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Finnish and non-Finnish students’ perceptions of cultural diversity in the workplace

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<p>Description</p> <p>According to Statistics Finland (2015), every tenth person in Finland aged 25 to 44 is of foreign background, six percent of the Finnish population living permanently in the country speak a foreign language as their native tongue, and 32.150 migrants applied for asylum in Finland in 2015. Given this high number of foreign-born residents in Finland, the study objectives were to determine the Finnish and non-Finnish students' perceptions of cultural diversity in the workplace and whether different demographical traits generate disparity in perceptions.</p> <p>A qualitative research approach was adopted wherein a structured asynchronous email interview was used as the data collection method in order to investigate a sample of twelve participants who are or were recently university students in Finland. The sample is diverse in terms of nationality, gender, the language of instruction at school, education, and diversity exposure. The data were analyzed inductively through content analysis and a constant comparative method.</p> <p>The research results suggest that sampled students' perceptions of cultural diversity in the Finnish workplace are evident in (a) their belief in 'synergy facilitation' as a primal force to promote diversity in the Finnish workplace, (b) their acknowledgement of the existing burdens that block cultural diversity from thriving, and (c) their suggestion for improved diversity management processes that are tailored for Finland. The perceptions differentiate the most by nationality and diversity exposure level. Those who seek theoretical and practical knowledge about cultural diversity in Finland through the eyes of university students in Finland may benefit from this research.</p>		
<p>Keywords (subjects) cultural diversity, inclusion, synergy, complementarity, diversity management, perceptions, diversity exposure, globalization, migration crisis</p>		
<p>Miscellaneous Appendices attached (9 pages)</p>		

Contents

1	INTRODUCTION	3
2	CULTURAL DIVERSITY IN THE WORKPLACE	7
2.1	The concept of perception	7
2.2	Understanding diversity and inclusion in the workplace	8
2.3	Diversity management.....	14
2.4	Complementarity and synergy	17
2.5	Achieving complementarity and synergy from cultural diversity and inclusion in the workplace	21
3	METHODOLOGY.....	26
3.1	Research problem.....	26
3.2	Research methods	29
3.3	Research approach.....	29
3.4	Data collection method	31
3.5	Population and sample	31
3.6	Data collection process.....	33
3.7	Data analysis.....	35
4	RESULTS.....	37
4.1	Demographical information	38
4.2	Perceptions of Finnish and non-Finnish students on cultural diversity in the Finnish workplace	41
4.3	Influence of demographical traits on the sample's perceptions	53
5	DISCUSSION.....	58
5.1	Overall perceptions	58
5.2	Differences in perceptions due to demographical factors	62
6	CONCLUSIONS	64
6.1	Limitations of this research	64
6.2	Suggestions for future research	65
	REFERENCES	66
	APPENDICES	72
	Appendix 1. Email interview invitation	72
	Appendix 2. Interviewee's profiles	74
	Appendix 3. Interview responses.....	78
	Appendix 4. Excel platform for observing raw data.....	79
	Appendix 5. Excel platform for coding	80

List of figures

Figure 1. The thesis process	6
Figure 2. Characteristics-based categories of diversity	10
Figure 3. Three category-based definitions of diversity	10
Figure 4. Three determinants of inclusion	13
Figure 5. Categories of organization based on the structural and cultural inclusion of employees.....	13
Figure 6. Fundamental conditions to achieve cultural complementarity	19
Figure 7. Differentiation of Cultural Complementarity and Intercultural Synergy	21
Figure 8. Four hierarchical levels of the inclusive workplace model	23
Figure 9. Four research paradigms	27
Figure 10. The Research Onion Model.....	28
Figure 11. Data analysis process	36
Figure 12. Nationality distribution of respondents.....	38
Figure 13. Gender distribution of respondents.....	39
Figure 14. Language of instruction at school distribution of respondents	39
Figure 15. Highest educational level distribution of respondents	40
Figure 16. Employment duration in a diverse workplace distribution of respondents	40
Figure 17. Diversity exposure abroad distribution of respondents.....	41
Figure 18. Students' thoughts on synergy facilitation	51
Figure 19. Students' thoughts on cultural diversity blockage	51
Figure 20. Students' thoughts on diversity management.....	52

List of tables

Table 1. Students' understanding of cultural diversity	42
Table 2. Students' understanding of inclusion	43
Table 3. Students' different perceptions of an all-Finnish and a multicultural environment	44
Table 4. Students' thoughts on the causes for exclusion	45
Table 5. Students' suggestions for diversity education development.....	48
Table 6. Key data's codes.....	50

1 INTRODUCTION

Globalization has become a prime topic for discussion in today's business world. The force of globalization has advanced the world's scientific and cultural development to a greater level than ever in history, such development has resulted in economic growth across the world and reduced poverty (Sen A. 2001). Indeed, these advantages are acquired thanks to the increase of intercontinental mobility that globalization offers, which business people are now benefiting from but struggling simultaneously. Although it is indisputable that this megatrend has contributed significantly to the global wealth, it also generates a significant number of obstacles, one of the biggest obstacles is the creation of diversity since people of different politics and beliefs are now put together. Certainly, it results in misunderstandings and conflicts. This research aims to discover further this issue and attempt to measure the readiness of the coming labor force in Finland for an increasingly diverse cultural workplace.

Knowing how to handle diversity has become crucial in a globalized context of the modern day (Dickie & Soldan 2008, 33). To appear competitive in any given position nowadays, ones must be aware of the existence of cultural and linguistic differences that might trouble their performance and how to tackle them. A great deal of diversity has arrived in Finland through immigration. According to Statistics Finland (2015), every tenth person in Finland aged 25 to 44 is of foreign background. It is rational to believe that such diversity has contributed tremendously in diminishing the destructive impact of Finnish aging population and several other societal issues that the country faces.

Indeed, the researcher finds the topic of cultural diversity intriguing and wishes to discover in depth how the upcoming labor is dealing with an increasingly diverse workforce in Finland. Although there have been several publications concerning diversity management both at the global and national levels, it is hard to find significant research that takes on university students as study objects, who, according to the researcher, are the principal actors of the future Finnish economic growth. Throughout history, Finland has been, especially in the early 20th century, a huge exporter of "gray matter", across the developed

world. Therefore, it is reasonable to presume Finns are supposedly tolerant of immigration and internationality, yet whether the story will turn out different when diversity now comes to Finland, instead of Finns migrating to seek for diversity (Tessieri 2012). This research is to evaluate the perception that university students hold on the matter.

Also, the migration flow of Arab Mediterranean countries (AMCs) nationals to Finland is also of the researcher's interest. According to Eurostat (2016), there are 32.150 migrants applied for asylum in Finland in 2015, which, in comparison to the country's 5 million people population, is a relatively high quota. Therefore, to keep this research thorough and ensure that it brings to discussion timely issues of the country, the researcher spent a significant amount of time studying the determinants and impacts of the current migration flow from AMCs on the economics and social reactions of destination countries, particularly Finland and the Nordics. An occasional paper from the Directorate-General for Economic and Financial Affairs of European Commission (2010, 19) forecast that AMCs will export a number of increasingly educated young talent, which could supply the growing demand from the EU for medium- and high-skilled workers. This specific reading is to equip the researcher with knowledge on the fashionable topic of how Finland should react in a humanitarian way, and how Finns respond to a comparatively large number of people from AMCs seeking asylum in Finland due to political reasons.

Research problem and questions

Given a high number of foreign-born residents in Finland, 6% of the Finnish population living permanently in the country speak a foreign language as their native tongue (Statistics Finland 2015), this study's purpose is to determine the Finnish and non-Finnish students' perceptions on cultural diversity in the workplace in Finland. The study was conducted so as to address the following questions:

1. How do Finnish and non-Finnish students perceive cultural diversity in the workplace?

2. Does the student's individual gender, nationality, education or work experience generate distinctive views of cultural diversity in the workplace?
3. What are the obstacles that prevent the growth of cultural diversity and inclusion in the workplace?

Research objectives

The study expects its audience to be anyone who is looking for valid information of how students of various backgrounds living in Finland, the future labor force of the country, perceive cultural diversity in the workplace and whether they are ready and willing to engage in such working environment. In order to answer these questions and explore the phenomena further, the present study sets forth the following objectives of this study:

- To analyze if gender plays a vital role in shaping the perceptions of Finnish and non-Finnish students living in Finland towards cultural diversity in the workplace.
- To analyze if nationality plays a vital role in shaping the perceptions of Finnish and non-Finnish students living in Finland towards cultural diversity in the workplace.
- To analyze if language of instruction and number of languages spoken play a vital role in shaping the perceptions of Finnish and non-Finnish students living in Finland towards cultural diversity in the workplace.
- To analyze if education level plays a vital role in shaping the perceptions of Finnish and non-Finnish students living in Finland towards cultural diversity in the workplace.
- To analyze if diversity exposure at work plays a vital role in shaping the perceptions of Finnish and non-Finnish students living in Finland towards cultural diversity in the workplace

Thesis process

This chapter is to illustrate how this thesis is done. The thesis started with the creation of a thorough literature review, this stage of the thesis requires the researcher to acquire as much knowledge as possible to establish a strong theoretical framework to embark on the next stages. The literature review also helped conceive the research problem and questions, then stimulate the

research objectives. After the literature review, multiple research approaches are evaluated to find out the most feasible methods to design the research, collect and analyze the data. Discussion of the analysis comes at the last stage of the thesis process. In this stage, the core findings are reported, and explanations and interpretations are provided to support the findings. The following chart is to describe in brief the production process of this thesis. (See Figure 1.)

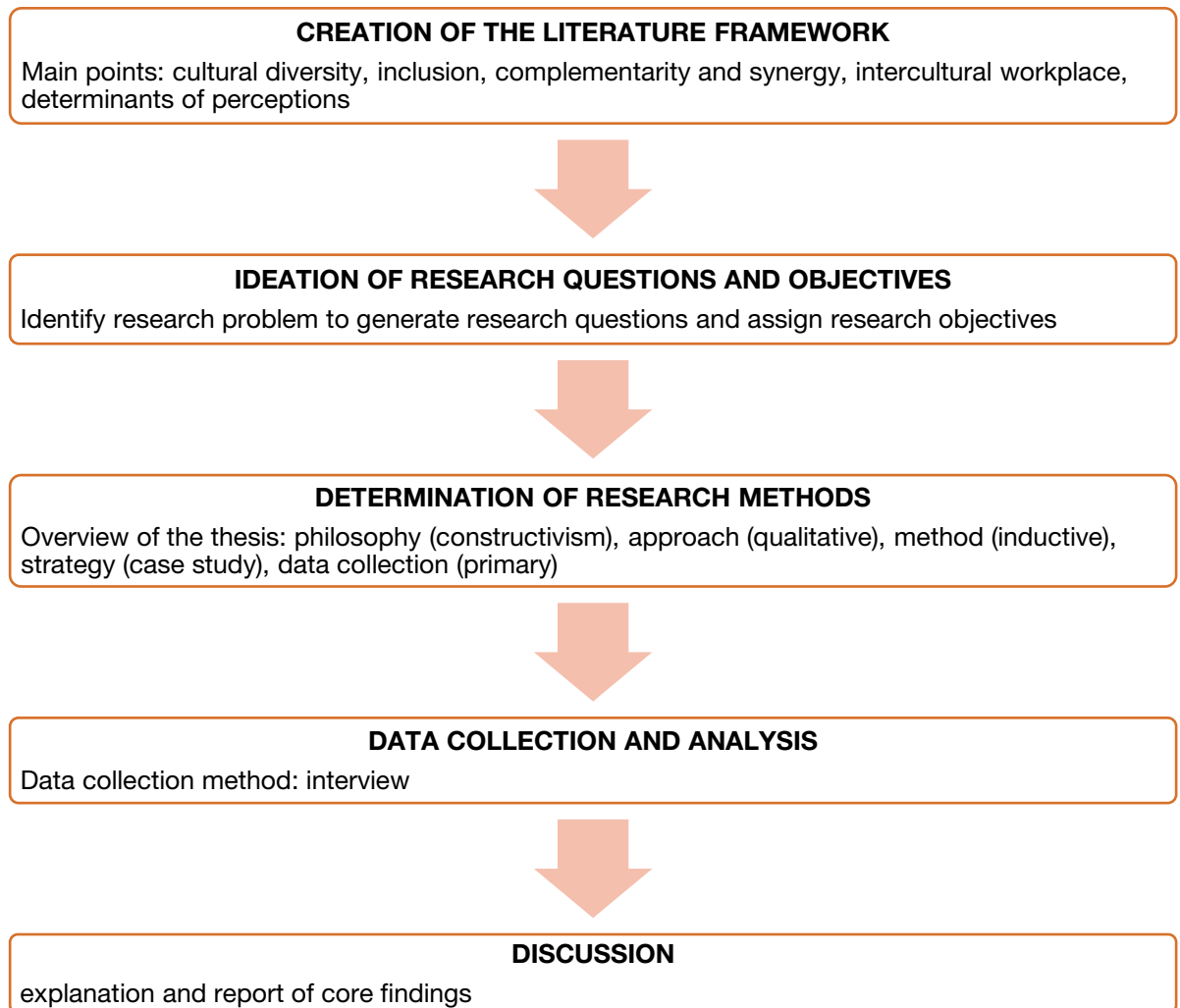


Figure 1. The thesis process

2 CULTURAL DIVERSITY IN THE WORKPLACE

This literature review gathers and reviews existing theories from a range of resources to create a strong theoretical framework for the empirical study. The literature for this review consists of published books, online articles and relevant previous research in the field. The ratio of printed journals to online sources for reviewing is kept at a reasonable level to ensure the validity and reliability of the research. This wide pool of literature helped the researcher substantially in studying the field critically and objectively. Besides, this review assisted the researcher to decide on an appropriate methodology for the next chapter.

