later when growing older to the age of 11 to 12, the individual begins to identify likes and dislikes as a basis for career choices. One's skills are then understood and considered at the age of 13 and 14. (Pennsylvania Department of Education 2006, p. 9.)

Exploration stage lasts from mid teens to early 20's. The major tasks in the stage are to develop a realistic self-concept and to implement a vocational preference through trials and exploration. Individuals may identify their field and level of work at the tentative stage at the age of 15 to 17. These fields and levels are usually tried out in fantasies, part-time jobs and volunteering. Between the age of 18 and 21, the general preference is converted into a specific choice of career. The individual then enters the job market or chooses the field of professional education. The commitment at this stage may be provisional and choice of career can be changed. (Pennsylvania Department of Education 2006, p. 9-10.)

Studies in university and the placements included into the studies usually take place during the exploration stage. The students have a possibility to try out the career that they have chosen to study by doing practical placements. Trying out the career can secure the students whether they have made the right choice or not. At this stage, mistakes and changing the mind are completely socially acceptable. But if the right path of career is found then the student is ready to move on to the next stage and establish a secure career in the chosen field.

In the establishment stage that lasts from mid 20's to mid 40's the vocational developmental tasks faced are to find a secure work in the chosen field and to advance within it. Individuals usually start the process of settling down at the age of 25 to 30. Advancement is then sought between the age of 30 and 40. (Pennsylvania Department of Education 2006, p. 10.)

The stage of maintenance is about preserving what has been gained and developed. This takes place at the age of 40 to 60. After that in the mid 60's, the gradual disengagement from the work life begins and the individual begins to

prepare for retirement. Retirement is one of the major tasks faced during the last stage of the life stages. (Pennsylvania Department of Education 2006, p. 10.) In the EU15 states the general retirement age is at the moment 65 years but in many member states the retirement age is being raised (Eläketurvakeskus, 2015).

3.2.2 Theory of work adjustment

The theory of work adjustment (TWA) is a class of theory in career development that is anchored in the individuals' different tradition of vocational behaviour. The theory views the career choice and development as a continual process of adjustment and accommodation. (Anthanasou & Esbroeck 2008, p. 116.) The theory was originally developed in University of Minnesota by René Dawis, George England and Lloyd Lofquist in 1964, and the theory is often referred to Minnesota theory of work adjustment (The Careers Group – University of London).

The theory of work adjustment consists of two models, which are predictive and process model. The predictive model is used to predict the individuals' tenure in their work environment through the variables that affect the individuals' satisfaction in their work environment. The process model explains how the satisfaction is then attained and maintained. (Brown & Lent 2012, p. 30).

Individuals have a set list of needs and values that are sought from the work environment. These needs and values include encouragement for achievements, comfort, recognition, altruism, safety and autonomy. (The Careers Group – University of London) The work environment also has job requirements that are sought from the skills and abilities of the individual. When the needs and values of the individual are met by the work environment, then the individual and the work environment are in correspondence. (Brown & Lent 2012, p. 30-32). When the individual and the work environment are in correspondence, it is more likely that the individual perceives the job as satisfying (The Careers Group – University of London). The correspondence is also required between the work environment's job requirements and the skills and abilities of the individual. This correspondence or discorrespondence determines the individual's

level of satisfaction with the work environment. The work adjustment is achieved by the individual being both satisfied and satisfactory. (Brown & Lent 2012, pp. 32-33.)

The style of adjustment consists of four variables which are used in predicting what the individual is likely to do when discorrespondence happens. These variables are flexibility, active adjustment, reactive adjustment and perseverance. The flexibility determines the extent to which the individual can tolerate discorrespondence. When the discorrespondence exceeds the level of the individual's flexibility, either active or reactive adjustment behaviour takes place. (Brown & Lent 2012, pp. 35-37.)

In active adjustment, the individual tries to change their work environment either by trying to change the content of the job to reflect better his or her skills and abilities or by trying to gain better work conditions to meet better his or her needs and values. The style of active adjustment depends on where the discorrespondence is detected. (The Careers Group – University of London.) In reactive adjustment the individual acts on himself or herself by trying to change his or her needs and values or skills and abilities to reduce the level of discorrespondence (Brown & Lent 2012, p. 36).

During the placements, the students can try out whether the chosen field of the studies is right for him or her. If during the placement the student's needs and values or skills and abilities do not correspond with the work environment or vice versa, the student can easily make changes and adjust. In active adjustment the student can either change the field of studies or specialisation in order to find a job that corresponds better with the student's needs and values. In reactive adjustment the student realises that he or she still has a lot to learn and improve and focuses more on his or her studies and on developing the required skills.

Perseverance is defined as the length of time to which the individual will keep trying to adjust before giving up (The Careers Group – University of London). The individuals who quit the job after a short period of time of trying to adjust are considered as low in perseverance, and the individuals who stay in their job

despite repeated or lengthy attempts of trying to adjust are considered as high in perseverance (Brown & Lent 2012, p. 36).

3.3 Contingent employment in career development

According to the United States Bureau of Labor Statistics definition, "*Contingent work is any job in which an individual does not have an explicit or implicit contract for long-term employment*" (Bjorkquist & Kleinhesselink 1999). The contingent workforce is better known as temporary, freelance, seasonal or contract workers (Strauser 2014).

Contingent workers employed on seasonal contracts form a large proportion of the total number of workers employed in services industries, especially in the hospitality industry (Russo 2008). The use of contingent workers has significant benefits for hospitality firms as hiring contingent workers allows a high degree of flexibility. The contingent workers are usually available for work at short notice, and they represent a pool of resources on which companies may call to meet periods of peak demand. Contingent workers often do not voluntarily choose their employment contract and would prefer to be in permanent employment (Buonocore 2009). But the students, who need to complete their placements and gain work experience and are only able to work during the school holidays, benefit a lot from the high level of available temporary placements and jobs.

Contingent employment offers a possibility to the employee to choose where to work for and what types of projects to do (Lawyers n.d.). This gives, for example to the students a chance to focus on using and developing certain skills and knowledge. The flexible schedule provided by contingent work gives workers the opportunity to stay in the workforce, maintain or enhance their skills, and manage other obligations such as family or school at the same time. Contingent work can also act as a bridge to full-time employment or provide income while studying or searching for permanent work. (Daly 1997.)

However, seasonal work is considered highly labour intense and not allowing for much additional time that could be used for employee training. The contingent workers also appear to receive fewer opportunities for improving their skills and know-how (Hunker 2014). Contingent workers must take responsibility for

their own skills and knowledge to ensure that they are employable in the future (Daly 1997).

3.4 Work experience from abroad in career development

Taking on a new challenge, gaining new experiences or progressing in the career are seen as the main reasons why people move abroad (ACCA 2015). The experience abroad leads to academic, cultural, linguistic, personal and professional gains, which are well recognised by researchers, employers and governments (Coleman 2011).

International travel is often described as eye-opening and a way of broadening the mind. Working abroad and gaining experience of working in another country is also likely to lead to a faster promotion or career progression. During working abroad, the person is exposed to a vast set of new ideas and ways of thinking, acting and doing. The persons who have international experience are often seen as better problem solvers and displaying more creativity. (ACCA 2015.)

Global competency gained from the experience abroad is a key to success in today's world. It implies an ability to interact positively and effectively all around the world. Global Competence Aptitude Assessment (GCAA®) defined global competence as *"having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively in diverse environments"* (Global Competence Assessment).

Learning a new language, being exposed to new and different religions, beliefs, political systems, values and manners are opportunities best learned through international living (All Abroad). International work experience is increasingly seen as an investment in career development (Gulf Business 2015). Moving abroad and working in a new and different work environment shows motivation, independence, maturity and adaptability (Prospects 2015).

According to Kattelus et al. (2002, pp. 101-102) working in different working environments and cultures, teaches skills that can be later utilised in personal life and companies' operations. The person who has worked abroad will have broad

knowledge of the destination, where he or she worked, and its surroundings. The local business etiquette, habits, manners and leadership styles are best learned by interacting with local people. Working abroad will not just broaden the understanding of the culture of the destination country, but it will also teach an objective understanding of one's culture, which is essential in intercultural communication.

The experience from abroad will also have a huge effect on personal growth and self-image. This is a consequence of getting outside of the comfort zone and experiencing new and overwhelming experiences in a short period of time. Solving problems, facing new situations and adapting to a new environment and manners will enhance the independence, self-reliance, self-awareness and confidence. The persons with experience from abroad are proven to be more mature and confident with themselves and their choices. They also are more optimistic about their own abilities and the world in general. (Erstling 2015.)

Working in different work environments will also teach skills such as compromising, flexibility, openness and tolerance for new ideas, different procedures, situations and opinions. Together these skills will help in negotiations and problem-solving situations by broadening the perspective and providing broader understanding. (Kattelus et al. 2002, pp. 101-102.)

Having work experience from abroad shows that the person has a global outlook, which is a huge benefit especially when working in a multinational firm or with international businesses. The work experience from abroad shows extreme motivation and interest. And especially, during the early stages of a career the global outlook can stand out and help the person to progress in the career. (ACCA 2015.)

The international experience will also stand out from job applications and help with getting a job as today's global marketplace demands increased adaptability, cross-cultural sensitivity, political awareness and intellectual flexibility (Tillman 2011). Tourism and hospitality industry is one of the industries that is the most engaged in seeking internationally minded employees (All Abroad).

4 Research method

The aim of this research was to study whether the students of bachelor degree programme in tourism and hospitality see the placement abroad as a positive factor in their career development. The main research questions in this thesis were:

- What are motivations behind the decision on doing a placement abroad?
- What do the students expect to gain from the placement abroad?
- How is the experience of working abroad benefiting the students?
- Do the students see the placement abroad as a more valuable asset in their career development than a placement in their home country?

The research method used in this thesis was quantitative. In quantitative researches, the data is gathered using structured instruments, such as surveys. The data is presented in a numerical format, and the aim of the quantitative research is to count things in an attempt to explain what is observed. In quantitative researches, a large number of sources of primary data are used to answer the research questions and to generalise, predict or explain the phenomena. (MacDonald & Headlam 2008, p.9-11.)