The chapter starts with the definition of key concepts, namely *perceptions*, *diversity*, *workplace diversity and inclusion*. The concept of *complementarity* and *synergy* are also researched since they are the outcomes once cultural diversity in the workplace is achieved and well managed.

2.1 The concept of perception

Perception is a principal ability of a human being, this refers to our capacity to observe, listen, or become aware of the things happening around us through our sensory neurons located in our sensory organs. The 5 sensory organs receive images, sounds, smells, etc. from the world and turn them into information which we then gather to interpret, analyze and memorize. The entire process of turning the received information into personal interpretation and analysis is the concept of perception (Harris et al. 2007).

Everyone has a separate set of information received from the five sensory organs, as well as a different personality that allows the information processing to vary from one another. This results in the differences amongst us in how we perceive the world. Different perception process between people of different backgrounds explains the different interpretation of the same message. The message will be perceived by taking into account the receiver's experiences which differ significantly from one to another (Mazur 2010). Therefore, a group of people who share a similar upbringing and set of experiences will

communicate better with each other than with individuals from a dissimilar upbringing and set of experiences.

2.2 Understanding diversity and inclusion in the workplace

The concepts of diversity and inclusion are themselves complicated and consist of various aspects and features. The very idea of diversity is believed to emerge with the establishment of the United States, where people from all over the world bring their differences to the one place they call home. On the contrary, the term “inclusion” indicates how accepting towards the diverse employees the organization is and whether they are treating them equally regardless of their differences. (Mor-Barak 2005.)

There are different definitions of diversity and inclusion in the theoretical world, but they all come to an agreement that despite differences, the two terms are related concepts in the study field of talent management strategy. More precisely, while diversity looks at the make-up of an organization, inclusion pays attention to how employees participate and contribute to the company (Roberson 2006). The usage of these two terms in academic research varies from case to case depending on the research context or epistemologies of the research. Over the past decades, efforts have been made to create a definition for the two terms that can be identically interpreted across borders. This would enable a discussion on the topic with the participation of both the developed world and the emerging nations. (Ponce-Pura 2014, 36.)

Diversity and workplace diversity

The word ‘diversity’ primarily describes a certain organization that comprises of a great deal of variety. In regard to this research, ‘diversity’ is defined as a group of people with dissimilar social and cultural milieu living together in a given environment (Harris et al. 2007). In other words, ‘diversity’ is commonly perceived as acknowledging, comprehending, approving, appreciating and celebrating differences within a group of people different in age, class, race, gender, beliefs, etc. (Esty et al. 1995).

Diversity is generally spoken of as a mixture of differences and similarities among individuals in a group. These differences may include physical

appearances, as well as socio-economic and demographic components; i.e., age, race, gender, nationality, religion, education, sexuality, abilities or tenure (Bell 2012). Generally, diversity allows employees, customers, suppliers, and communities to bring unique differences and similarities to the global marketplace (Roberson 2006). Besides viewing from HRM perspective, the definition of diversity in the workplace also includes the variation of individuals due to language ability, work experiences, etc. (Kossek & Lobel 1996).

In addition to that ordinary way to define diversity, Prasad & Mills (1997) brought up a new idea of how diversity should be defined. They believe it has to do with the proportional representation of a wide range of demographics and ethnic groups. On the contrary, others argue that diversity means getting away from cultural biases and stereotypes to move forward and bring differences to the organization.

Diversity in the workplace is commonly secured by a set of anti-discrimination acts and policies that are made at the foundation of a company or implemented once the company embarks on recruiting or outsourcing a diverse workforce. This employment equity act tends to tackle the issues derived from diversity and aimed at providing a discrimination-free working environment, as well as motivating employees to take actions to guarantee for themselves employee equity regardless of identity (Nel et al. 2008).

As introduced by Cox (1994), diversity in the workplace is put into two characteristics-based categories – primary (observable) and secondary (non-observable). In other words, observable characteristics include those that can be seen by eyes such as age, race, gender, ethnicity, and physique. Usually, these traits are protected against discrimination by law. However, the invisible ones, namely personal values and beliefs, sexual orientation, religion and cultural background, are unfortunately overlooked quite often, particularly in the countries that have a low rate of freedom of speech or of the press (Kochan et al. 2003). (See Figure 2.)

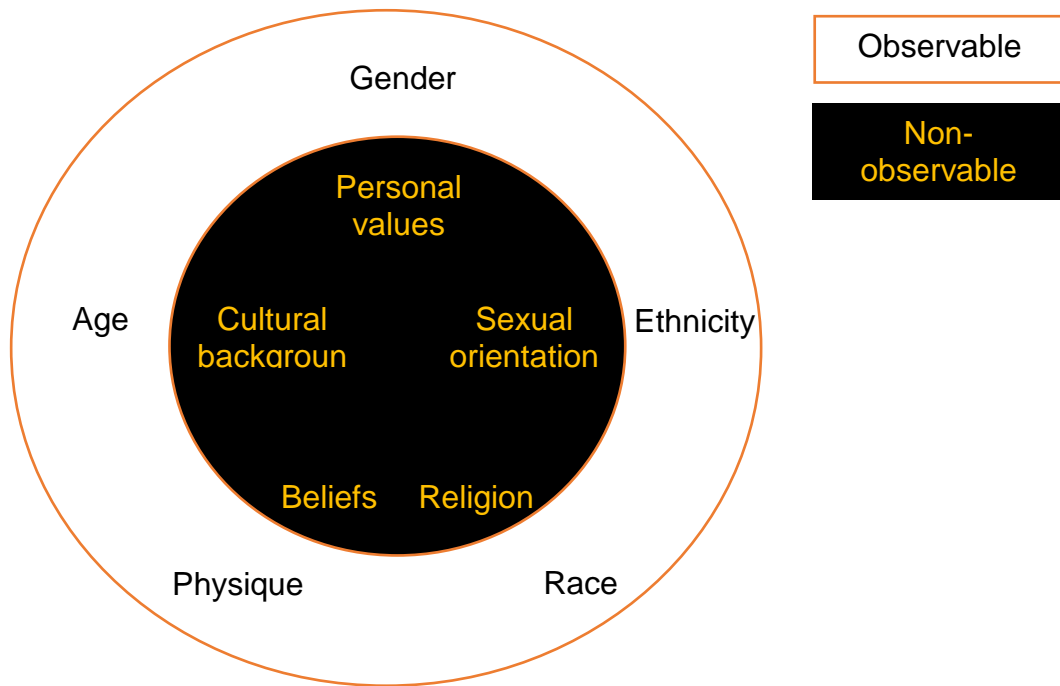


Figure 2. Characteristics-based categories of diversity

Besides categorizing workplace diversity by characteristics, Thiederman (2008) also suggested three category-based definitions. They are narrow category-based definitions, broad category-based definitions, and definitions based on the conceptual rule. (See Figure 3.)

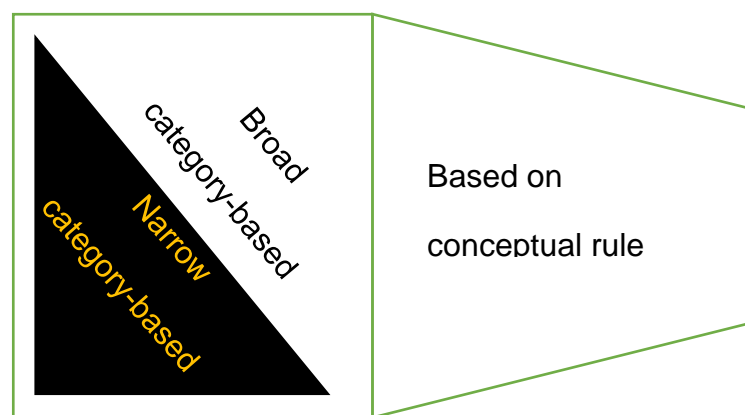


Figure 3. Three category-based definitions of diversity

The first definition, narrow category-based diversity only concerns observable characteristics in the legislation against discrimination, namely gender, age, race, ethnic group, national origins or disability. This narrow category can be also explained using, for example, the percentage of men and women employed (Hartenian and Gudmunson 2000, 211).

The second, broad category-based is a broader definition of diversity, as both visible and invisible features are considered. The invisible (or non-observable) characteristics mentioned here are not only personal values and beliefs, cultural background, sexual orientation, and religion but include educational level and employment tenure.

There is another definition of diversity that focuses on the behaviors of a group of people resulting from shared values and norms within their culture. This last-mentioned definition is described as being based on the conceptual rule. In fact, this set of mutual behaviors gives a feeling of intimate connection among a group of people in comparison to other groups to some extent. (Mor-Barak 2005.) The term 'culture' as used in this case refers to the acknowledgment of dignity that results in the development of either exclusion from or inclusion into other cultural groups. Mor-Barak's approach contributes significantly to the theoretical world of workplace diversity and inclusion. Moreover, this definition also explains how prejudice and biases evolve among individuals of different groups.

Inclusion

Recently, the literature on diversity management has increasingly emphasized inclusion as a critical element of an effective people management. However, it is also argued that the shift from using the term "diversity" to "inclusion" is simply a different terminology that does not necessarily lead to a material change in the actions and outcomes of firms (Linnehan & Konrad 1999). In fact, there have been a few research, particularly those that look at different approaches taken by firms to manage diversity, which suggest that there are real distinctions in the meaning of the terms resulting in a switch in emphasis from diversity to inclusion.

Cherin & Mor-Barak (1998) saw inclusion as the accessibility of individuals to information and resources, how much they are involved in work groups and how effectively they can influence decision-making processes as thus perform to their highest potential. On the other hand, Pelled et al. (1999) considered inclusion as “the degree to which an employee is accepted and treated as an insider by others in a working system”. A small amount of research also suggested, from a knowledge-based point of view, that inclusion is finding out, appreciating, and taking advantage of the experiences of a diverse labor force for competitive business advantage (Danowitz et al. 2012). In summary, inclusion is defined as acknowledging differences, leveraging distinctions, and creating a feeling of belonging among employees for the stimulation of complementarity and synergy.

An inclusive workplace is not only about protecting disadvantaged groups within the organization from discrimination but as well as engaging diverse groups of people outside the organization. In other words, inclusion encourages all parties to be actively involved with the corporation, domestically and internationally. Commonly, there are five areas that significantly influence inclusion, namely management leadership, training and coaching, performance and accountability, work-life balance and career development. (Mor-Barak 2005.)

Pelled (1999) also introduced three determinants of an inclusive workplace:

- the ability of employees to influence the company’s decision-making process, particularly those decisions that are directly related to them,
- the right to be well-informed about the company’s business strategies and goals in either long or short term,
- the probability that employees will be retained in the organization.

These determinants are usually made by emotional, formal and legal recognition of the employees. (See Figure 4.)

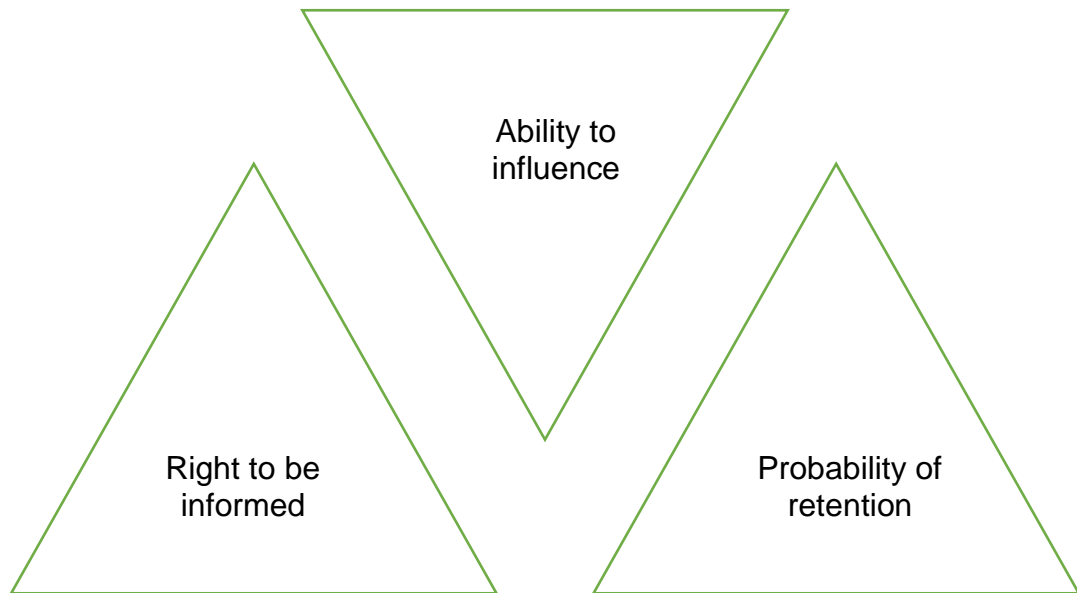


Figure 4. Three determinants of inclusion

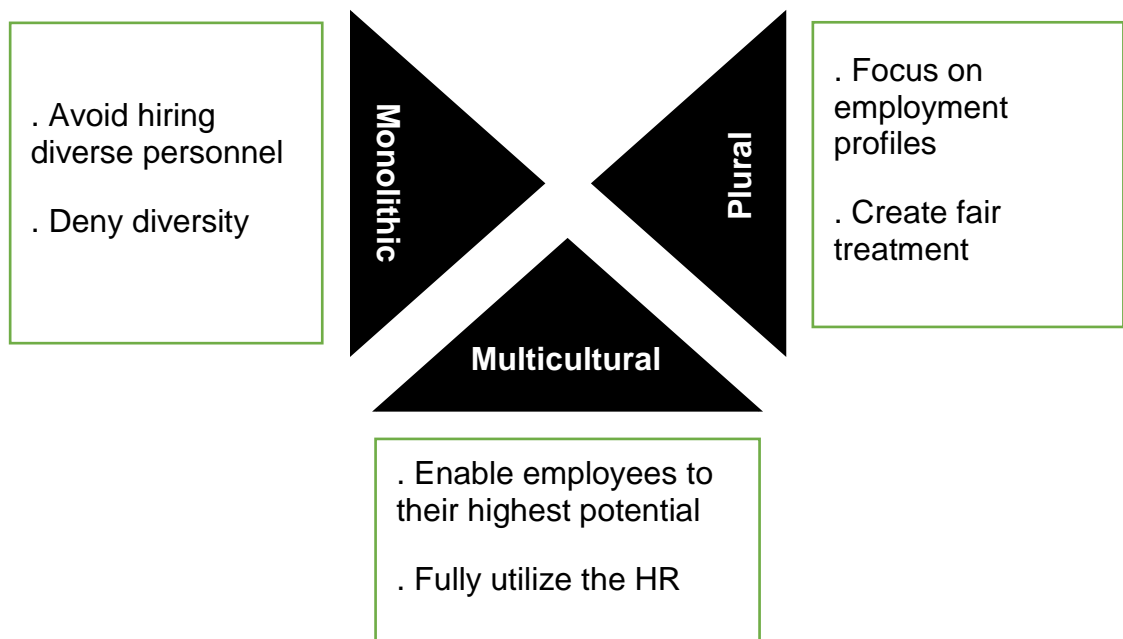


Figure 5. Categories of organization based on the structural and cultural inclusion of employees