4.1 Population and sampling

The target population in this survey were the bachelor degree students in tourism and hospitality who are studying in Finland and have done a placement or placements abroad. This research was done within the bachelor degree programmes in tourism and hospitality, which are conducted either in Finnish or English. The Universities of Applied Sciences and the degree programmes included in this research are visible on the Table 5 on the following page.

Haaga-Helia University of Applied Sciences	<ul style="list-style-type: none"> •Hotel and Restaurant Management (in Finnish) •Tourism Management (in Finnish) •Hospitality, Tourism and Experience Management •Tourism
JAMK University of Applied Sciences	<ul style="list-style-type: none"> •Tourism and Facility Management (in Finnish)
KAMK University of Applied Sciences	<ul style="list-style-type: none"> •Tourism (in Finnish)
Karelia University of Applied Sciences	<ul style="list-style-type: none"> •Tourism and Hospitality (in Finnish)
Lapland University of Applied Sciences	<ul style="list-style-type: none"> •Tourism and Facility Management (in Finnish) •Tourism
Laurea University of Applied Sciences	<ul style="list-style-type: none"> •Tourism and Facility Management (in Finnish)
MAMK University of Applied Sciences	<ul style="list-style-type: none"> •Tourism and Facility Management (in Finnish)
Saimaa University of Applied Sciences	<ul style="list-style-type: none"> •Tourism and Hospitality (in Finnish) •Tourism and Hospitality Management
SAMK University of Applied Sciences	<ul style="list-style-type: none"> •Tourism
Savonia University of Applied Sciences	<ul style="list-style-type: none"> •Tourism and Facility Management (in Finnish)
SeAMK University of Applied Sciences	<ul style="list-style-type: none"> •Hospitality

Table 5. Universities of Applied Sciences and the degree programmes included in the research

The bachelor degrees in tourism and hospitality, which are conducted only in Swedish and the degrees concerning only restaurant or facility management, were not included in this research. The decision on leaving these degrees out of this research was based on the major differences on degrees' curriculum structure and the teaching language.

Probability samples were used in this thesis. The sampling method used was simple random sampling. In simple random sampling, all members of the population have a known and equal chance of being included in the sample (Mirola 2015, p. 23). In this research, it meant that the survey was open for everyone, and the amount of responses was not limited. Everyone of the target population

had a possibility to answer to the survey. The invitation to the survey was sent to universities of applied sciences' international offices/coordinator's via email where it was intended to be distributed by the universities to the target population. However, the author of this thesis was not in control whether the universities really distributed the invitation to the students or not.

Laurea University of Applied Sciences and Kajaani University of Applied Sciences required a research permit which had to be applied from the university before they would distribute the invitation to the students. The permit for this research was granted in both cases. For the students of Saimaa University of Applied Sciences, the survey was also advertised on Facebook, by the university on Saimia page and by the author on Saimia Linnala group.

4.2 Data collection

The data was collected with an online survey since the online surveys have the advantage of the answer being directly stored and analysed. This saves data input time and costs, and this is the most convenient method to reach the population of this research. (Muijs 2004, p. 23.) The online survey was conducted in Webropol online survey and analysis software. The survey was available in two languages, Finnish and English, as both Finnish and international students study tourism and hospitality in Finland.

Survey researches are usually done with a structured questionnaire in which each person is asked to respond to the same set of questions in a predetermined order (Mirola 2015, p. 20). Questionnaire studies aim at receiving comparable answers from all participants (Flick 2011, p. 106). The questionnaire of this research included 22 questions, including close ended, dichotomous, multiple choice, scales and open-ended questions. The aim was to keep the questionnaire simple and fast enough to fill in, as usually people are more willing to fill-in questionnaires that are easy to understand and quick to answer.

The data was collected from January 22, 2016 till February 21, 2016. The initial idea was to close the survey on February 14 but due to the low level of responses from other universities of applied sciences than Saimaa UAS, the time for answering was extended by a week. An email to remind the universities

about the survey was sent to each university's international office or coordinator. However, only a few more answers were received during the additional time.

5 Research findings

The research's total number of respondents was 51, 36 of them answered the questionnaire in Finnish and 15 to the questionnaire in English. All students who answered the questionnaire in English were from Saimaa University of Applied Sciences. The questionnaire in Finnish was also mainly filled-in by the students of Saimaa University of Applied Sciences, but some of the respondents were also from Jyväskylä University of Applied Sciences, Lapland University of Applied Sciences and Mikkeli University of Applied Sciences. Other universities' students did not answer the questionnaire for unknown reasons.

The research findings are presented in this chapter by themes to make the analysing process more logical. The order of the answers is almost similar to the questionnaire that the respondents answered. The answers were analysed right after the questionnaire was closed in February 2016. Some of the questions are analysed in the subchapter of reasons and expectations by comparing different nationalities' answers to provide a better understanding of the issue.

5.1 Background questions

Out of the 51 respondents, the majority of them were students in their 20's. Only three respondents were less than 20 years or more than 30 years old. The average age of the respondents was 23 years. The majority of the respondents (88%) were females, and only six (12%) of the respondents were males. The figure 1 on the next page shows the gender distribution of the respondents.

Most of the students studying in universities of applied sciences in Finland begin their studies just before turning 20 years or in their early 20's. The respondents of this survey must have been at least on the second year as they already have done at least one placement. This explains well the age distribu-

tion of this survey. The gender distribution is easily explained by tourism and hospitality business being predominantly female-dominated.



Figure 1. Nationality of the respondents

The questionnaire was answered by Finns, Russians and Vietnamese. As can be seen from Figure 1 on the previous page, the Finns were the most active in answering the questionnaire. Thirty-six of 51 respondents were Finns, 12 of them were Russians and three of them were Vietnamese. As the survey was mainly answered by the students of Saimaa University of Applied Sciences, the results represent well the nationalities of the students studying there.

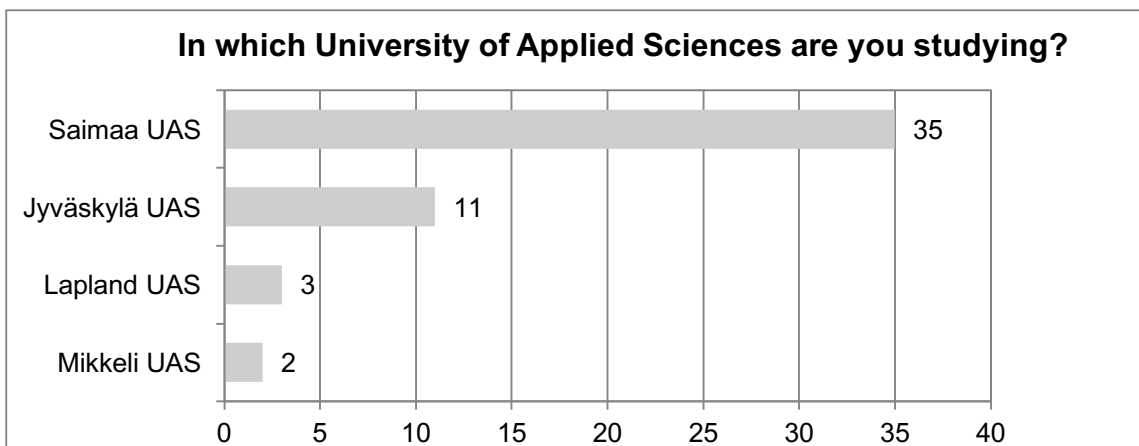


Figure 2. Universities of Applied Sciences where the respondents are studying

As can be seen from Figure 2 and as stated earlier, the majority of the respondents (68%) were studying at Saimaa University of Applied Sciences. Other respondents were studying at Jyväskylä University of Applied Sciences (22%), at Lapland University of Applied Sciences (6%) and at Mikkeli University of Applied Sciences (4%).

Altogether the respondents studied in five different degree programmes. Twenty-four of 51 respondents were studying in English, either in a degree programme in Tourism (16%) or Hotel, Restaurant and Tourism Management (31%). Other 27 respondents were studying in Finnish in degree programmes in Tourism (18%), Tourism and Hospitality (29%) or Tourism and Facility Management (6%).

In degree programmes which are conducted in English at Saimaa University of Applied Sciences, studies abroad are a compulsory part of the studies. The student can choose either to go on an exchange or to do a placement abroad.

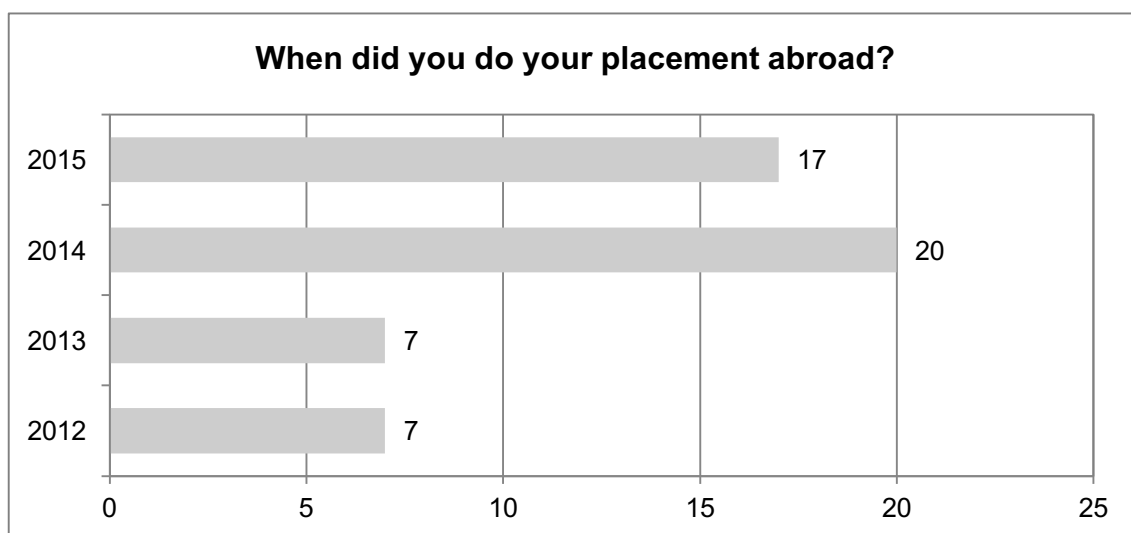


Figure 3. Year of the placement abroad

Figure 3 shows in which years the respondents did their placement abroad. The majority of the respondents (73%) had done their placement abroad either in 2015 or 2014. Thirty-five of 51 respondents (69%) had done their basic placement abroad. 14 respondents (27%) had done their professional placement abroad. One respondent had done both the basic and the professional placement abroad. Only one of the respondents had done an elective placement

abroad. Forty respondents' (78%) placement abroad lasted three months. Eight respondents' (16%) placement was over three months, and three respondents (6%) were abroad doing their placement for less than three months. The minimum length of the placement to get funding varies between two and three months, depending on the university. But in the majority of the universities, it is three months, and this explains well the results of this question.