Looking at the structural and cultural inclusion of employees within various group memberships, organizations are sorted into categories as monolithic, plural, or multicultural. (See Figure 5.)

It is not difficult to draw the characteristics of monolithic organizations. They are formed based on similarities, these organizations tend to avoid having diverse characters work together and try to exclude diversity right from the launch. Plural organizations are characterized by a set of policies that pay attention to employment profiles, namely workforce composition and equal treatment among different groups of people. On the other hand, multicultural organizations tend to apply policies or practices that enable the employees to work with their highest potential. In other words, multicultural organizations always attempt to fully exert their talent resources. (Cox 1994.)

2.3 Diversity management

Diversity management is a set of practices that a certain business entity uses to diminish the disadvantages and nurtures the advantages of a diverse workforce (Harris et al. 2007). The ultimate goal of diversity management is to create a working environment that encourages employees regardless of their identity to grow and achieve their goals, which then contributes to the overall achievement of the enterprise. Also, diversity management nowadays attempts to stimulate transparency and hinder hierarchy, so employees are more involved in strategic decision-making processes of the company. (Bulbulia 2003.)

In 2003, Uys introduced the differences between the conventional approaches to discrimination with how diversity management should be nowadays to fit the current situation. These differences are categorized into 4 aspects:

- Instead of producing anti-discrimination acts during the selection and recruitment process, diversity management requires the company to involve in all stages of an employment cycle.
- A successful diversity management envisions for their employees a positive imagery of diversity. The message should be 'celebrating differences', not 'eliminating discrimination'. A negative attitude towards diversity management will do more harm than good to the whole process.
- The results of diversity management are rather economic development, not legal adjustment.

- All differences should be considered in diversity management, no matter the difference belongs to the majority or the minority of the workforce.

Diversity management practices come in all shapes and sizes, though the common way to achieve an efficient diverse workforce for the long-run within a relatively short period of time is through training and development programs. This is vital for the organizational sustainability of a company since diversity management stimulates operation stability (Armstrong 1995)

Reasons for diversity management

The driving factor of diversity management is believed to be the increasing globalization of the business world. Work mobility has become the new norm in a variety of business entities nowadays, from SMEs to MNCs. Also, diversity management is also a follow-up to the economy of scale. Outsourcing globally provides companies a workforce filled with differences.

Given the above causes, it is easy to see why companies find effective diversity management paramount important nowadays. The following is to identify a few reasons according to Mfene (2010).

- Talent acquisition and retention
- Productivity and efficiency promotion
- Creativity and specification enhancement
- Harmonious coordination between labor and management

Challenges of diversity management

Diversity management is indisputably challenging since people of differences will hold dissimilar expectations, wishes, and work ethics. Therefore, ill-prepared management can cost the company a fortune of talent. Conflicts arise easily in such workforce.

Moreover, the workload of managers in a diverse workforce is doubled. Besides the principal task of delivering organizational requirements that a manager is hired for, they now have to also deliver the need for a diverse workforce which comprises of various needs and requirements. A balance is incredibly important for managers in such globalized business ecosystem, as

just one mistake can immediately lead to tension and conflict in the workplace which results in decreased productivity and unmet goals.

Benefits of diversity management

Despite these challenges, a well-managed diverse workforce will be deservedly fruitful for the company. In today's business era, competitiveness is a determining factor for the success of a company. There are several ways to make a company competitive in its marketplace. Creativity and flexibility are the two most important measurements of a company's competitiveness. A harmonious and efficient workforce that embraces diversity is the common recipe for creativity and flexibility. Given the above, it is needless to say how vital it is for a company to be diverse at this moment in time. (Esty et al. 1995). Van der Walt & du Plessis (2010) believed that a thorough implementation of diversity management practices would benefit both the employer and the employee.

However, there are still companies that consider diversity management as unnecessary due to their belief in the establishment of a corporate culture and that would just do its job enough to get the works done. However, it is indicated that a corporate culture itself does not result in a personal bond between employees and the company. This results in the short-term commitment that would generate a significant number of expenses the company needs to cover for recruiting new employees every often. Greybe & Uys (2001) believed that the full potential of both individuals and institutions are to be acknowledged simultaneously to obtain a long-term commitment and relationship between both parties.

Inclusion rider

In recent days, the term 'inclusion rider' has been brought back to discussion due to an event happened in the U.S. 'Inclusion rider' is a practice that derives from the entertainment industry. This is an effort of the industry to manage diversity and give room for minority communities to develop their potential to its fullest. According to Martin & Levin (2018), inclusion rider or equity rider is an additional condition in a contract of a person working in the industry to

demand a certain level of diversity for their working environment regarding gender, race, sexual orientation, etc. of the casting and production staff.

The concept of 'inclusion rider' was introduced primarily by Smith (2018), then it has got support from several civil workers and human-rights attorneys, who together worded a document called 'inclusion rider template' which is aimed at providing a sample of how powerful people of the industry can use their power to do good and help initiate a movement for a more diverse workplace in the industry.

The researcher mentions this term within the scope of this research due to its ability to create an initiative for other industries. This is not only to create a more diverse workplace but to enhance significantly the relationship between employees of various backgrounds and levels within the hierarchy. Inclusion rider is believed to be 'the next step' of diversity management when the enforcement body of diversity is no longer the management, but the workers themselves could join in creating the environment they find comfortable to work in. Thanks to an 'inclusion rider', they are now allowed to decide on which organizations they want to work with based on the level of inclusiveness of the company.

This, in the long run, is expected to create a situation where diversity management is done from not only top-level down but also low-level up. The researcher believes this is rather important since diversity management sometimes will not be enforced by the management if there is no solid pressure for change.

2.4 Complementarity and synergy

Prior to discussing how to achieve complementarity and synergy to create a win-win situation and enhance productivity in the workplace, it is paramount to acknowledge the importance of enriching interculturality within the organization. Despite decades of imposition and assimilation, particularly in the era of colonialism and imperialism, cultural otherness still manages to exist to the present day and offers benefits to the contemporary business context (Sorge 2004). Moreover, research shows that intercultural competence has become a competitive skill and played an important role in the modern day as

the world becomes “flatter” day after day (Friedman 2005). Therefore, interculturality is viewed as a positive and productive resource.

One of the most significant issues of intercultural communication is misunderstanding (Barmeyer & Franklin 2016). Misunderstanding is the result of the variety of norms and styles of interpretation which guides a single way to explain things. Misunderstandings lead to missed goals and unmet budgets, which then result in energy, time and money spent in vain. Nonetheless, research in the field of cross-cultural management has explained the causes of these misunderstandings to some extent and provided advice on how to avoid or reduce preconceived reactions and miscommunication.

Despite its importance, there has been little research and few publications taking this matter into account (Stahl & Tung 2015). These two journalists also stated that the theoretical world is by far dominated by research on the problems, obstacles, and conflicts, while research on the positive dynamics and outcomes of cultural diversity and inclusion in the workplace seems to be harder to find. They also introduced an approach called “positive cross-cultural scholarship” which tries to prove that, besides the negatives and conflicts, cultural differences can bring up complementarity and intercultural synergy.

Cultural complementarity

The term “complementarity” has been used for decades. However, it is more often seen in natural sciences such as physics and chemistry, particularly in the West. The term was first introduced in relation to the social sciences, specifically via Asian Taoist philosophy (Hansen 2000). “Complementarity” per describes a state in which two or more disparate elements interact successfully together. In other words, “complementarity” is achieved when differences work together to create a win-win situation or a more beneficial outcome.

As defined by Barmeyer & Franklin (2016), cultural complementarity is built when contradictory characteristics of individuals from different peoples complement each other to form a whole. Those value-based characteristics such as attitudes, norms, behavioral patterns, and practices, despite seemingly being opposed to one another, are seen as of equal worth.

Trompenaars (1997) believed that such differences should be considered in management practices as they create a cohesive and accepting mentality among colleagues within the organization. This positive atmosphere at the workplace is proven to boost productivity and enhance the performance of each individual.

Cultural complementarity is only achieved at both organizational and individual levels when three fundamental conditions are fulfilled. These conditions are driven by the behavioral competencies of individuals within the organization (See Figure 6.) The three following bullet points indicating the required conditions are put in an order:

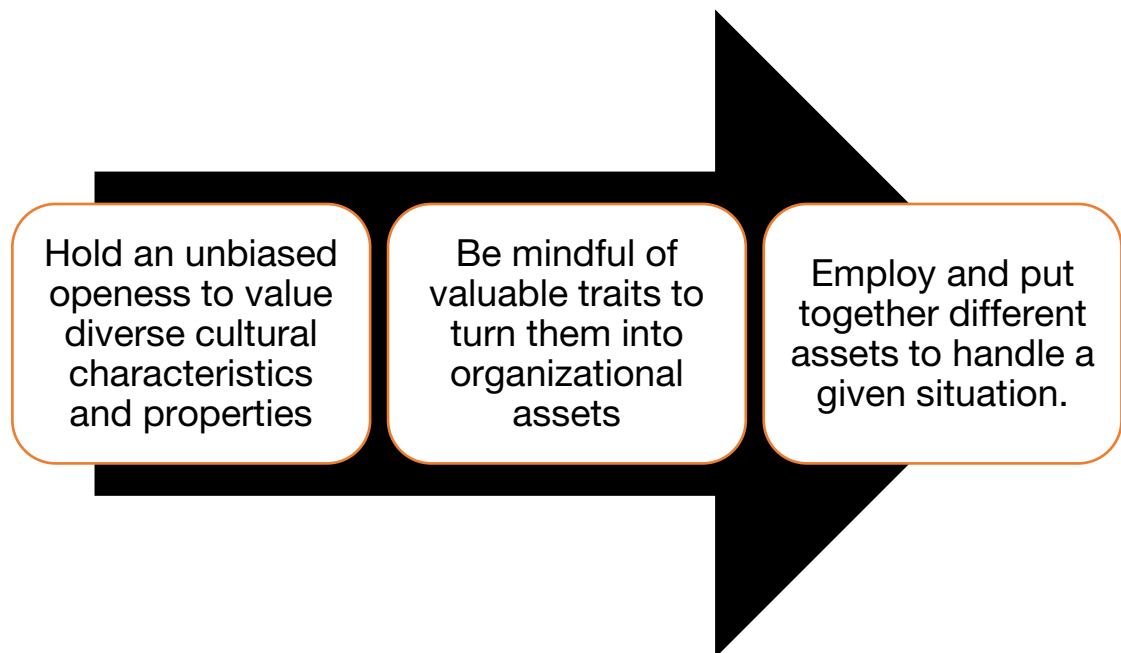


Figure 6. Fundamental conditions to achieve cultural complementarity

- Individuals are free from criteria imposed by subjective values or standards and open to acknowledging the characteristics and otherness of different cultural groups (Cui & Van den Berg 1991). This results in the absence of either/or and right/wrong and the creation of the continuum of both/and.

- The organization must be mindful of the existence of diverse and valuable characteristics to employ them consciously as resources.
- The valuable employed resources are called upon and put together to best handle a given situation.

Intercultural synergy

The word “synergy” describes the combined effect that two organizations and departments could generate. However, it also contains some negative implications as corporations recently have begun to use it to reduce expenses and sometimes confuse it with mergers and acquisitions. An example of this type of synergy could be the combining of two departments or functions in a company to obtain one outcome, this might even lead to employee reduction which is in full opposition to the term “synergy”, particularly intercultural synergy, as we define it in this research.