The extent of the placements in the degree programme in tourism and hospitality is 30 credits (ECTS). Usually, 15 of them are gained from a basic placement and 15 from a professional placement. And because of that, most of the respondents had gained 15 or more credits from their placement abroad. The average amount of credits gained from the placements abroad was 16. Only five respondents (10%) had gained less than 15 credits, and only six respondents (12%) had gained 20 or more credits. One respondent could not remember the amount of credits he or she gained from the placement abroad.

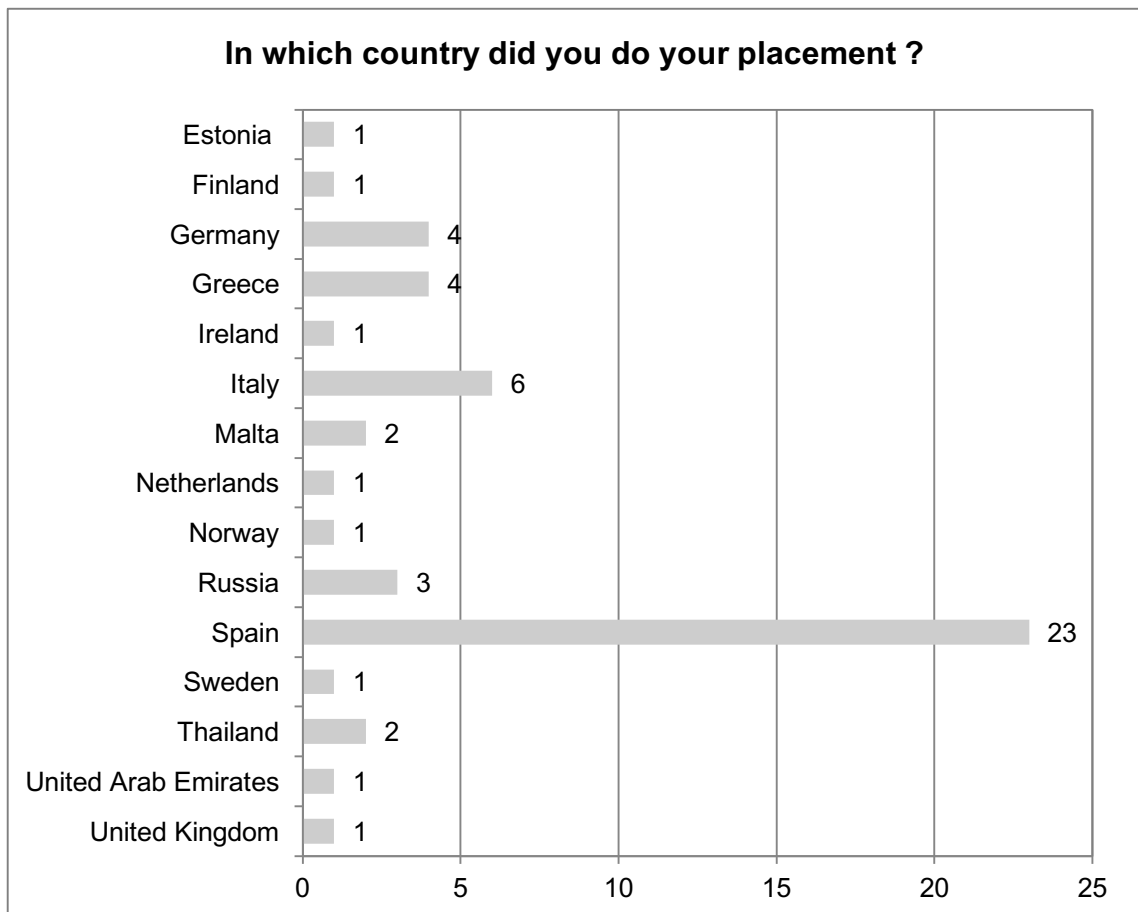


Figure 4. Country where the placement abroad was done

As can be seen from Figure 4 on the previous page, the placements abroad can be done all over the world, but the most popular placement destinations within the students studying in Finland are in Europe. In Saimaa University of Applied Sciences, the top destination to do a placement abroad was Spain. Out of 23 of the respondents who had done their placement in Spain 21 respondents (91%) studied at Saimaa University of Applied Sciences. Spain was popular among both Finnish and English speaking students. The popularity of Spain as a placement destination in Saimaa University of Applied Sciences can be explained by the university's co-operation between Spanish placement organisers and well marketed and informed possibilities of placements in Spain. Usually Spanish organisations also offer a small salary and good benefits, such as free accommodation and meals.

The top destination within the other universities' students was Italy. Five (83%) out of the six respondents who had done their placement abroad in Italy were students from other universities of applied sciences than Saimaa. Also, the two respondents who had done their placement abroad in Thailand and the one who had done his or her placement abroad in Netherlands were not studying at Saimaa University of Applied Sciences.

5.2 Reasons and expectations

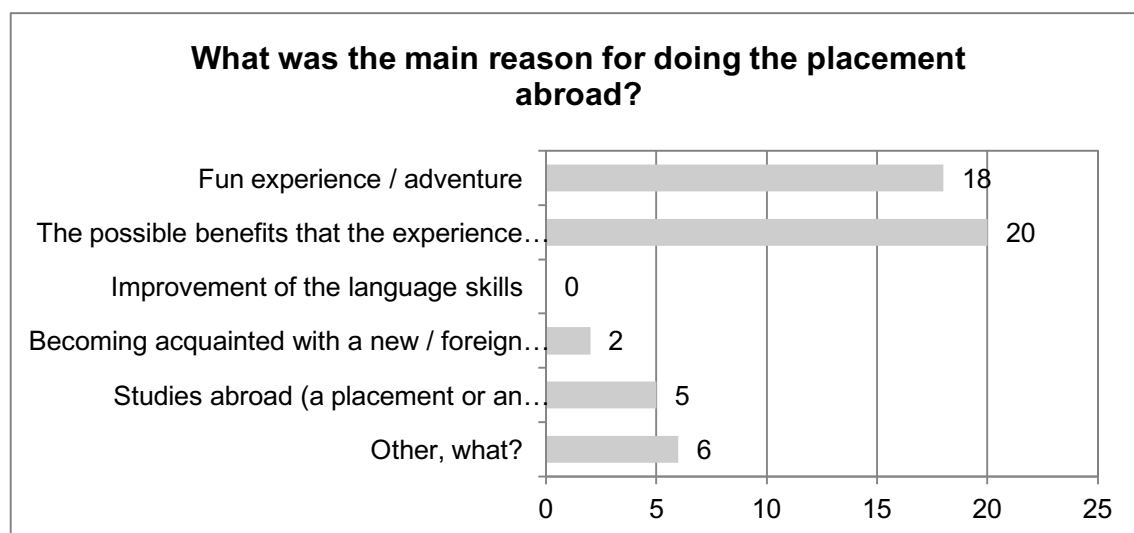


Figure 5. Main reason for doing the placement abroad

Figure 5 shows the main reasons of the students', who responded this questionnaire for doing the placement abroad. Thirty-nine percent of the respondents had done their placement abroad because they thought it could possibly benefit them in the future, for an example in employment. Thirty-five percent of the respondents had done their placement abroad because they saw it as a fun experience and or as an adventure. Cultural differences did not affect the answers of this question, and the first two options were equally popular among the Russians, the Vietnamese and the Finns who answered the questionnaire.

Ten percent of the total 51 respondents had done their placement abroad because of the studies abroad, either an exchange or placement was compulsory. All of them were studying Hotel, Restaurant and Tourism Management at Saimaa University of Applied Sciences. Only two respondents chose the becoming acquainted with a new or foreign culture as their main reason for doing the placement abroad.

None of the respondents chose the improvement of the language skills as the main reason, but three of the respondents who chose the other, what? -option chose the option because they could not choose between the first four options.

Two of the respondents who chose the other, what? -option chose it because they had a family or personal reason for doing the placement abroad. One chose the option because the main reason to him or her for doing the placement abroad was the possibility and the support that the university was offering.

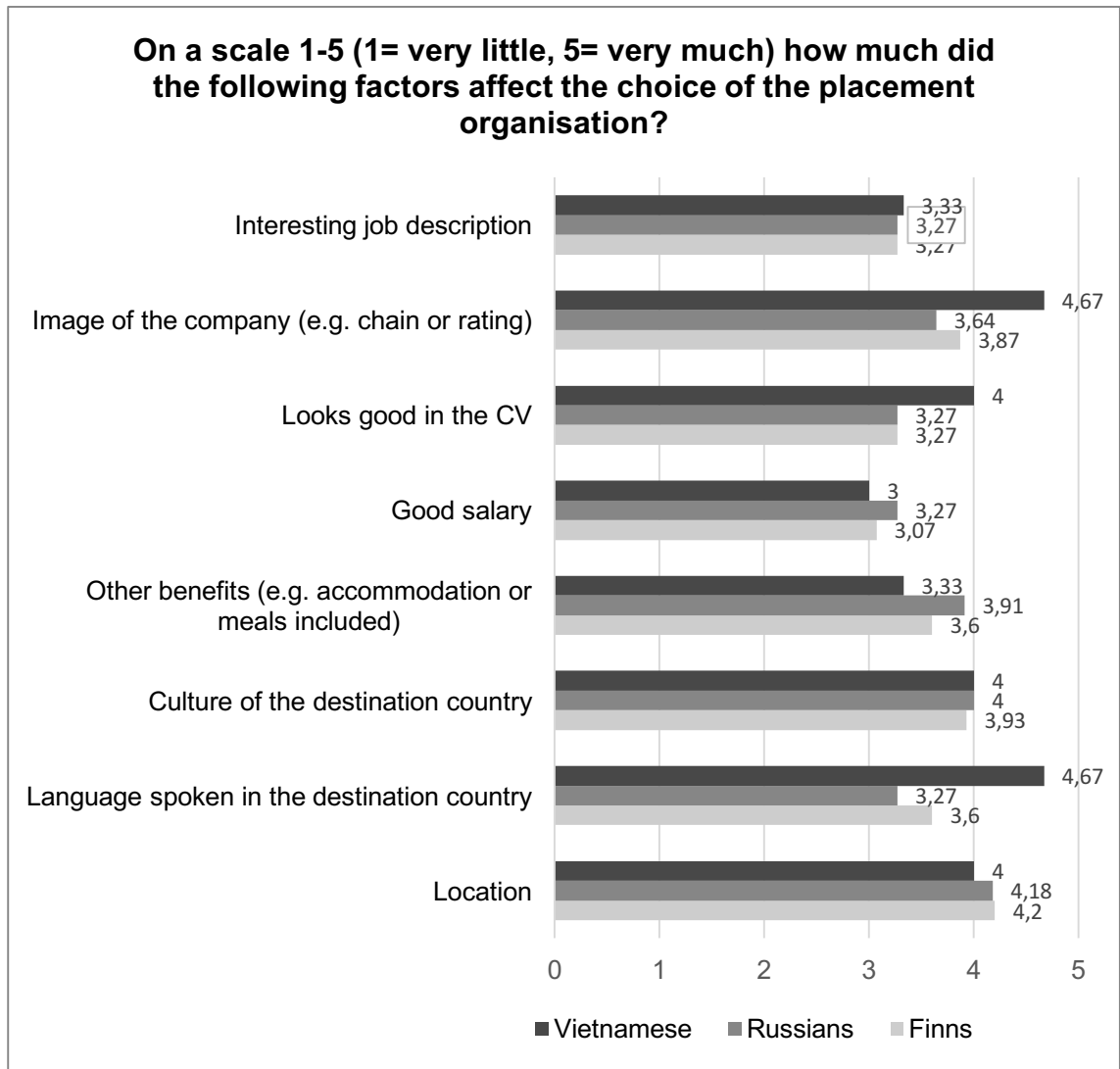


Figure. 6. Factors affecting the choice of the placement organisation

Figure 6 presents the different factors that may have affected the choice of the placement organisation. The answers were given on a scale of one to five, one meaning that the factor had only very little effect and five meaning that the factor affected a lot on the choice of the placement organisation. Figure 6 compares the answers of the Finns, the Russians and the Vietnamese, although it had to be taken into the consideration that majority of the respondents (71%) were Finns, and only three Vietnamese and 12 Russians responded to the

questionnaire. As there were so few Vietnamese respondents, a single answer affected on their average a lot more than it did within the Finns and the Russians.

In many points, there were only minor differences between the averages of the answers of the Finns and the Russians. The Vietnamese's average differed from the averages of the Finns and the Russians in few points a lot. For example, the Vietnamese considered the factor of how good the placement will look in the CV as an important factor affecting the decision when the Finns and the Russians considered it was having only some effect.

To the Vietnamese the most important factors affecting the choice of the placement company were the language spoken in the destination country and the image of the company, for example whether it is part of some chain or has good ratings. The most important factors for the Finns and the Russians were the culture of the destination country and the location of the placement organisation, in example whether it is located in a certain part of the country, in a bigger city or by the beach. All nationalities agreed on an interesting job description and good salary being factors that do affect the choice of the placement organisations but not as much as the other factors do.

Thirty-four of the 51 respondents (67%) thought that they would not have been able to find a similar placement organisation from their home country than they did abroad. Seventeen of the respondents (33%) thought that they would have found a similar placement organisation from their home country. For example, all three Vietnamese respondents thought that they would have found a similar placement organisation from their home country.

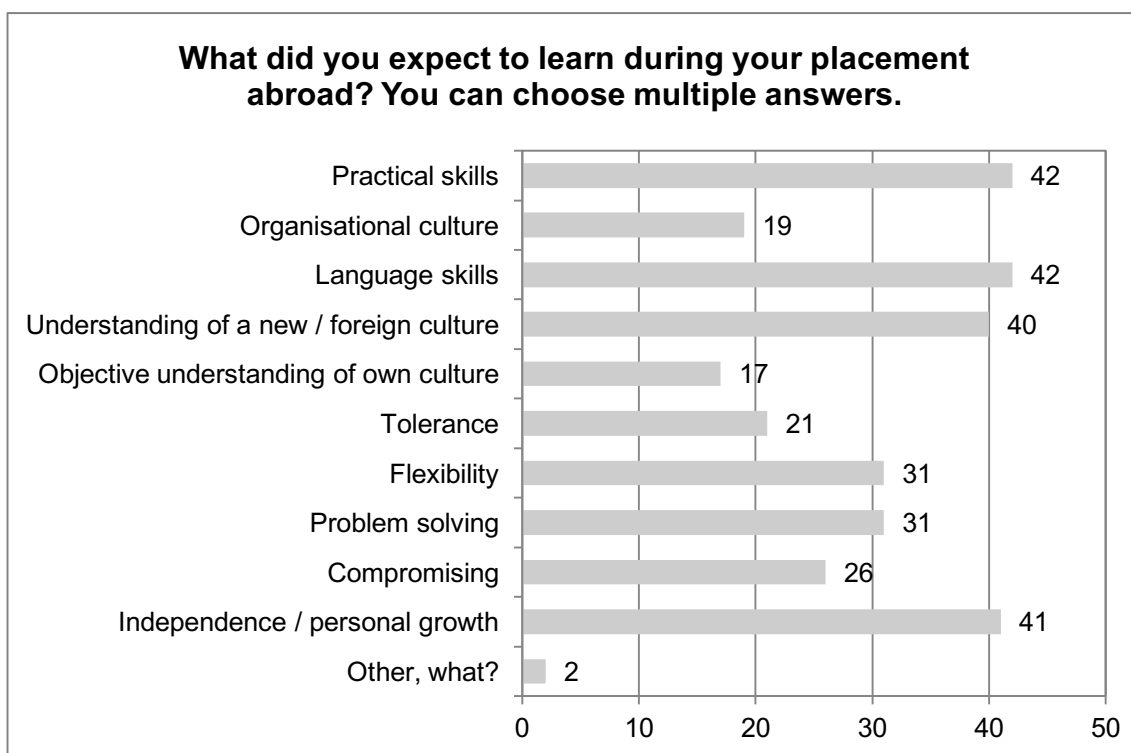


Figure 7. Expectations of things to be learned during the placement abroad

As can be seen from Figure 7, every respondent had different expectations for the placement abroad, and none of the options was chosen by all 51 respondents. Most of the respondents expected to learn practical and language skills, understanding of a new or foreign culture and independence and personal growth. Less than half of all the respondents expected to learn organisational culture, objective understanding of own culture and tolerance. Two of the respondents also chose the other, what? –option and answered that they also expected to learn responsibility and self-confidence during their placements abroad.

When comparing the answers of the Finns, the Russians and the Vietnamese, differences between the cultures can be detected. The majority of the Russian respondents expected to learn practical skills and independence. All three Vietnamese respondents expected to learn tolerance and flexibility during their placements abroad. And most Finns expected to learn practical and language skills and understanding of a new or foreign culture.

5.3 Utility of the experience

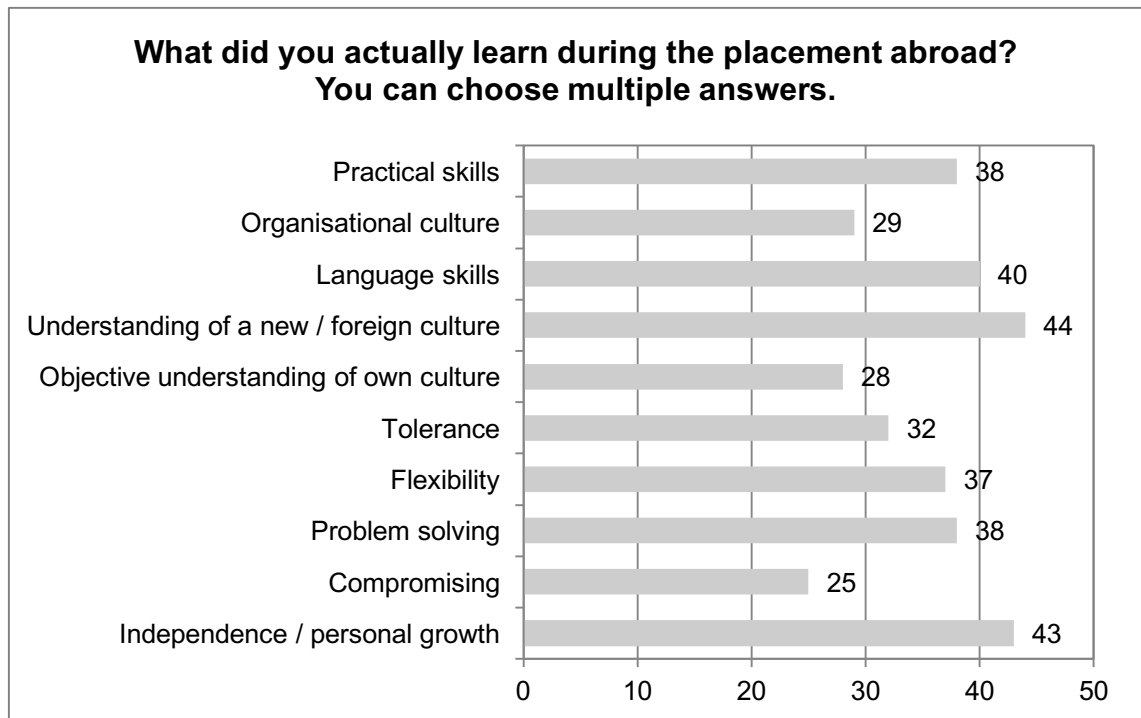


Figure 8. Things that were actually learned during the placement abroad

Figure 8 shows what the respondents actually learned during their placements abroad. Every respondent's experience abroad was different, and they learned different things. None of the options was chosen by all 51 respondents and none of them chose the other, what? –option that was also offered in the questionnaire. The two respondents that had earlier stated that they also expected to learn responsibility and self-confidence did not mention actually learning them in this question.