Intercultural synergy in the context of this research refers to a foundation of outputs which arise from the interaction of individuals from different cultures or a good intercultural management practice (Barmeyer 2007). Synergy and complementarity are two distinct terms but closely associated with each another. The results of cultural complementarity are comparatively observable. They appear in forms of collaboration of a variety of cultural otherness. In contrast, intercultural synergy is a creation of spiritual and synergistic relationship among cultural groups of people (Bhagat et al. 2009).

In other words, cultural complementarity can be understood as different cultures holding various valuable traits that they try to match up with each other. A missing valuable characteristic in a certain culture is complemented by the other culture. However, intercultural synergy indicates a mentality of co-existence, something deeper than merely matching up each other’s missing parts. In addition, intercultural synergy can be attained only after a strong and complementary mentality between different cultural groups has been built. Intercultural synergy is the apex of cultural complementarity. (See Figure 7.)

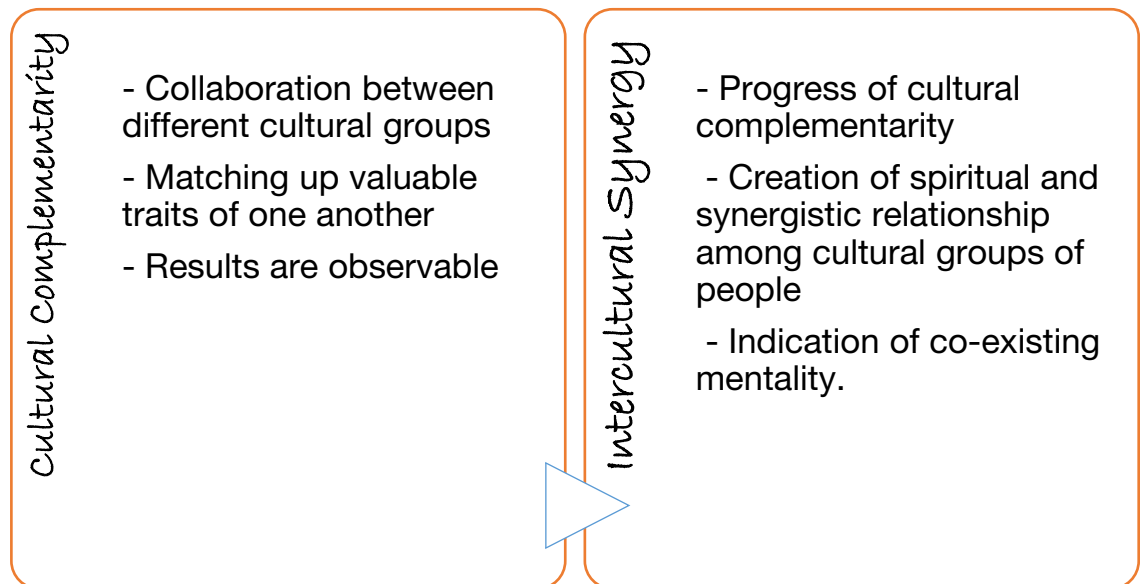


Figure 7. Differentiation of Cultural Complementarity and Intercultural Synergy

2.5 Achieving complementarity and synergy from cultural diversity and inclusion in the workplace

When it comes to diversity management, particularly cultural diversity management, a disparity in definitions has appeared within the theoretical world. Cox and Beale (1997) believed that diversity management is to generate an environment in which cultural diversity and otherness are appreciated and employees feel belonged. Besides appreciation and belongingness, a recent research of Bourke & Dillon (2016) argued that an inclusive workplace provides their employees a feeling that the organization that they are working in is well conscious of global changes and embracing megatrends as well.

However, there is a fine line between managing and valuing the diversity that separates them from one another. While managing a diverse workforce is all about the generation of works that makes the most of diversity, uses diversity as a resource, valuing diversity means supporting, accepting, acknowledging and embracing differences to form a whole and get the organization going (Cox & Blake 1991).

In order to achieve complementarity and synergy from a diverse and inclusive workplace, it is undeniable that an efficient and effective diversity management must be put in place. People, in spite of their different nationalities, have a tendency to let the “sub-culture” of the country affect how they achieve goals and correspond to changes (Hofstede 1981). These sub-culture behaviors include management motives, gender-equal treatment, working style and decision-making process. In addition, it is clear to see that those sub-culture behaviors vary from country to country. For example, let alone nationality issues, there have been significant differences between the Western world and the Eastern world. While ethnic discrimination in the US results from the slavery era or the migration flow, in India, this discrimination might base on the ground of differences in region or language.

A mutual way to interpret diversity management among countries is hard to find because of the tremendous differences in culture, belief, legislation, context, and language (Kossek & Lobel 1996). A solid example of contextual differences leading to different approaches in diversity management is the case of the US and Europe. In the US, the discrimination against blacks and other ethnic minorities is based on the ground of their racial features to create unequal treatment among races, it is a different story in Europe (Shen et al. 2009). In Europe, the reasons for these minority groups to be disadvantaged are based on the ground of widespread immigration in recent years which lead to the locals thinking that their jobs are taken or stolen from them foreigners (Danowitz et al. 2012). Therefore, the term “racism” does not represent the situation of discrimination in Europe and “nationalism” sounds to be more applicable. In short, the perspective of “black” used in the US, from the view of the European context, involves not only Africans but East Asians, Middle Eastern people and Caribbean nationals (Kirton and Greene 2005). This example leads to a conclusion that a policy addressing diversity from a certain context sharing somewhat similarities is not necessarily feasible and entirely transferable to another context. It is agreed that there has been a West-centric in research studied in English in terms of diversity management practices and approaches. This results in inappropriate applications when businesses transfer their policies to subsidiaries. (Tatli 2010.)

In 2010, Ramarajan & Thomas introduced four approaches for diversity management. Firstly, corporations must begin with creating a diverse and representative workforce correspondingly with the population of the country that it operates in. Second is to maintain a strong workforce relationship. This means that the organization focuses on bonding people of differences to bring togetherness. This has been believed for decades to help increase operational productivity and enhance corporation competitiveness. Lastly, diversity mixtures and diverse talent should be taken into consideration. After reading through the literature of the field, Ponce-Pura (2014) realized that there are three diversity management models commonly used contemporarily. They are business case model, inclusive workplace model, and the relational model.

Inclusive workplace model

In 2005, Mor-Barak revealed his research on diversity management with a statement concerning inclusive workplace model. He stated that the model puts its focus on to which degree the organizational level of inclusion is in the community and how global collaborations are supported. The construct of inclusive workplace model to him, besides accept and exert the diversity of its own workplace, is to proactively participate in local and national programs. The model is categorized into four levels. (See Figure 8.)



Figure 8. Four hierarchical levels of the inclusive workplace model

Business case model

This model emphasizes the importance of business context which has gradually gained popularity among organizations and becomes one of the driven factors of diversity management researching whether there is a well-hidden relation between diversity management and organizational results, an approach from a different perspective is decided, organizational contexts are assessed to foresee whether the consequences of diversity are positive or negative (McMahon 2010). The factor pool of this model consists of a mixture variable, namely demographics, workplace nature, organizational strategies, policies, and practices. These factors are believed to cause a remarkable impact on firm performance. Weigand (2007) stated that financial performance is no longer considered the strongest measurement for the bottom-line results. For the alternatives, Weigand listed employee satisfaction, turnover, skill enhancement and talent retention. Outcomes of these factors affect significantly the business results of diversity.

This model is certainly useful for businesses, but it has in itself a few limitations, one of the biggest is that it remains much focus on the business benefits and involve little culture change (Syed & Ozbilgin 2009). Especially under the rapid growth of globalization, diversity management has passed the period of operating within one organization in one nation and shifted to across nations and their interactions with the external marketplace.

Relational model

Different from above models, the relational model uses a multi-level approach to manage diversity (Ozbilgin & Tatli 2008). The three levels go from national scale (or sectoral depending on the context) which is also known as the macro level, to organizational or meso level, to individual or micro level at the end. The macro level involves all the factors of the economy, regulations, and laws on the relationship between employees and recruiters, and socio-economic structures. The meso level takes into account the organization's processes and practices towards diversity. The micro level views from the point of individuals and interpersonal relationships within the organization.

There are advantages in this model, it allows an unbiased examination of diversity management as based on solid social and historical factors. In addition, these multilevel factors are interdependent and interrelated which help not to overlook strategic points. Moreover, as this model requires consideration of social and historical context, hence providing a constructive and comparative examination across borders. (Syed & Ozbilgin 2009.)

3 METHODOLOGY

This chapter will describe how this research is conducted by justifying the methods used, the techniques facilitated, and the data gathered. It starts by introducing the context of this research. After that, the researcher illustrates the research paradigm. Once the paradigm is chosen, the strategy and design of the research are considered which then leads to the selection of methods. Then, how data have been gathered and analyzed is described. Finally, a final research approach is determined.

3.1 Research problem

The research aims at generating a knowledge in which the perceptions and awareness level of Finnish and non-Finnish students on the topic of cultural diversity in the workplace is pictured. Once the knowledge is established, the research can provide its audience, from intellectual looking for new ideas to enterprises looking for a research that takes on the students, the future labor force of the country, as the target group for research, the information needed for them to understand or to create a diverse workplace that these students are ready and willing to engage.

From the light of above objectives, the researcher finds it clear to identify a paradigm for the research. Firstly, a definition of what paradigm means should be given. There have been various terms that have the same meaning as 'paradigm'. Guba (1990) prefers the term 'philosophical worldview' which according to him means "a basic set of beliefs that guide action". In addition, other terms like 'epistemologies' and 'ontologies' (Crotty 1998) or 'broadly conceived research methodology' (Neuman 2009) have been used. This set of belief plays an important role in determining the research approach that the researcher embraces. According to Cresswell (2003, 6), there are four research paradigms that are in the spotlight which are post-positivism, constructivism, transformative and pragmatism (See Figure 9.) Each research paradigm has different characteristics which suit and suggest different research approach. While post-positivism is believed to work best with research that uses a quantitative approach, constructivists find approaching the research

qualitatively more applicable to their research. In the figure below, the significant elements of each research paradigm will be presented.

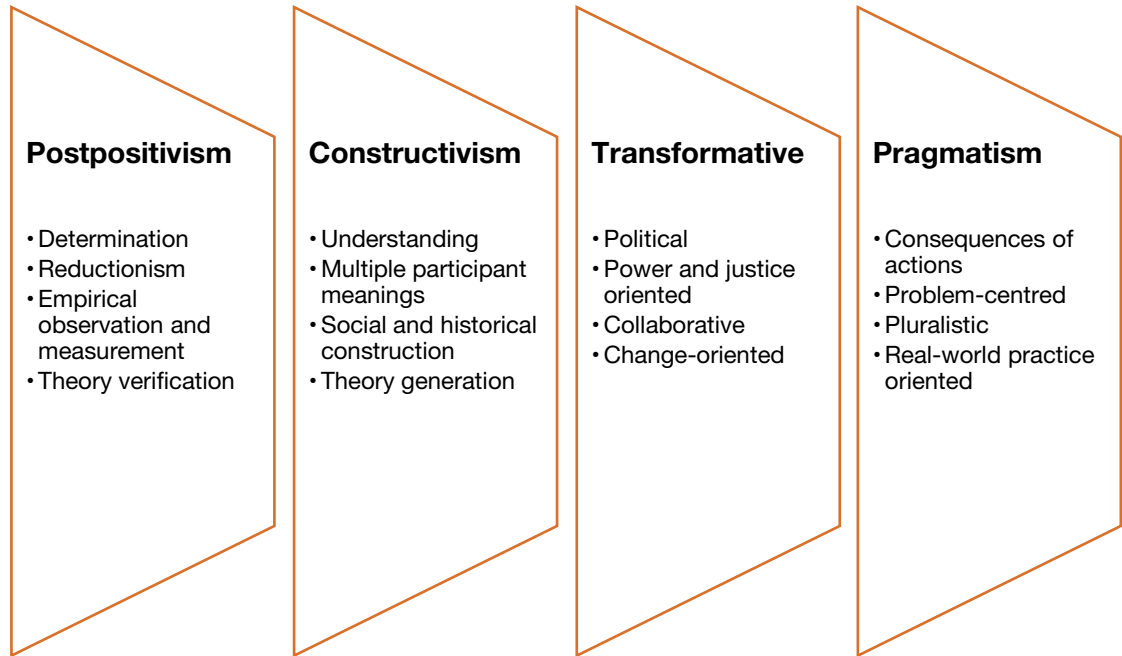


Figure 9. Four research paradigms

Given the above differences of four research paradigms and the research context, the researcher finds it clear to adopt the constructivism research paradigm for this research since the research aims at uncovering meanings from the data collected from the students. The research represents the element ‘multiple participant meanings’ of the constructivism research paradigm well thanks to its diversity in the participant’s characteristics. Also, this research focuses on how different perceptions and awareness that different groups of students hold on cultural diversity and inclusion situation in the Finnish workplace. This idea is suitable with the element ‘social and historical construction’ of the constructivism research paradigm.

In addition, this research also follows the Research onion model developed by Saunders et al. (2007). The model describes the factors that the researcher must consider while choosing the methodology. (See Figure 10.)

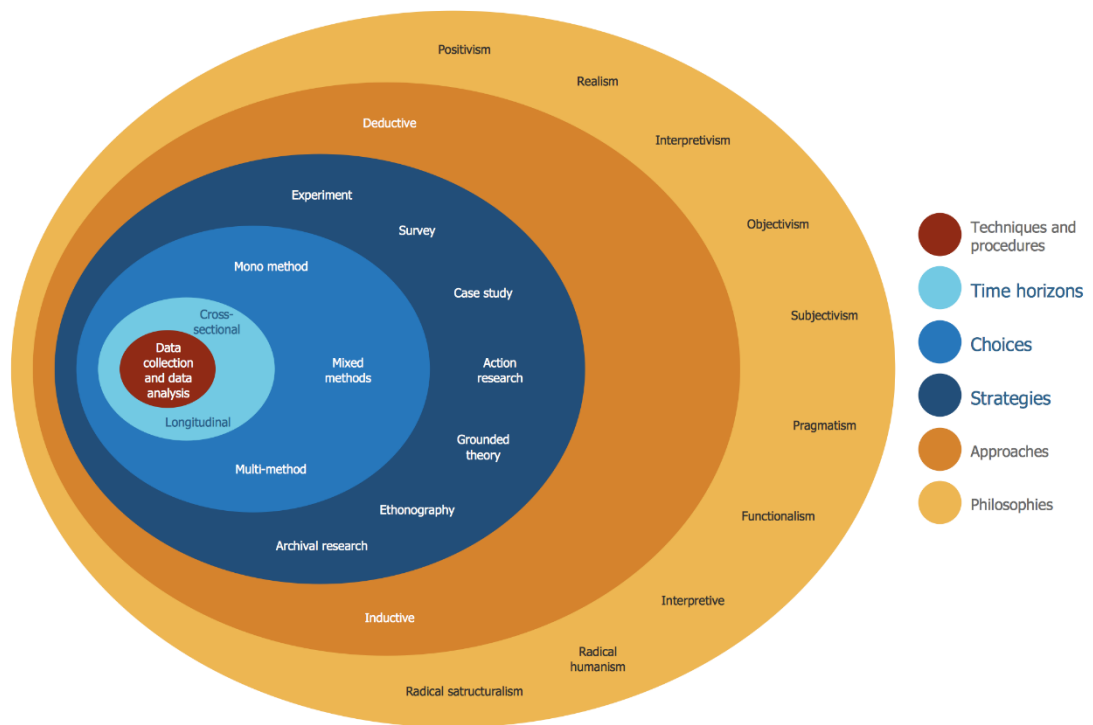


Figure 10. The Research Onion Model

Research philosophy is all about the beliefs related to the nature of a topic being investigated (Bryman 2012). The conceptions of a research philosophy show the light for justification on how a study should be conducted (Flick 2011). Despite a long list of different research philosophies shown in the above figure, there are two main ontological frameworks, namely positivism and interpretivism (Monette et al. 2005). In short, positivism suggests that reality exists in spite of the study. On the contrary, interpretivism believes that phenomena are defined differently, or it consists of different meanings depending on the observation point of the research. Although there is no framework better than another, given the study context of cultural diversity and inclusion, it is clearly to be seen that interpretivism fits this research the most.

In summary, this research adopts ‘constructivism’ as the research paradigm and ‘interpretivism’ as the research philosophy.

3.2 Research methods

According to Saunders et al. (2007, 90), research strategy is about how the researcher intends to conduct the research. The strategy can be one or include many different approaches, such as case study, grounded theory, survey, experiment, interview, etc. However, this research decides to take 'interview' as the research strategy. There are different ways to do an interview, it can be conducted face-to-face, by telephone or by email. There are three interview formats that are commonly used in research: structured, semi-structured or unstructured (Cohen et al. 2000). The more unstructured the interview, the higher chance that new issues will come up from the interviewee. Interviews are the best research method to explore thoughts, perceptions, and attitudes.

The researcher decided to conduct these interviews via email, due to its ability to allow the respondents time to be reflective in their answers. Also, email interviews also allow the researcher less work in scheduling and the focus of data collection is enhanced. There are two approaches of email interviews: synchronous email interviews and asynchronous email interviews (Mann & Stewart 2003). The researcher chose the asynchronous approach due to its standardization of data competence. This approach smooths out the data analysis stage since data emergence has been limited in the data gathering phase. The asynchronous approach is chosen not because the researcher is incompetent to analyze an emerged amount of data, but it is chosen to allow the researcher to focus on the research objectives that have been defined. However, this also means that the researcher appreciates emerging themes and ideas that follow the structure of the interview. This structured interview approach is to limit irrelevant themes and ideas from emerging from the data, not to prevent new themes and ideas from occurring from the data.

3.3 Research approach

There are two types of methods commonly used in contemporary researching; qualitative and quantitative. Quantitative refers to an approach that takes quantitative data into account. This means plenty of statistical standards play crucial roles in researching (Goddard & Melville 2001). For instance, a statistic result is carried out from the research. This approach has a close connection

with positivist philosophy. In addition, this approach is also applicable when there is a wide pool of respondent available. On the contrary, qualitative research is concerned with qualitative data. This method is believed to best fit the constructivist paradigm. This approach requires the researcher a non-stereotypical mentality before getting into data collection and analysis. There are various meanings to conduct this research, however, interviews and texts seem to be the most efficient (Feilzer 2010). Qualitative research is usually used to examine the reality of a social phenomenon which then helps the researcher to discuss, rather than seeking a causative relationship between established variables. Given the above, the researcher decided to approach this study qualitatively. This approach, in comparison to a quantitative approach, is more likely to provide a well-developed examination of the perceptions of the students. In addition, this approach is not conflictual with the research philosophy which has been determined as constructivism.

According to Saunders et al. (2007), there are two approaches commonly used in data analysis which are inductive and deductive. The deductive approach creates a hypothesis upon the pre-existing theories and the research is to test the theories (Silverman 2013). Therefore, this approach seemingly is most suitable for the positivist research. On the other hand, the deductive approach is seen as a development from general knowledge to specific understanding (Kothari 2004). Inductive approach is characterized by transforming specific findings to a general conclusion (Bryman & Bell 2011). The data collection phase of an inductive research requires looking at details to identify a trend or a pattern. Applying this approach, there is not necessarily a framework in advance as the research focus is formed either along the way or after data has been collected (Flick 2011). One advantage of this approach, particularly for qualitative research, is the absence of theories at the beginning which might reduce the prejudice and biases that the researcher holds before collecting and analyzing data. Given the above, the researcher believes the inductive approach is the best option for this research as an investigation of a social science aspect.

3.4 Data collection method

Once the research paradigm, strategy, and approach were defined, the researcher started designing how to collect the data. Both primary and secondary data are collected for this research. Primary data is collected to answer the research questions and meet the research objectives; however, the primary data can only be gathered based on the establishment of a solid secondary database (Saunders et al. 2007). The literature review chapter consists of all secondary data collected in this research, it plays the role of a theoretical compass for the collection of primary data and later data analysis. Secondary data of this research comes in all shapes and forms, however, the majority of them are gathered from publications such as books, journals, and articles of noble authors in the field of workplace diversity. These books and articles were given via recommendations of the thesis tutor, librarians and previous researchers in the field. The primary resources of this research are the responses of the structured, asynchronous email interviews. Permission was given from the respondents to use their responses as data for academic purposes.

3.5 Population and sample

A research population is defined by Trochim (2005, 30) as the group of people the researcher wishes to obtain data from. Sekaran (2003, 266) suggested that a study population is rather all subjects that are involved in the research and used for investigation. To identify the population, i.e. the potential participants, that the researcher wishes to gather data from in this research, a recall of the research objectives is necessary. Since the objectives of the research are:

- To analyze if nationality plays a vital role in shaping the perceptions of Finnish and non-Finnish students living in Finland towards cultural diversity in the workplace.
- To analyze if gender plays a vital role in shaping the perceptions of Finnish and non-Finnish students living in Finland towards cultural diversity in the workplace.

- To analyze if language of instruction at school plays a vital role in shaping the perceptions of Finnish and non-Finnish students living in Finland towards cultural diversity in the workplace.
- To analyze if education level plays a vital role in shaping the perceptions of Finnish and non-Finnish students living in Finland towards cultural diversity in the workplace.
- To analyze if diversity exposure at work plays a vital role in shaping the perceptions of Finnish and non-Finnish students living in Finland towards cultural diversity in the workplace

It is observable that the population of this study is the Finnish and non-Finnish students living in Finland. From this population, the sample is determined. A study sample is a group of people, objects, and items that are retrieved from the study population for further investigation (Kumar 2005).

The researcher decided to look for a study sample that meets the following requirements, in order to facilitate sufficient analysis of the population and provide a representative characteristic of the entire population.

- 50% Finnish, 50% non-Finnish
- 50% Male, 50% Female
- 50% of the Finnish respondents studying in Finnish at school, 50% of them studying in English at school, no matter of language for non-Finnish respondents
- 50% Bachelor's, 50% Master's
- Different levels of diversity exposure (at school or at work)

After the sample characteristics were determined, the researcher started looking for it from his social circles with the help of his thesis tutor and academic secretary. However, before searching for the sample, the sample size should be decided. According to Bertaux (1981), the researcher will learn the most during the first few interviews, and when the researcher reaches the 10th interview, a clear pattern will be realized from the respondents. Guest et al. (2006) suggested that twelve interviews are enough to reach saturation for a qualitative interview of a group that shares a similar identity. In this case, the group of interviewees is all students in Finland which makes the pool of respondents homogenous to a good extent. Moreover, the number of

interviews can also be determined by how structured and complex the interview process is (Ryan & Bernard 2006). Since the complexity has been limited by selecting a structured, asynchronous email interview approach, as well as the homogeneity of the sample, twelve interviews are defined as the sample size of this research.

In addition, the sample should be also convenient for the researcher to access easily (Sekaran 2001). In fact, the sample is within a population that is readily available with the researcher as him being a student who lives in Finland. A pool of potential sample is big enough for the researcher to choose the best representatives of the demographics that the researcher wishes to investigate.

3.6 Data collection process

After the data collection method, population and sample are clarified, the process of collecting data officially started. The data collection process of this research comprises of two rounds. In the first round, the researcher contacted the potential sample via phones or messages on social platforms to ask for their availability for a thorough interview and their interest in the thesis topic. 45 people were contacted in this round of the interview, 32 responded positively. The second round commenced immediately after the first round, an official invitation letter for an email interview was sent to the 32 positive responses from the first interview. All 32 people answered, however, there were only 12 responses that are of good quality for analysis. The profiles of these 12 respondents are provided in Appendix 2 for readers' reference. The remaining 20 responses were put to archive for later reference if needed.

In the second round, two sets of questions were sent. The first set was to gather more background information needed for later analysis regarding the

- The language of instruction of the program the respondent is doing or has done?
- Duration of how long they have been working in a Finnish workplace (in total)
- Diversity exposure through going on exchange programs abroad

The second set was to gather information of their awareness and perceptions of cultural diversity in the workplace in Finland. 10 questions were provided to

navigate the chosen study sample towards answering the research questions and meeting the research objectives. The 10 questions were:

1. What is your definition of cultural diversity in the workplace?
2. Have you ever heard of the term 'inclusion' or 'inclusion rider'? How do you think of these terms?
3. Do you prefer working in an all Finnish people environment or a multicultural working environment? Please explain your thoughts.
4. Living in Finland, have you ever felt excluded because of your different cultures, beliefs, and politics? If so, what happened? If not, do you think that it would ever happen?
5. In your opinion, cultural diversity benefits both the employer and the employee or it does more harm than good? Please explain your thoughts.
6. In your opinion, has the government of Finland succeeded in promoting cultural diversity in the Finnish workplace? What's been good and what else should have been done?
7. In your opinion, have the Finnish companies succeeded in promoting cultural diversity in the Finnish workplace? What's been good and what else should have been done?
8. Has the Finnish higher education equipped you with the needed skills to work in a multicultural workplace? What's been good and what else could it do better?
9. How does the recent migration flow from the Arab Mediterranean Countries due to the political instability impact Finland socially, culturally and economically?
10. Do you have other ideas on the topic of cultural diversity in the workplace that you would like to share?

It is worth noticing that the entire sample found the topic very intriguing and the quality of their answers were high. All twelve respondents asked for a copy of the findings as soon as the study is published. Also, due to a large number of raw data, the researcher thinks it is unreasonable to include the interview responses to the Appendices chapter, therefore creates a separate document

and uploads it online for reader's reference. The link to the document is provided in Appendix 3.

3.7 Data analysis

Analysis helps put the raw data into a certain order or structure, then creates meaning for the entire collected data (Patton 2002). Once the 12 responses arrived at the research database. The analysis process of the gathered data promptly commenced. Content analysis was chosen as the principal method to analyze for this research. Content analysis is to identify the keywords, paragraphs or themes. The main advantage of using such analysis method for interview data is its capability to reduce and simplify a load of data (Moore & McCabe 2005). Together with the content analysis approach, a constant comparative method is also applied to analyze the collected data, as its ability to draw attention to the commonalities and patterns in the respondent's experiences (Glaser 1965). This was chosen for its appropriateness to create knowledge that is rather descriptive and interpretive, such as the perceptions of Finnish and non-Finnish students of cultural diversity in the workplace. Since the research is decided to be 'inductive' due to its appropriateness explained in the previous chapter.