Almost half of the respondents (49%) choose all listed skills as things that they learned during their placements abroad. The most common skills that the respondents learned during their placements abroad were language skills, understanding of a new or foreign culture and independence and personal growth.

The expectations met the reality well, and most respondents learned what they expected to learn and even more. For example, organisational culture, objective understanding of own culture and tolerance were things that the respondents did not expect to learn inasmuch as they actually learned during their placements abroad.

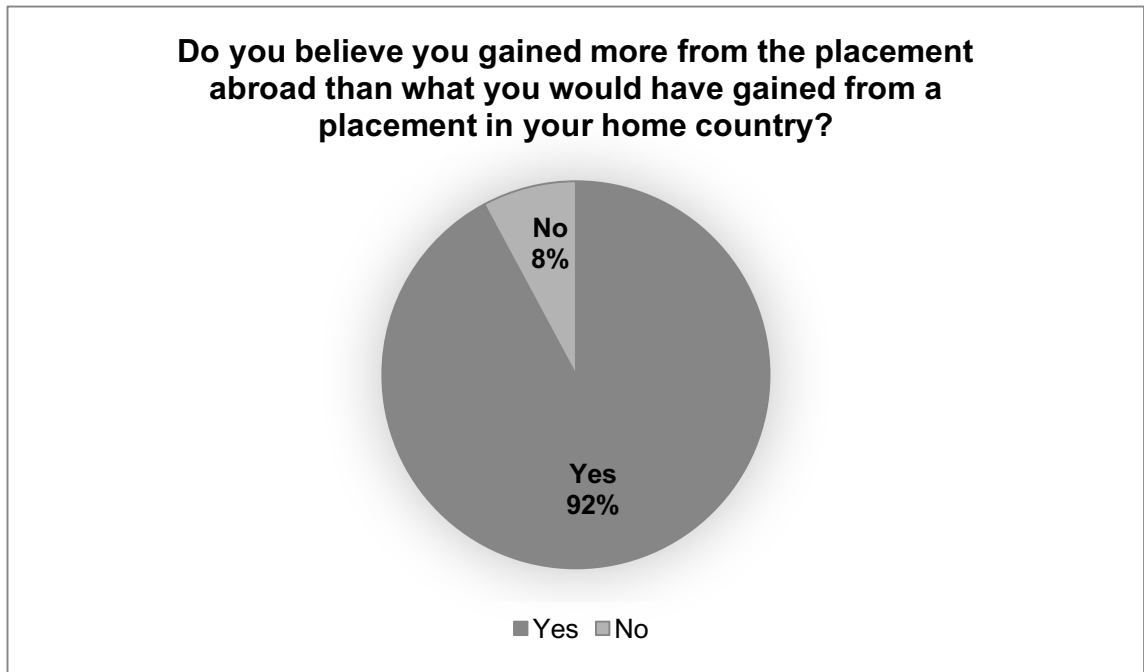


Figure 9. Utility of the experience

As can be seen from Figure 9, the majority of the respondents believed that they gained more from the placements abroad than what they would have gained from placements in their home countries. Only four respondents (8%) believed otherwise.

All respondents were asked to explain their answer in more detail in the following open question. Like all other questions, this question was compulsory. However, one respondent chose to skip the question by answering only with only a dot(.). Other answers were analysed by identifying the different themes from the answers.

Many respondents mentioned improved language skills as a great benefit from the placement abroad. Whether it was improving the existing language skills or learning a completely new language, the respondents thought they could not have done it in their home countries.

I got to experience working with a foreign language which I did not know before, but learned during my placement.

All was learned and done in foreign language.

My language skills improved a lot. Working in a hotel in Finland would not have helped me in improving them.

Many respondents also mentioned getting international experience and working in an international environment as a thing that they could not have experienced if they had done their placements in their home countries. Global competency gained from the placement abroad is seen by the respondents especially important in tourism and hospitality industry.

I could have learned practical skills also in Finland, but not internationality.

I would never have had a chance to learn about new cultures or meet new people. Each country has a different tradition, and it affects a lot in the way they operate their hotels. Therefore, it is good for me to learn more about cultures since this career path requires the employee to meet many people from around the world.

In Finland, I could not have got to work in a similar work environment and to learn so much about how international organisations are operating.

Working abroad gave me the opportunity to meet and work with people from multiple cultures in the same team, and it was the great development of my communication skills and general understanding of multicultural issues. Also, I believe that the working culture and company's organization are different from the similar companies in my home country.

Personal growth and independence were also issues that were mentioned in multiple answers. The personal growth that happened during the placement abroad was believed to be a consequence of being in an unfamiliar environment and out of the comfort zone.

The placement abroad places the student completely out of his or her comfort zone. The student must "try to survive" and adapt quickly to a new environment. New customs and manners to work with people play the key role and learning them without a common language is quite difficult.

After working as a waiter for the first time, being in an unfamiliar environment and not speaking the language, I understood that anything is possible when you believe and try.

Abroad you are totally independent, and you have to face alone new problems every day. But after the experience, you become stronger.

Some respondents had taken the placement abroad more as an opportunity to travel and see different places. They still saw the experience as eye-opening and educating.

I already knew from my previous experiences that traveling is eye-opening.

Traveling abroad is always educating and shapes your worldview...

The answers also included explanations of why some of the respondents thought that they would have benefited more from a placement in their home country. The tasks at work not being versatile enough or not being what was agreed beforehand were issues that came up in multiple answers.

Because I am going to work in Finland, the placement abroad felt compulsory and not as beneficial as a placement in Finland...

In Finland, the work assignments would definitely have taught more...

The tasks at work were different than what was told before. During a placement in Finland, I could have made important contacts and perhaps got employed. Also, the agreed work tasks would have been clearer.

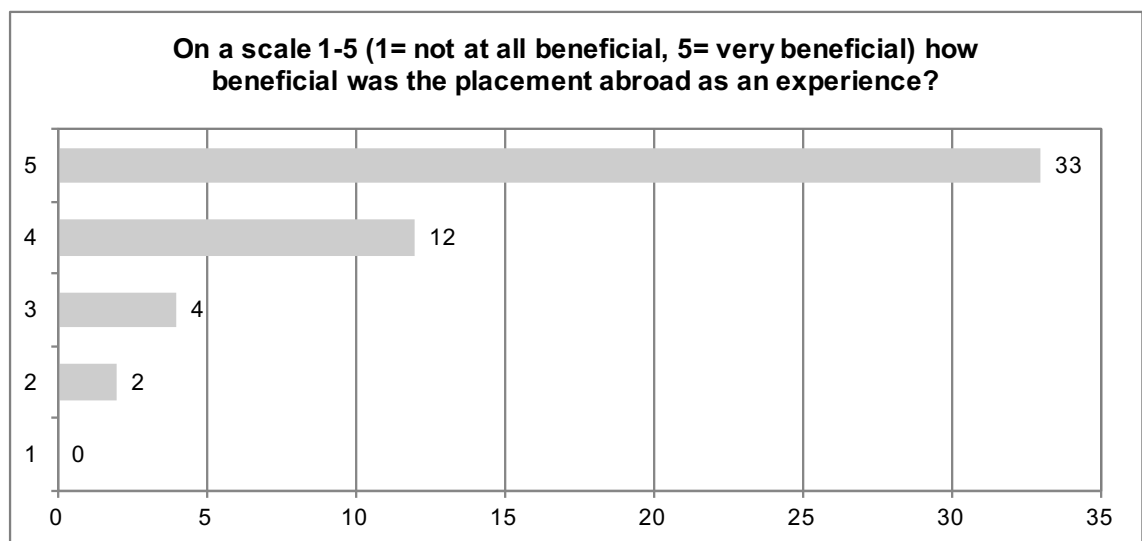


Figure 10. How beneficial was the placement abroad as an experience

As can be seen from Figure 10, none of the 51 respondents of this survey saw the placement abroad as a completely non-beneficial experience. The majority of the respondents (65%) saw the experience as very beneficial. Only 2 of the respondents (4%) saw the experience benefiting them only a little.

The respondents who earlier stated that they do not believe that they gained more from the placement abroad than what they would have gained from a placement in their home country, chose answers in this question that indicate that they still benefited from the experience abroad, at least, to some extent.

Two of them even chose the number four from the scale of one to five, one being not at all beneficial and five being very beneficial, to describe their experiences.

5.3.1 Career development

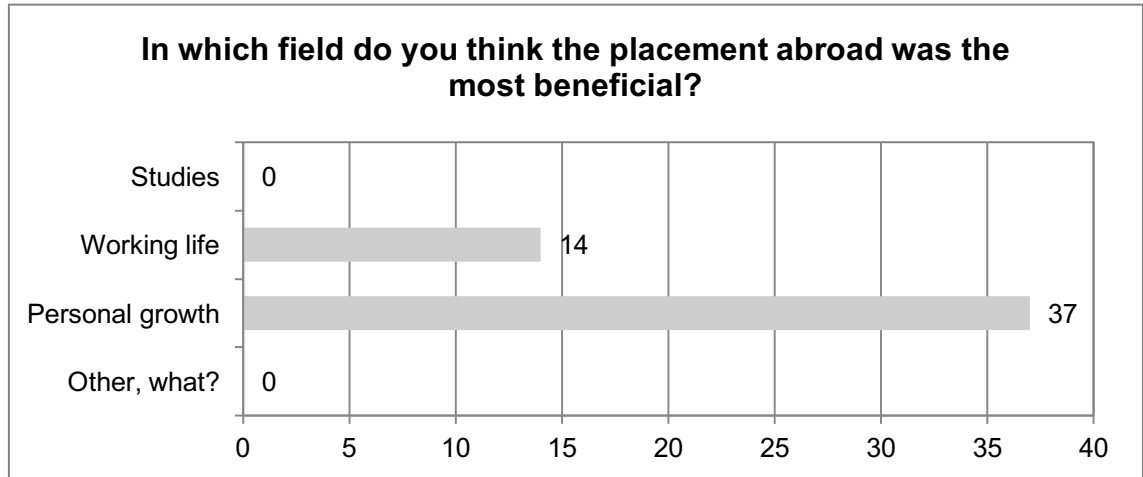


Figure 11. The field where the placement abroad was the most beneficial

Figure 11 displays how the answers were divided between the four options given in a question where the respondents were asked to choose a field where they think the placement abroad was the most beneficial to them. The answers were divided between working life and personal growth. None of the 51 respondents chose studies or the other, what? –option in this question.

Seventy-three percent of the respondents thought that the placement abroad was the most beneficial to them in their personal growth, which was already visible in earlier in the results of the question on what the respondents learned during their placements abroad (Figure 8). The majority of them answered in that question that they learned skills, such as independence, problem solving and flexibility during their placements abroad. These skills may not directly be seen as affecting their skills and abilities as an employee, but they are important aspects of horizontal career development. These skills can also later be used in advancing career.

Twenty-seven percent of the respondents thought that the placement abroad was the most beneficial to them in their working life. Many respondents were expecting to learn and learned practical skills and organisational culture during

their placements abroad (Figures 7 & 8). These skills are essential in advancing career and in vertical career development.

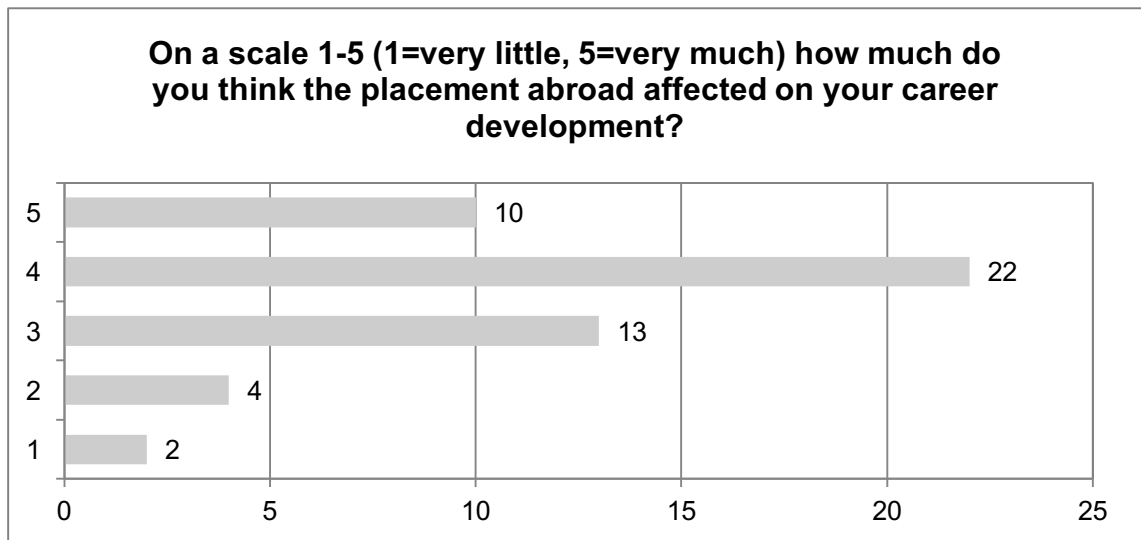


Figure 12. How much the placement abroad affected career development

As can be seen from Figure 12, all respondents of this survey experienced the placement abroad differently. The majority of the respondents (63%) thought that the placement abroad affected much or very much their career development. Here are two comments from the earlier open question from two of those ten respondents, who thought that the placement abroad affected very much in their career development;

I was hired after the placement with very good conditions...

I got to know people from many different cultures (clients, colleagues, neighbours, etc..) and my multicultural communication skills and customer service skills were improved significantly. I became familiar with an international working environment and much more confident. I've grown a lot. There is so much more I would like to share but could not describe it all in words.

Six respondents (12%) thought that the placement abroad affected only a little or very little their career development. Four out of six of these respondents did their placement in Spain. All of these respondents answered in the previous question that the placement abroad was the most beneficial to them in their personal growth (Figure 12). The respondents might not have realised that their personal growth also affects their skills and abilities as employees and that career development is much more than just advancing career. All of them stated

that they still learned many skills, such as organisational culture, objective understanding of own culture, tolerance, flexibility, problem solving, compromising and independence, during their placements abroad (Figure 8).

5.3.2 Attitude change

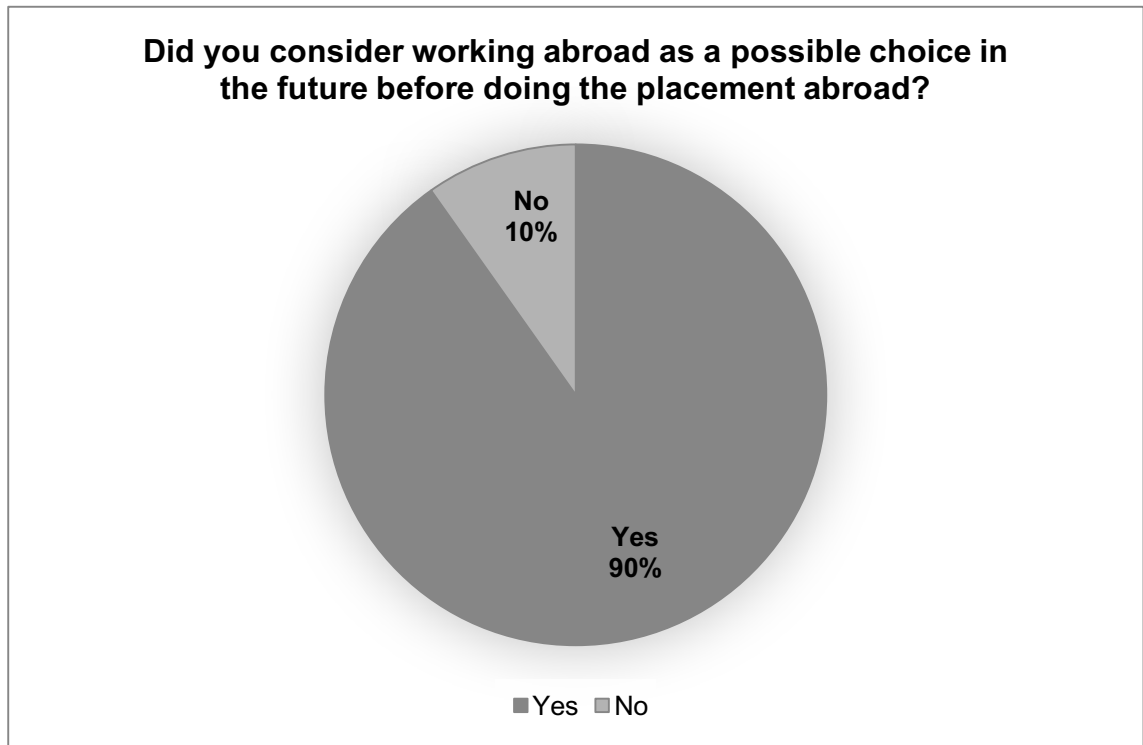


Figure 13. Considering working abroad a possible choice in the future before doing the placement abroad

Figure 13 shows the attitudes of the respondents towards working abroad in the future before they did their placements abroad. This question was asked a lot earlier in the questionnaire but to make analysing the results more logical the question is analysed here in the end, together with the question of how much the placements abroad changed their attitudes towards working abroad.

46 of the 51 respondents considered working abroad as a possibility in future. Five respondents did not consider working abroad as a possible choice before doing the placement abroad. Two of these five respondents did their placements abroad mainly because either a placement or exchange was a compulso-

ry part of their studies. Other three respondents thought that the placement abroad could possibly benefit them somehow in the future. (Figure 5.)

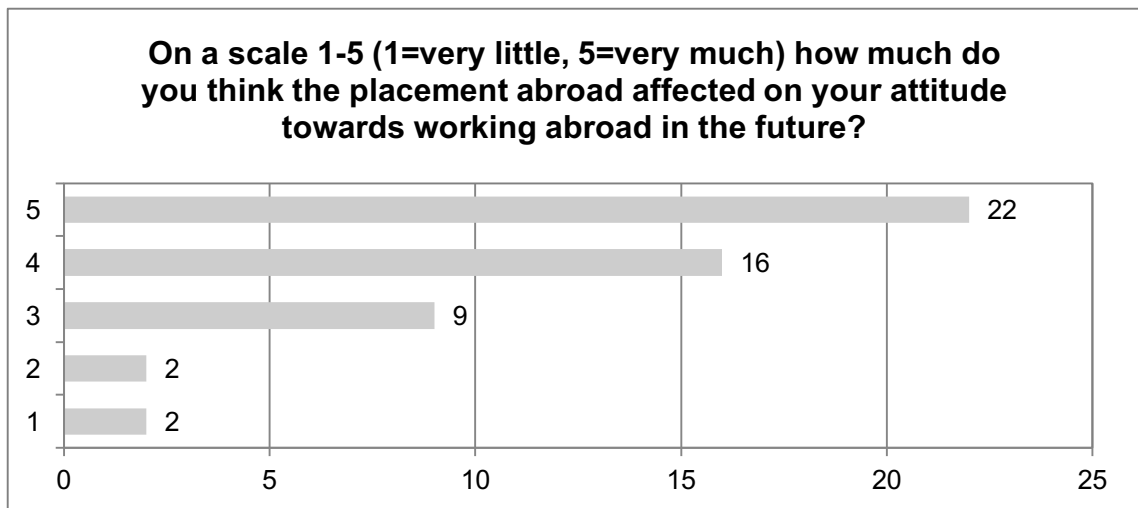


Figure 14. How much the placement abroad affected the attitude towards working abroad in the future

As can be seen from Figure 14, the placement abroad affected the respondents' attitudes towards working abroad in the future. The four respondents, who thought that the placements abroad affected only a little or very little on their attitudes towards working abroad, already considered working abroad as a possible choice in the future.

From the five respondents who did not consider working abroad as a possible choice in the future before doing the placement abroad (Figure 14), one stated in this question that the placement abroad affected very much on his or her attitude. The other four of these respondents also thought that the placement abroad had an effect on their attitudes towards working abroad in the future.