The researcher designed a 5-step strategy of qualitative analysis of interview data for his research. In the first step, transcripts are browsed through several times to identify the first impressions of a pattern in the answers of the respondents. After that, the 'coding' stage, where relevant phrases and sentences are labeled. These codes represent ideas, perceptions, opinions, thoughts, etc. of the respondents that the researcher finds repetitive, surprising, emphasized, or recalling of an existing theory. In the third step, relevant codes are grouped and clustered together to create broader codes, i.e. critical themes and sub-categories which are then put into different categories (Wilson Scott 2004). After a list of sub-categories and themes with relevant codes are made, the researcher can start conceptualizing the data by cross-analyze these sub-categories and themes. Connections are then established between categories of codes to add meaning to the information (Steyn 2001). The final step is to narrate a hypothesis and interpret all the data,

a hierarchy of categories/themes can also be established according to its importance to creating the perceptions of the respondents in this research (De Vos et al. 2005). Also, Excel is executed as the instrument to conduct this analysis due to its convenience and accessibility from the researcher's working platform. (See Figure 11.)

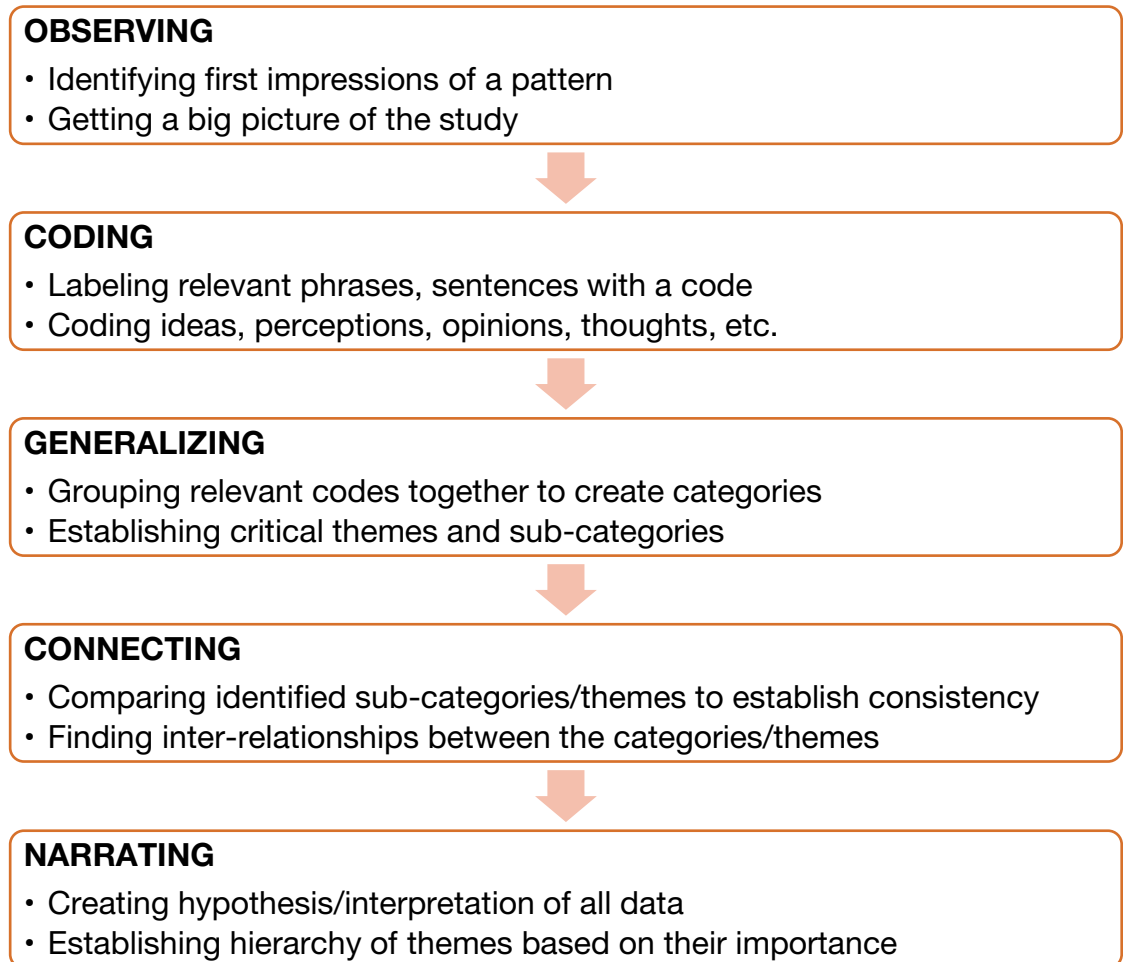


Figure 11. Data analysis process

4 RESULTS

This chapter is expected to provide answers to the research questions by showing the main findings and results that have been obtained from a thorough data analysis. This chapter is the next sequential step from the previous chapter where the research design and methodology were determined, along with the identification of the study population and study sample. The data collection method and process were also described to ensure that this research has reached a decent level of reliability and validity, and the results soon to be revealed below are of good quality for potential applications.

This chapter will showcase the findings taken from the data and analyzing them. These results are the primal resources for the 'discussion' chapter where they are interpreted on the ground of the collected secondary data that had been provided in the 'literature review' chapter.

To start, a quick recall of the research questions is necessary to navigate the direction of the entire chapter. The research questions determined at the beginning of this study are:

1. How do Finnish and non-Finnish students perceive cultural diversity in the workplace?
2. Does the student's individual gender, nationality, education or work experience generate distinctive views of cultural diversity in the workplace?
3. What are the obstacles that prevent the growth of cultural diversity and inclusion in the workplace?

To answer these questions effectively, this chapter shall begin with a summary of the sample's demographical information, this is to clarify the sample's competence to represent the population of this study. Next, a report on the key findings will be presented. This report will not yet consider the sample's characteristics to answer the first research question and ensure that the readers have the first look at the findings and observe for themselves the overall perceptions that Finnish and non-Finnish students, regardless of their traits, have towards cultural diversity in the workplace in Finland. After

establishing a fundamental understanding for the readers, the findings are now divided into groups of data with regard to the sample's nationality, gender, language of instruction, education level and finally their diversity exposure, this division of data is to obtain a more in-depth illustration of their perceptions and to answer the second research question, whether the different traits will influence these perceptions. At the end of this chapter, readers supposedly have enough information to step into the last part of this study, the 'discussion' chapter.

4.1 Demographical information

This demographical information is gathered partially in the first-round interview with a personal knowledge that the researcher has of the respondents and partially from their answers in the second-round interview. The demographical variables that were determined for attention are:

- Nationality distribution of respondents
- Gender distribution of respondents
- Language of instruction at school distribution of respondents
- Highest educational level of respondents
- Level of diversity exposure of respondents

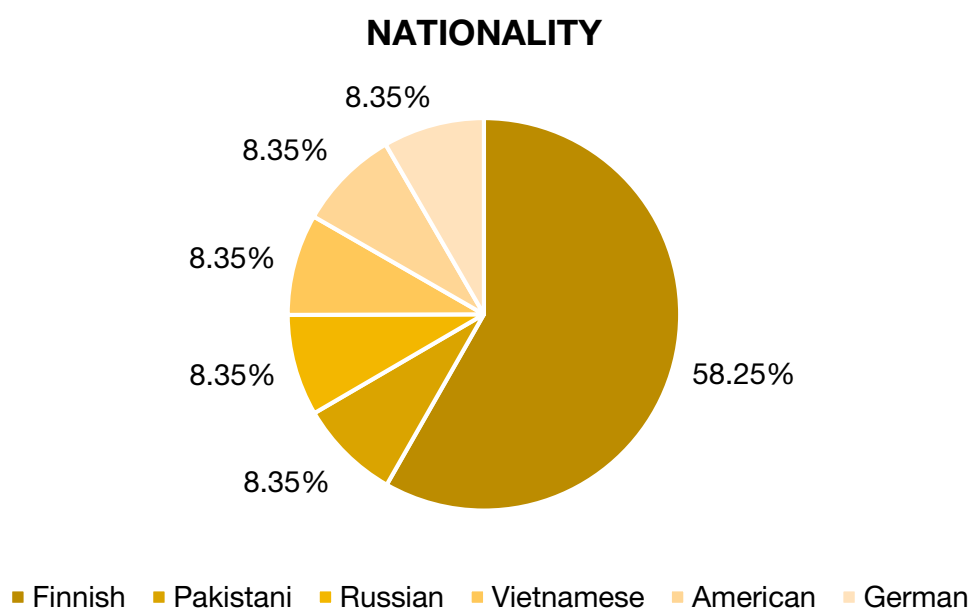


Figure 12. Nationality distribution of respondents

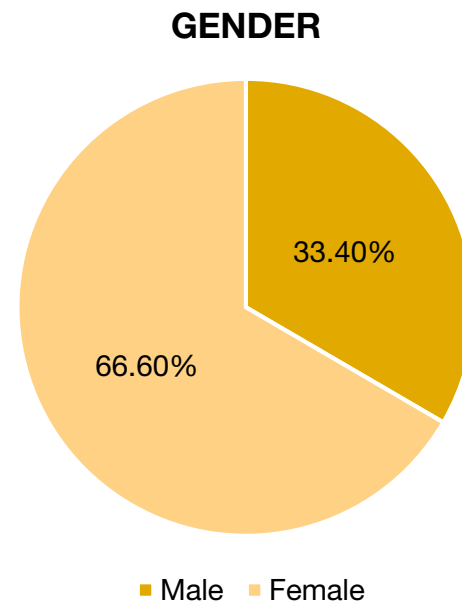


Figure 13. Gender distribution of respondents

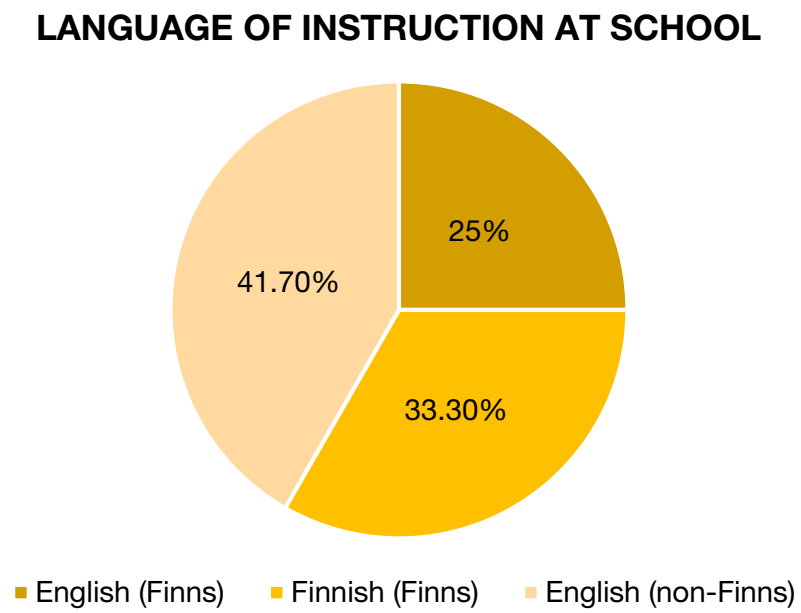


Figure 14. Language of instruction at school distribution of respondents

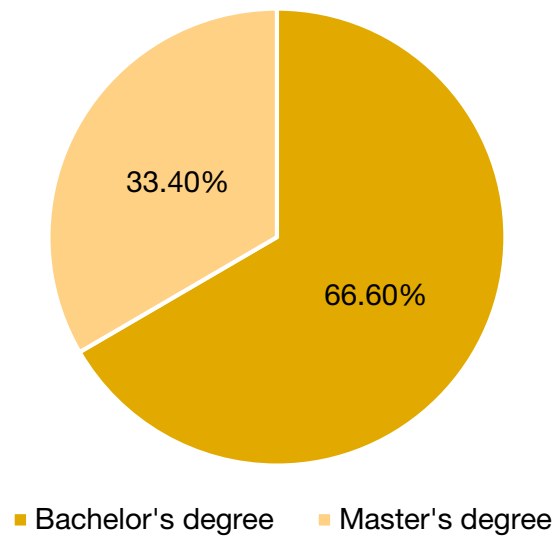
HIGHEST EDUCATIONAL LEVEL

Figure 15. Highest educational level distribution of respondents

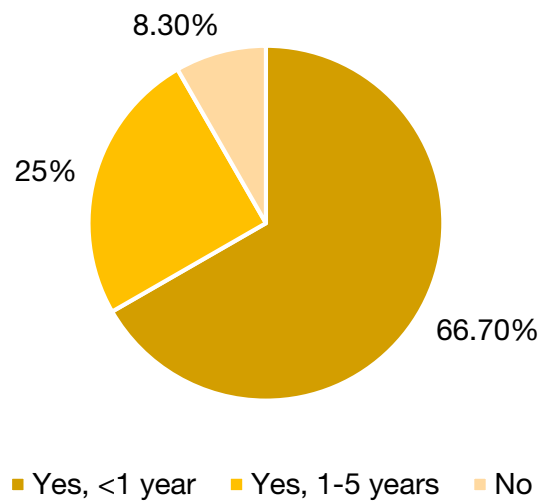
**EMPLOYMENT DURATION
IN A DIVERSE WORKPLACE**

Figure 16. Employment duration in a diverse workplace distribution of respondents

DIVERSITY EXPOSURE ABOARD

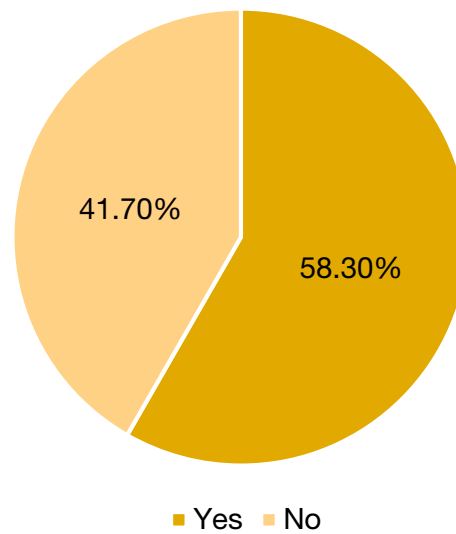


Figure 17. Diversity exposure abroad distribution of respondents

4.2 Perceptions of Finnish and non-Finnish students on cultural diversity in the Finnish workplace

Key findings

The first two questions were to ask if the respondents were able to define roughly the main concepts of the study, i.e. cultural diversity and inclusion. This is to test their fundamental knowledge of the topic and give them an opportunity to recall relevant information in order to answer the following questions.