However, this survey did not include a question on whether the effect of the placement abroad on the attitude towards working abroad in the future was positive or not. But one respondent addressed the issue earlier in the open question. The respondent stated that he or she could now consider working abroad as a possible choice if certain conditions are met.

...I could go back to Malta to work if the working conditions and terms were in place.

6 Conclusions and discussion

The main aim of this research was to study whether the students of the bachelor degree programmes in tourism and hospitality see the placement abroad as a positive factor in their career development. Other research questions were set to find out the reasons and expectations for doing the placement abroad and how the experience benefited the students.

The theoretical part of the thesis supports and clarifies the issues that were dealt in the empirical part of the thesis. The theoretical part included a description of the bachelor degree studies in tourism and hospitality in Finland to enlighten the reader on the target population of the conducted research. The second chapter of the theoretical part aimed at opening the broad topic of career development by presenting two of the famous and important career development theories.

The placements are an integral part of the bachelor degree studies in tourism and hospitality. Some essential things and practices are impossible to learn without doing them in a real work environment. The placements strengthen the students' skills and put the theories into practice. In bachelor degrees in tourism and hospitality, every Finnish university of applied sciences requires 30 ECTS credits from practical placements. The placement or placements can be done either in Finland or abroad.

The four key competences in bachelor degree studies in tourism and hospitality are the profitability, internationality, business management and marketing of the tourism and hospitality businesses. One of the aims for the second year of bachelor degree studies in tourism and hospitality at Saimaa University of Applied Sciences is to be familiar with the effects and opportunities of internationalisation, as well as the meaning of multicultural co-operation. (Table 2.) To ensure that the competence of internationality and the aim of being familiar with internationalisation and multicultural co-operation are met, either period-long studies or placement abroad is compulsory in degree programmes that are conducted in English at Saimaa University of Applied Sciences. In other univer-

sities and degree programmes the competence and the aim might not be met if the students do not voluntarily go aboard.

The effect of the placements abroad on the career development can be explained by the cycle of the psychological success in career development (Table 3). Before the placement the student sets a goal of surviving in a new and foreign environment. During the placement the student adapts to the new environment and manners and survives there. The student achieves the goal and experiences psychological success, which improves the student's self-esteem. The feeling of the success and the elevated self-esteem then makes the individual to set more challenging aims and progress in his or her career.

The empirical part of the thesis included a quantitative research. An online survey was conducted within the bachelor degree students in tourism and hospitality who had done their placement abroad. The aim was to get responses from ten different universities of applied sciences in Finland, but only students from Saimaa (68%), Jyväskylä (22%), Lapland (6%) and Mikkeli University of Applied Sciences (4%) responded to the questionnaire. Most of the respondents were Finns (71%) but responses from Russians (23%) and Vietnamese (6%) were also received. The majority of the respondents were in their early 20s and according to Donald Super's self-concept theory they were in the exploration stage of life (Table 4). During the exploration stage trying and even failing are seen as a typical vocational behaviour, which might make the decision to go abroad to do a placement easier.

The main research questions were answered and the results of the research show that students of the bachelor degree programmes in tourism and hospitality see the placement abroad affecting positively in their career development. In fact, many students (39%) had done their placement abroad because they saw it benefiting them in the future, for an example in employment. Another popular reason for doing the placement abroad was that it was seen as a fun experience or as an adventure. But also, when examining the placement abroad only from the aspect of it being a great chance to travel and see new places, the experience is still recognised as highly beneficial. Traveling is an eye-opening experience, which shapes the world view and provides a global outlook.

Many factors affected the choice of the placement organisation, but the results of the research show that the factors that were seen as the most important were the culture of the destination country and the location of the placement organisation. Minor cultural differences were detected, and the Vietnamese seemed to appreciate factors, such as the language spoken in the destination country, the image of the company and how good it would look on the CV, more than the Finns and the Russians did. Also, when the majority of the respondents (67%) thought that they would not have been able to find a similar placement organisation from their home country, the Vietnamese respondents thought otherwise.

A placement abroad is an eye-opening experience, where the students get to know a different culture, language, people and places. These things are almost impossible to the students to experience in their home country. Also, the students looking to specialise on a certain segment of tourism, for example in luxury tourism or special interest tourism, may find more suitable placement organisations easier abroad. For example in Finland, the luxury segment is very small.

The results of the research show that every student has different expectations of the placement abroad. However, common things that were expected to be learned during the placement abroad were practical and language skills, understanding of a new or foreign culture and independence and personal growth. These expectations were met well, and most of the students had learned even more than what they expected. The placements abroad led to academic, cultural, linguistic, personal and professional gains.

The majority (92%) believed that they gained more from the placement abroad than what they would have gained from placement in their home country. The improved language skills, global competency and personal growth were a few things that were mentioned as things that could not have been gained by a placement in home country.

According to the theory of work adjustment, the discorrespondence between needs and values of an individual and work environment is what leads to dissatisfaction. And the respondents, who thought that they would have gained more from a placement in their home country than what they gained abroad, were not

happy with the work environments of their placements. In most of the respondents' cases, the job description had not been what was agreed beforehand and the students would have preferred more versatile and interesting work tasks.

As an experience, the placement abroad is seen as very beneficial. The placement abroad benefits the students, especially in their personal growth. Many respondents mentioned that they became much more self-confident and independent during the placement abroad. During placements abroad the students have to get out of their comfort zones and to face the situations and problems by themselves, which then improves for example their compromising and problem-solving skills and creativity.

The results of the research also show that the students recognise the experience from abroad to affect positively their career development and the attitudes towards working abroad. The majority of the respondents (65%) saw the placement abroad as a very beneficial experience. None of the students who had done a placement abroad saw the experience completely useless, and all of them gained something good from it.

And all of the students who have done a placement abroad have a possibility to benefit from the experience in future when applying for jobs. Their global outlook and multicultural skills can make them stand out from the other applicants and help them in getting a job. Especially multinational companies and companies that are doing business internationally are interested in applicants with international experience. Also often the persons with experience from working abroad are seen more suitable for multicultural teams and job postings abroad.

7 Evaluation of the research

The results of the research cannot be generalised as the level of the responses was so low. Nevertheless, the results of the research provide a good starting point for understanding the issue and the author considers the received responses as reliable. The author herself has also done a placement abroad and was able to relate to the results.

The content of the responses was what the author had expected them to be. Some respondents had gone through the questionnaire very quickly and answered only shortly to the open question. But some of the respondents had clearly used time to answer the questionnaire and in that way provided very appreciated and valuable information. The questionnaire could have included a few more questions to specify whether the effects of the placement abroad on the career development and the attitude towards working abroad were positive or not. Now the author had to read between the lines and figure that out by herself.

The questionnaire was answered by at least few respondents who had already graduated as bachelors of tourism and hospitality and their answers to the background questions, such as in which year they did their placements abroad, are not correct. This, however, did not compromise the results of the questions that were studying the main research problem.

The author had reserved enough time for the thesis process and was able to stay on the preliminary schedule. The process started with studying the existing theories and researches and with delimiting the topic and the sources of information on this research. As a topic, career development is extremely wide, and the author spent a lot of time in choosing the right things to include in the theoretical part of the thesis. The author used a great variety of different sources of information in gathering the theory part, and the author learned a lot on how to find reliable information.

It was clear from the beginning that the research method to be used in the empirical part is quantitative, as it fitted well with the research problem and the author's own interests. The author wanted the online questionnaire to be easy and quick to answer while still providing answers to the research questions. The author had never before conducted or analysed any sort of researches and designing the questionnaire was challenging for the author. Also using Webropol online survey and analysis software was new to the author, but the author was pleasantly surprised by how versatile it is. Though, the author had minor problems in using it and figuring out how certain things could be done.

Analysing the collected data with quantitative method felt easy, but the text mining of the answers of the open question was time-consuming and required the author first to familiarise herself with the technique. The majority of the answers were in Finnish and translating the Finnish answers to English was also new to the author. The author found it very demanding, as the content had to be kept as identical as possible in both languages.

The results of the research met the author's expectations, and the author managed to answer the research questions. The conclusions were easy to make as the data collected from the survey was presented clearly in numerical format. It was immediately visible how the responses were divided and what the majority's opinion was. Many things were repeated in multiple responses and it gave the author confidence that the results and conclusions are accurate.

The research and its results can be seen as helpful and valuable information to the Finnish universities of applied sciences. The results of this research can be used in the guidance for both the students who are going abroad to do their placements and the students who are coming back from the placements abroad. By understanding the experience from the students' perspective, the universities can offer better guidance to help the students to get the full benefits from the experience. The research can also be used in attracting the students, who are not sure yet, to invest in the future and to go to do a placement abroad.

The research also generated ideas for new researches. For example, it could be interesting to know how the students who have done a placement abroad really benefited from the experience and where they are, for example in five years after the placement abroad. This kind of a research would benefit the Finnish universities of applied sciences even more and deepen the understanding of the issue.

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Thesis survey: Placement Abroad in Career Development of Bachelor Degree Students in Tourism and Hospitality

Hello,

I am a third-year student of Hotel, Restaurant and Tourism Management in Saimaa University of Applied Sciences. I am writing my thesis about placements abroad in the career development of bachelor degree students in tourism and hospitality. As a part of my thesis I am conducting an online survey for the bachelor degree students in tourism and hospitality in Finland. The purpose of the research is to study the students' perspective on doing the placements abroad and whether the students see the placement abroad benefiting them in their career development.

By responding to the questionnaire you can help providing essential information on the motivations behind the placements abroad to the Finnish Universities of Applied Sciences. The results of my thesis will be published in Theseus virtual library in April 2016. The responses will be processed anonymously and confidentially. Individual students cannot be recognised from the published results.

Please, fill in the questionnaire at the latest February 21, 2016.

For further information about the research, please, contact me by email: riikka.kerman@student.saimia.fi. I am more than happy to answer any questions concerning this research.

Thank you for your participation!