Across demographical traits, students in Finland seemed to be aware of the concept of cultural diversity. All twelve respondents can define the concept. However, there is a slight difference in how they perceive this concept. 33.3% (n=4) of respondents think from the perspective of people working together. 66.7% (n=8) of respondents refer to cultural diversity from the gathering of people of different backgrounds.

Besides these two predominant approaches, the concept of cultural diversity is also perceived from the viewpoint of corporate culture, i.e. different

departments have different working cultures which can clash with them of other departments. This is rather an interesting way to look at the concept.

Table 1. Students' understanding of cultural diversity

Code: TOGETHERNESS	
<ul style="list-style-type: none"> • “working together” • “come together” • “under the same roof” • “working towards the same goals” • “more than 3 nationalities working together” 	
<hr/>	
Code: DIFFERENCES	
<ul style="list-style-type: none"> • “different backgrounds” • “different cultures, habits, customs” • “same working environment with different values” • “results of the differences in regions, tribes, classes, etc.” 	
<hr/>	
Code: CORPORATE CULTURE	
<ul style="list-style-type: none"> • “not just ethnic culture, but the departmental culture within a corporate” 	

Despite a thorough understanding of cultural diversity, when it comes to the terms ‘inclusion’ and its newest practice ‘inclusion rider’, the respondents struggled to give a clear definition.

However, the turnout is still very positive with over 58.3% (n=7) having heard of the terms, but uncertain of what they mean; 8.3% (n=1) know exactly what it means, and 33.3% (n=4) responding negatively. For ones who are able to define the terms, the two codes of engagement and equality appeared to be the ideas that the students had of inclusion.

For ones who thought they could define ‘inclusion rider’, the ideas of this practice were quite close to its original meaning. The codes of ‘open opportunities’, ‘follow-up process of inclusion’, ‘demand for diversity’, ‘positive discrimination’ are made to generalize the idea of the respondents.

Table 2. Students' understanding of inclusion

Code: ENGAGEMENT	
<ul style="list-style-type: none"> • “feeling included even being different” • “getting different agents involved and engaged” • “to include people of different groups” • “to make them feel welcome” • “embrace differences” • “integration of all peoples” 	
<hr/>	
Code: EQUALITY	
<ul style="list-style-type: none"> • “equality” • “equal access to opportunities” 	
<hr/>	

After answering these first two questions, respondents supposedly had understood the concept of this study and what questions to expect. This led to the next stage of the interview when structured questions are asked of respondents on various issues concerning cultural diversity and diversity management in Finland.

When asked to choose a working environment that they would prefer between an all Finnish people one and a multicultural one, the majority of students (66.7% (n=8)) chose a multicultural environment as their ideal workplace, while the other 25% (n=3) confirmed that they had no preference that both works and only 8.3% (n=1) of the respondents said they would prefer an all Finnish environment. According to the students, each environment has its own pros and cons, but apparently, the multicultural environment has more to offer than an all-Finnish workplace. In short, the students' perceptions of a multicultural workplace was that it elaborates creativity, enhances productivity, manifests fascination and opens learning opportunities for everyone. The one disadvantage of such workplace in the Finnish environment is the language barrier. Although Finns are among the best English speakers in the world, English is still a foreign language to them which makes the situation, according to interview 11, “awkward” when they must speak Finnish just because there

is a non-Finnish-speaker in the team. The cons of the multicultural environment are the pros of an all-Finnish environment: successful communication is easier to accomplish, similarities between Finns make the work go smoother and limiting misunderstandings.

Table 3. Students' different perceptions of an all-Finnish and a multicultural environment

Perceptions on multicultural environment	Perceptions on an All-Finnish environment
Code: CREATIVITY <ul style="list-style-type: none"> • “different backgrounds, different viewpoints” • “more creativity” • “different ideas” 	Code: EASY COMMUNICATIONS <ul style="list-style-type: none"> • “communications easier between Finns”
Code: EFFECTIVENESS <ul style="list-style-type: none"> • “make working more effective” • “sharing skills and knowledge” 	Code: SIMILARITIES <ul style="list-style-type: none"> • “similarities between Finns” • “same habits, customs” • “maybe Finnish bc I'll work with Finns in the future”
Code: FASCINATION <ul style="list-style-type: none"> • “language and distinct cultures can be fun” • “more interesting experience” 	
Code: LANGUAGE BARRIER <ul style="list-style-type: none"> • “far more challenging to accomplish communication” • “once Finns speak English to me, feel inconvenient for them” 	
Code: LEARNING OPPORTUNITY <ul style="list-style-type: none"> • “all Finnish boring, not much learning” • “learn much of working methods in multicultural” 	

The next question was asked to evaluate the respondents' experience with exclusion. Unsurprisingly, 66.7% (n=8) of the respondents said that they had never been excluded because of their different politics and cultures, just 33.3% (n=4) of the respondents encountered such issue every now and then and none has reported of dealing with this issue daily. The respondents suggested several causes for such exclusion to happen, those are described in the table below.

Table 4. Students' thoughts on the causes for exclusion

Code: MINDSET/PRECONCEPTIONS	
<ul style="list-style-type: none"> • “small city narrow-minded racist” • “older people, less open-minded” • “selectiveness of the Finns with diversity” 	
<hr/>	
Code: CONTRASTING OPINIONS	
<ul style="list-style-type: none"> • “being in the minority with my viewpoints” • “outsider bc of different thinking” • “little things make you feel different” • “it can happen when one has different opinions” 	
<hr/>	
Code: LACK OF INFORMATION	
<ul style="list-style-type: none"> • “European odd jokes” • “lack of knowledge, cultural information” • “different intention, different mentality” • “people of other backgrounds might face problem” 	
<hr/>	
Code: LANGUAGE BARRIER	
<ul style="list-style-type: none"> • “only language barrier” • “people of other backgrounds might face language problem” 	
<hr/>	

Within the answers to this question, respondents also expressed their belief that Finnish society is highly tolerant of diversity and cultural differences. However, this depends heavily on the person's background. As interviewee 11 suggested,

“Finns are friendly towards the culture of my home country (USA), ..., people have been eager to talk to me... It might be very different for people from

other cultures like Syria or Iraq, where Finnish people have different perceptions”.

So, it is believed by the respondents that the tolerance of the Finns is selective and dependent on several prejudices. Also, the respondents believed that the exclusion tends to happen more when you hold a contrasting belief system, or political opinions, rather than your gender or nationality.

When asked about their opinions on the benefits and harms that cultural diversity brought to the Finnish workplace, 91.6% (n=11) of the respondents thought it benefited both the employee and the employer. The benefits, as the researcher coded, are the ‘multiplicity in ideas and knowledge’, ‘international competitiveness’ since a diverse workforce is competent to help the company operate internationally, and ‘employee safety and security’ which then facilitates better work performance and colleague’s synergy. Along with these benefits, a drawback was also reported, namely ‘unfair employment’ which happened when as interviewee 1 suggested ‘a diverse workforce is hired just for the sake of diversity, not to hire the best people’.

The next question was asked to discuss the policy-making of the Finnish government with the respondents. It is worth noticing that 58.3% (n=7) of the respondents were unaware of what the Finnish government has done regarding the promotion of cultural diversity in the Finnish workplace and the protection of minority groups before discrimination. Among the group of people who were following the government’s moves on this matter, 80% (n=4) thought that the government has done a poor job, just 20% (n=1) thought the government had succeeded in tackling issues such as ‘implementation of diversity education’ and ‘integration’. The respondent who thought the government has done nothing to improve the situation has made a good emphasis on ‘poor policy-making’. *“The ‘awful’ treatment of asylum-seekers, deportation of children back to unsafe places”* were given as evidence (interviewee 5). Suggestions were also made to supervise the government on what to do on the matter. A theme of ‘diversity promotion’ via state aid and field trips to know the real situation was observed.

On the contrary with the government, Finnish companies were perceived as doing better in promoting cultural diversity in their workplace. Still, 33.3% (n=4) were unaware of the situation and another 25% (n=3) believed the situation differed region to region, and company to company. 40% (n=2) of the remaining responded positively and suggested that companies are trying to impose 'equality' in the workplace. However, the 60% (n=3) who opposed thought that despite the companies looking like they did a good job to include people, they were actually not 'having the best intention', and "*it was just a 'CSR' strategy*" (Interviewee 2). The causes for such poor performance from these companies are believed to have something to do with the 'introverted nature' of the Finns. Suggestions for development were made, but it was nothing new but a few 'diversity promotion' strategies which aim at increasing awareness by word-of-mouth, creating more jobs for English-speaking only workers and diversifying the manual workforce. Also, a few respondents thought of non-Finnish companies operating Finland as the pioneers in diversity promotion for the Finnish workplace, rather than Finnish origin companies.

After being asked for opinions of the government and companies, respondents were then brought back to their own field, university environment. A question of the Finnish higher education on teaching intercultural communications was given. Totally different from the government and the companies, Finnish schools received exceedingly great feedback from the respondents. 66.7% (n=8) felt positive about the cultural diversity courses that they had in equipping students with needed skills to work and operate in a multicultural context. Finnish schools have accomplished in creating a very multicultural study place and attaching several courses in the field into students' curriculum. However, great suggestions for development were also provided. It was observed by the researcher that despite the different opinions that the respondents might hold against the diversity education in Finnish institutions in Finland, they all came to an agreement that a lot should be done for the all-Finnish-people classes, more courses should be organized to help them interact better with people of differences.

Table 5. Students' suggestions for diversity education development

<p>Code: ENGLISH/FINNISH LANGUAGE COURSE ORGANIZATION</p> <ul style="list-style-type: none"> • “English skills should be taught more” • “better English skills essential for communications” • “lack of time for Finnish language courses”
<p>Code: FOCUS UPON THE WORKPLACE</p> <ul style="list-style-type: none"> • “they don't expect us to work in the multicultural workplace” • “for the workplace, lacking sessions” • “skills to work in teams with Finns” • ” Lack of networking events with Finnish companies”
<p>Code: MIXING ALL-FINNISH CLASSES</p> <ul style="list-style-type: none"> • “for all-Finnish teaching, maybe no” • “Maybe they have, but surrounded by all Finns, no practice” • “should be more course for all-Finn classes”

The last question of the second-round interview was dedicated to a contemporary issue that Finland is facing now: the migration flow from the Arab Mediterranean countries (AMCs) to Finland. Interviewees were asked for their thoughts on the impact it has on Finnish culture, society and economy. There is one trend that stands out from all responses, all respondents believed the heaviest impact this migration flow had was on the Finnish society. A clear division in the Finnish society nowadays was suggested and reasoned profoundly by several respondents. Interviewee 1 observed the rise in popularity of the right-wing parties in Finland, the entire country was divided into 2 groups, supporters and haters. The news was written, and discussions were made on this matter constantly. Also, interviewee 5 believed that racism is now more widely accepted which is disturbing to almost every respondent of this study.

When it comes to costs, most respondents acknowledged the expenses of this migration flow on the state welfare. Fear and uncertainty were created along with this migration flow. As interviewee 11 said, ‘this fast and forced influx of immigrants have been hard for older people to tolerate’. Despite all the problems it might bring, the respondents still showed a very positive attitude

towards the issue. They believed this would help Finland reduce the speed of an aging population, build a new workforce for the future and contribute to the Finnish economy by businesses started and vacancies filled.

Although the responses seemed to be negative for this question, a few respondents still believed that Finland is among one of the best-performing countries on this matter in the EU. Also, despite the topic of 'racism' was raised by several respondents, the sample answers do not resemble a racist feeling for the researcher, including the one interviewee who does not support multiculturalism in Finnish workplace.

Besides the structured interview questions, respondents were still allowed to bring up relevant topics that they wished to discuss. However, 2 of the 3 codes raised by the respondents had been partially covered in the structured interview. Those are 'employment fairness' and 'better diversity education'. Therefore, the researcher will spend time on the topic of 'diversity realization' that the respondents have raised. This is the acknowledgment of diversity as a force of development for the Finnish culture, society and economy in today's globalized context. A transition from a homogenous Finnish society to a more heterogeneous is on its way, and the government should be better prepared for it than now.

Key themes

The previous sub-chapter presented the 33 codes derived from the data. These 33 codes described fundamentally the key patterns of the perceptions that Finnish and non-Finnish students have on cultural diversity in the Finnish workplace. They represent thoughts, ideas, opinions and actions that the sample managed to express in their responses. The following table will quickly recall all the codes that have been made in the first two stages of the data analysis process. These codes the primal resource for the following stages of the data analysis process.