Riikka Kerman
riikka.kerman@student.saimia.fi

1. Age *

2. Gender *

Male Female

3. Nationality *

4. In which University of Applied Sciences are you studying? *

- Haaga-Helia University of Applied Sciences
- JAMK University of Applied Sciences
- KAMK University of Applied Sciences
- Karelia University of Applied Sciences
- Lapland University of Applied Sciences
- Laurea University of Applied Sciences
- MAMK University of Applied Sciences
- Saimaa University of Applied Sciences
- SAMK University of Applied Sciences
- Savonia University of Applied Sciences

5. In which degree programme are you studying? *

- Hospitality, Tourism and Experience Management
- Hotel, Restaurant and Tourism Management
- Tourism
- Matkailun liikkeenjohdon koulutusohjelma
- Matkailu- ja palveluliiketoiminnan koulutusohjelma
- Matkailu- ja ravitsemisalan koulutusohjelma
- Matkailun koulutusohjelma

6. When did you do your placement abroad? *

- 2012
- 2013
- 2014
- 2015

7. What type of a placement did you do abroad? *

- Basic placement
 - Professional placement
 - Elective placement
 - Other, what?
-

8. How long did the placement abroad last? *

- Less than three (3) months
- Three (3) months
- More than three (3) months

9. How many credits (ECTS) did you gain from the placement abroad? *

10. In which country did you do your placement? *

11. What was the main reason for doing the placement abroad? *

- Fun experience / adventure
- The possible benefits that the experience may bring in the future (e.g. in employment)
- Improvement of the language skills
- Becoming acquainted with a new / foreign culture
- Studies abroad (a placement or an exchange) are compulsory part of the studies
- Other, what?

12. Did you consider working abroad as a possible choice in the future before doing the placement abroad? *

- Yes
- No

13. On a scale 1-5 (1= very little, 5= very much) how much the following factors affected on the choice of the placement organisation? *

	1	2	3	4	5
Interesting job description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Image of the company (e.g. chain or rating)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Looks good in the CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other benefits (e.g. accommodation or meals included)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture of the destination country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language spoken in the destination country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Do think you could have found similar placement organisation from your home country? *

- Yes
- No

15. What did you expect to learn during your placement abroad? You can choose multiple answers. *

- Practical skills
- Organisational culture
- Language skills
- Understanding of a new / foreign culture

- Objective understanding of own culture
 - Tolerance
 - Flexibility
 - Problem solving
 - Compromising
 - Independence / personal growth
 - Other, what?
 -
-

16. What did you actually learn during the placement abroad? You can choose multiple answers. *

- Practical skills
 - Organisational culture
 - Language skills
 - Understanding of a new / foreign culture
 - Objective understanding of own culture
 - Tolerance
 - Flexibility
 - Problem solving
 - Compromising
 - Independence / personal growth
 - Other, what?
 -
-

17. Do you believe you gained more from the placement abroad than what you would have gained from a placement in your home country? *

- Yes
- No

18. Please, explain your answer to the previous question in more detail. *

19. On a scale 1-5 (1= not at all beneficial, 5= very beneficial) how beneficial was the placement abroad as an experience? *

1 2 3 4 5

20. In which field do you think the placement abroad was the most beneficial? *

- Studies
- Working life
- Personal growth
- Other, what?

21. On a scale 1-5 (1=very little, 5=very much) how much do you think the placement abroad affected on your career development? *

1 2 3 4 5

22. On a scale 1-5 (1=very little, 5=very much) how much do you think the placement abroad affected on your attitude towards working abroad in the future? *

1 2 3 4 5

Opinnäytetyö kysely: Ulkomaanharjoittelu restonomiopiskelijoiden urakehityksessä

Hei,

Olen kolmannen vuoden restonomiopiskelija Saimaan ammattikorkeakoulusta. Teen opinnäytetyötäni aiheesta ulkomaanharjoittelu restonomiopiskelijoiden urakehityksessä. Yhtenä osana opinnäytetyöhöni kuuluu internetissä toteutettava kysely restonomiopiskelijoille. Opinnäytetyöni tavoitteena onkin tutkia ulkomaanharjoittelua nimenomaan restonomiopiskelijoiden näkökulmasta ja, että nähdäänkö ulkomaanharjoittelu urakehityksen kannalta hyödyllisenä.

Vastaamalla tähän kyselyyn autat tarjoamaan suomalaisille ammattikorkeakouluille keskeistä informaatiota opiskelijoiden ulkomailleharjoitteluun lähtemisen motivaatioista. Opinnäytetyöni julkaistaan Theseus sivustolla huhtikuussa 2016. Kyselyn vastaukset käsitellään anonyymisti ja luottamuksella, eikä yksittäisiä opiskelijoita voi tunnistaa lopullisista tuloksista.

Ole hyvä ja vastaa kyselyyn viimeistään 21.helmikuuta 2016.

Jos sinulle jäi vielä kysyttävää tutkimusta koskien, vastaan mielelläni kysymyksiin sähköpostitse: riikka.kerman@student.saimia.fi.

Kiitos osallistumisesta!

Riikka Kerman
riikka.kerman@student.saimia.fi

1. Ikä *

2. Sukupuoli *

- Mies
- Nainen

3. Kansalaisuus *

4. Missä ammattikorkeakoulussa opiskelet? *

- Haaga-Helia ammattikorkeakoulu
- Jyväskylän ammattikorkeakoulu
- Kajaanin ammattikorkeakoulu
- Karelia-ammattikorkeakoulu
- Lapin ammattikorkeakoulu
- Laurea-ammattikorkeakoulu
- Mikkelin ammattikorkeakoulu
- Saimaan ammattikorkeakoulu
- Satakunnan ammattikorkeakoulu
- Savonia-ammattikorkeakoulu

5. Missä koulutusohjelmassa opiskelet? *

- Hospitality, Tourism and Experience Management
- Hotel, Restaurant and Tourism Management
- Tourism
- Matkailun liikkeenjohdon koulutusohjelma
- Matkailu- ja palveluliiketoiminnan koulutusohjelma
- Matkailu- ja ravitsemisalalan koulutusohjelma
- Matkailun koulutusohjelma

6. Milloin suoritit harjoittelusi ulkomailla? *

- 2012
- 2013
- 2014
- 2015

7. Minkä harjoittelun suorittit ulkomailla? *

- Perusharjoittelu
 - Ammattiharjoittelu
 - Vapaavalintainen harjoittelu
 - Muu, mikä?
-

8. Kauan harjoittelusi ulkomailla kesti? *

- Alle kolme (3) kuukautta
- Kolme (3) kuukautta
- Yli kolme (3) kuukautta

9. Kuinka monta opintopistettä (ECTS) sait harjoittelustasi ulkomailla? *

10. Missä maassa suorittit ulkomaan harjoittelusi? *

11. Mikä oli perimmäinen syy suorittaa harjoittelu ulkomailla? *

- Hauska kokemus / seikkailunhalu
 - Kokemuksen mahdollisesti tuoma hyöty tulevaisuudessa (esim. työllistymisessä)
 - Kielitaidon parantaminen
 - Uuteen / vieraaseen kulttuuriin tutustuminen
 - Ulkomaan opintojakso (harjoittelu tai opiskelu) on pakollinen osa opintoja
 - Muu, mikä?
-

12. Piditkö työskentelyä tulevaisuudessa ulkomailla mahdollisena vaihtoehtona ennen ulkomaan harjoitteluasi? *

- Kyllä
 Ei

13. Arvioi asteikolla 1-5 (1=erittäin vähän, 5=erittäin paljon) kuinka paljon seuraavat tekijät vaikuttivat ulkomaan harjoittelupaikan valintaan. *

	1	2	3	4	5
Mielenkiintoiset työtehtävät	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yrityksen imago (esim. ketju tai tähtiluokitus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Näyttää hyvältä ansioluettelossa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hyvä palkka	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muut edut (esim. asumismahdollisuus ja/tai ruokailut)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kohdemaan kulttuuri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kohdemaassa puhuttu kieli	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Harjoittelupaikan sijainti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Uskotko, että olisit voinut löytää vastaavan harjoittelupaikan kotimaastasi? *

- Kyllä
 Ei

15. Mitä odotit oppivasi ulkomaan harjoittelun aikana? Voit valita useamman vaihtoehdon. *

- Työn käytännön taitoja
 Yrityskulttuuria
 Kielitaitoa
 Vieraan kulttuurin ymmärrystä
 Oman kulttuurin objektiivista ymmärrystä
 Suvaitsevaisuutta
 Joustavuutta

- Ongelmanratkaisutaitoa
 - Kompromissien tekoa / sovittelutaitoa
 - Itsenäisyyttä / henkistä kasvua
 - Muuta, mitä?
-

16. Mitä todella opit ulkomaan harjoittelun aikana? Voit valita useamman vaihtoehdon. *

- Työn käytännön taitoja
 - Yrityskulttuuria
 - Kielitaitoa
 - Vieraan kulttuurin ymmärrystä
 - Oman kulttuurin objektiivista ymmärrystä
 - Suvaitsevaisuutta
 - Joustavuutta
 - Ongelmanratkaisutaitoa
 - Kompromissien tekoa / sovittelutaitoa
 - Itsenäisyyttä / henkistä kasvua
 - Muuta, mitä?
-

17. Uskotko saaneesi ulkomaan harjoittelulta enemmän kuin mitä olisit saanut harjoittelulta kotimaassasi? *

- Kyllä
- Ei

18. Perustele tarkemmin vastaustasi edelliseen kysymykseen. *

19. Arvio asteikolla 1-5 (1=ei lainkaan hyödyllinen, 5=erittäin hyödyllinen) kuinka hyödyllinen ulkomaan harjoittelukokemuksesi oli? *

1 2 3 4 5

20. Millä osa-alueella uskot ulkomaan harjoittelukokemuksen hyödyttäneen sinua eniten? *

- Opiskelu
- Työelämä
- Oma henkilökohtainen kehitys
- Muu, mikä?

21. Arvioi asteikolla 1-5 (1=erittäin vähän, 5=erittäin paljon) kuinka paljon uskot, että ulkomaanharjoittelu vaikutti urakehitykseesi? *

1 2 3 4 5

22. Arvioi asteikolla 1-5 (1=erittäin vähän, 5=erittäin paljon) kuinka paljon ulkomaanharjoittelu muutti suhtautumistasi mahdolliseen työskentelyyn tulevaisuudessa ulkomailla. *

1 2 3 4 5