Table 6. Key data's codes

Question	Codes
1	1. Togetherness 2. Differences
2	3. Engagement 4. Equality
3	5. Creativity 6. Proficiency/Effectiveness 7. Fascination 8. Language barrier 9. Learning opportunity 10. Easy communications 11. Similarities
4	12. Close-mindedness/Mindset/Preconceptions 13. Contrasting opinions 14. Lack of information 15. Tolerance
5	16. Multiplicity of ideas and knowledge 17. International competitiveness 18. Employee safety and security 19. Employment fairness
6	20. Integration programs 21. Poor policy-making 22. Diversity promotion
7	23. Improper intention 24. Multiculturality arrangement 25. Better diversity education
8	26. English/Finnish language course implementation 27. Workshops on intercultural working skills 28. Mixing all-Finnish class with non-Finnish
9	29. Division within the Finnish society 30. Racism 31. Long-term benefits 32. Fear of uncertainty
10	33. Realization of diversity

These 33 codes belong to 8 sub-categories, namely 'elements of diversity', 'elements of inclusion', 'challenges of cultural diversity', 'how to achieve cultural diversity', 'values of cultural diversity', 'reasons for cultural diversity intolerance', 'reasons for people to flock', 'burdens for cultural diversity'. These 8 sub-categories are interconnected with each other, they influence each other or result from one another. The following charts are to describe each individual category and the codes it has clustered, as well as the interconnection between each of them with another and as a whole.

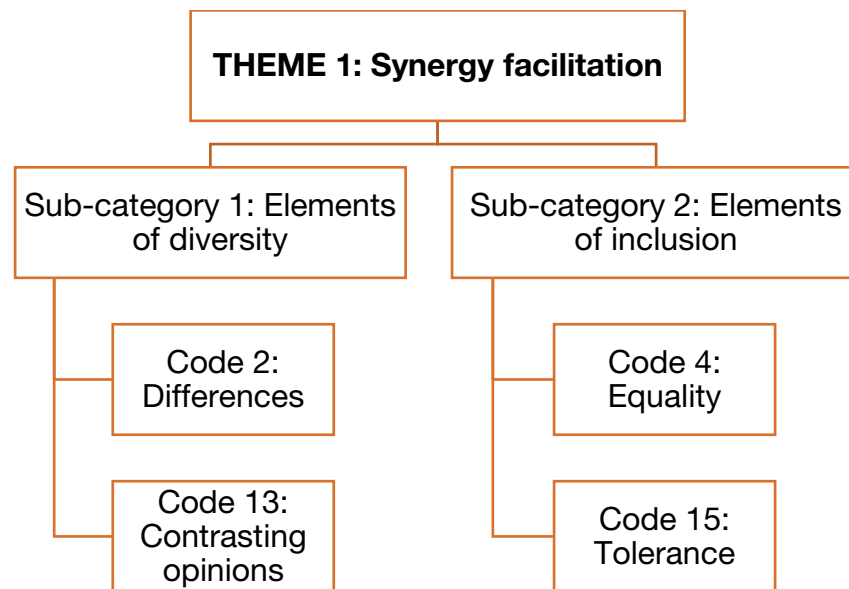


Figure 18. Students' thoughts on synergy facilitation

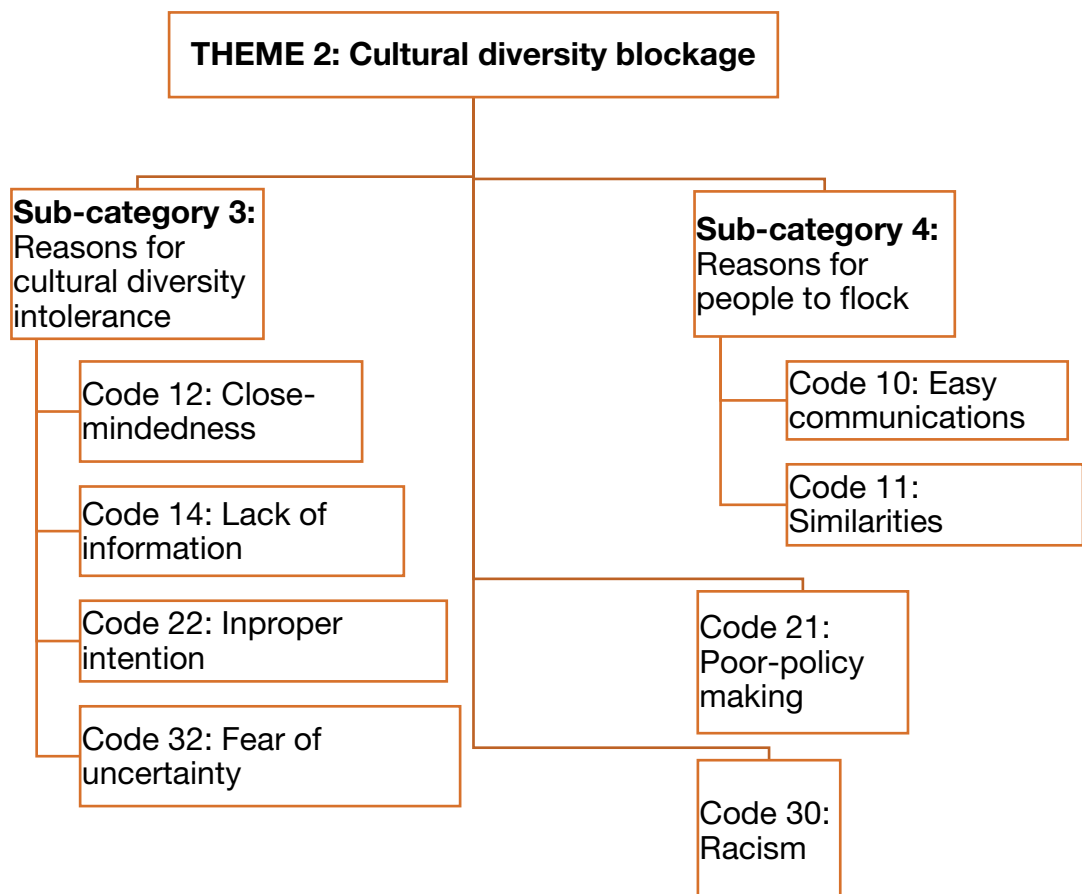


Figure 19. Students' thoughts on cultural diversity blockage

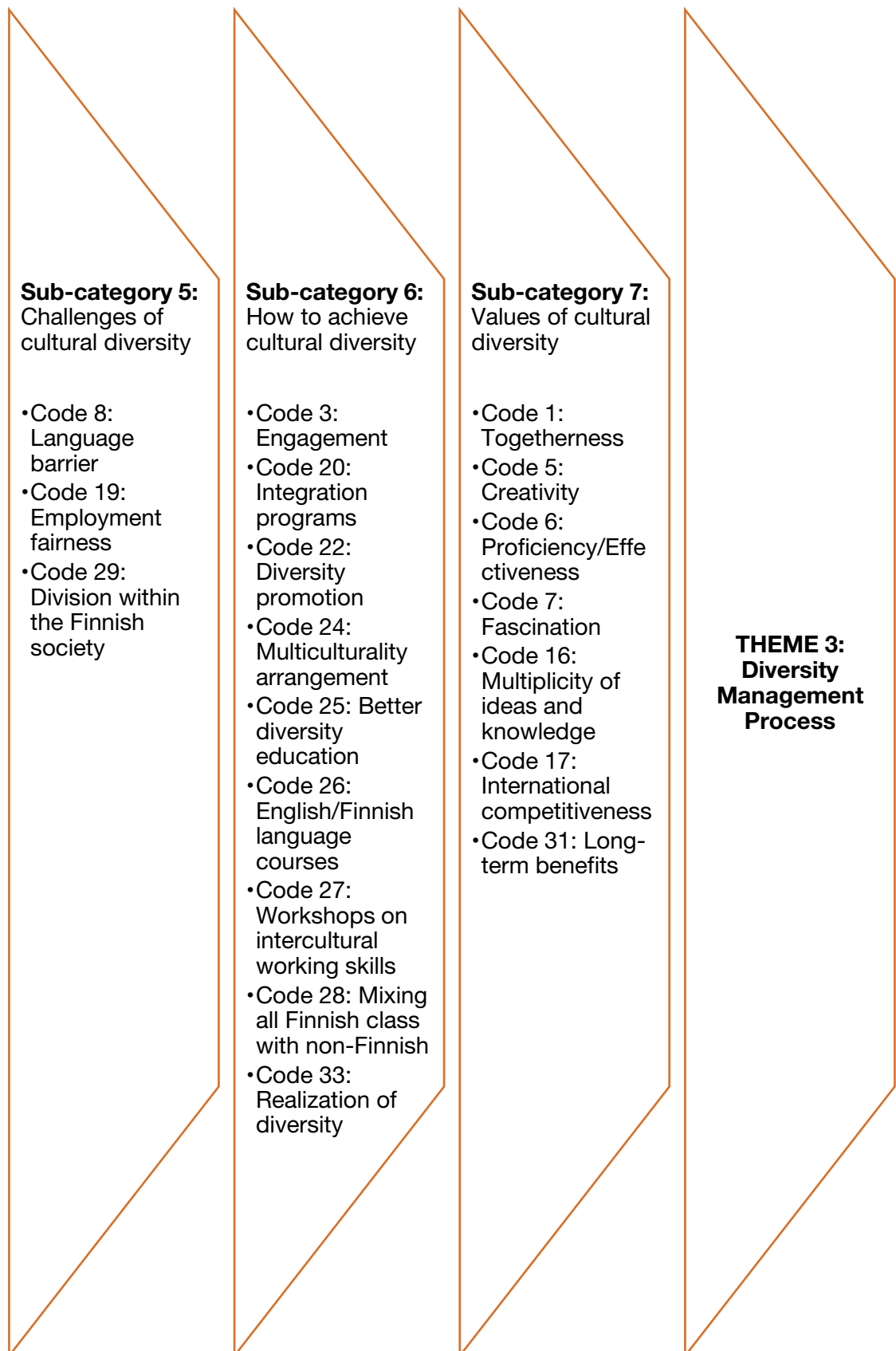


Figure 20. Students' thoughts on diversity management

In summary, the gathered data has proposed three themes on how the sample responded to questions that were asked to obtain their awareness and perceptions of cultural diversity in Finnish workplace. The first theme suggested the sample's wish and understanding of how to facilitate synergy from diversity and inclusion. The second theme raised the sample's worry on the possibility of a cultural diversity blockage in Finnish workplace due to racism, poor-policy making from the government and Finnish people being cultural diversity intolerant and tending to flock together for several reasons. The third theme illustrates the sample's thoughts on what the diversity management process in Finland should be like, it is believed that the process should start from acknowledging the challenges of cultural diversity, in order to find solutions to achieve a fully-prepared culture for diversity. Once a culturally diverse environment is established, multiple values will contribute to the societal, cultural and economic development of Finland.

After this sub-chapter, the first research question on how non-Finnish students and Finnish students perceive the cultural diversity situation in Finnish workplace is answered. This initiates the process of answering the second research question, in which the variables of the sample are taken into account to identify differences between different peoples.

4.3 Influence of demographical traits on the sample's perceptions

Gender

The difference in gender does not seem to generate disparity amongst the sample in their awareness of the two concepts: cultural diversity and inclusion. Nevertheless, when asked about which cultural working environment they would prefer working in, the male sample tend to have no preference whereas their female counterparts show a significant interest in the multicultural working environment. Although there was only one respondent who showed no interest at all in a multicultural working environment and the respondent was of the female gender.

Differentiation in gender seems to catch on when the sample was asked about their experience of being excluded from a group or a community. While the male sample reported they had never felt excluded, each female respondent had encountered at least one occasion when they felt like an outsider. Yet, this happened because of their contrasting opinions with the group, not because of their nationality or biological characteristics. Both genders share their perspective on whether cultural diversity benefits or harms the employee and the employer, both agreed that it does more good than harm. The male sample directed their answers towards the interior of the companies and the employees. On the contrary, the female respondents mostly proposed the benefits it does for the exterior and external affairs of a business or an employee, such as market sophistication, international competitiveness, etc.

Both male and female respondents were unaware of what the Finnish government has done in helping promote cultural diversity in the Finnish workplace. However, the female sample seemed to be more informed to some extent, this was believed thanks to their ability to provide a few examples of the policy-making of the Finnish government. Instead of reasoning their answers into groups on factors such as regions, company size, etc. like their male counterparts to respond to the question of whether Finnish companies have done well in establishing a more diverse workforce, the female respondents just gave general solutions on how these companies could do better.

When it comes to their opinions on the Finnish diversity education, the male sample cherished a great progress that the Finnish higher education has made, but seemingly just a part of their female partners agreed with them on this matter, the rest showed great concern and requested the Finnish higher education to do more. When the topic of the current migration crisis was brought up, all respondents seemed to be very passionate. However, while the female sample responded with their thoughts on all three components of the impact: social, cultural and economic, the male answered mostly on the cultural impact that it has to the Finnish society.

Nationality

Like gender, nationality does not differ the awareness level of the sample of the term cultural diversity. However, a significant difference was observed between Finns and non-Finns on the term inclusion. Non-Finns are very well-informed of this matter, in comparison to their Finnish counterparts. When asked about their preference over a monocultural and a multicultural working environment, Finns seemed to be divided into 3 groups, ones who have no preference, ones who prefer multicultural atmosphere, ones who cannot stand at all the idea of multiculturalism. However, their non-Finnish partners responded synchronously with a great favor towards a multicultural environment.

Finns have never encountered a situation where they felt excluded from the group, whereas the non-Finns have experienced at least once, not an extreme case, but all have encountered it to some extent. No significant difference was reported between Finns and non-Finns on their appreciation towards cultural diversity. However, when asked about their perspective on the government policies, some of the Finns are aware of what the government has done, whereas there were no non-Finns reported of having a slight information of what the Finnish government has done to protect minority groups.

When it comes to their opinions about the companies' effort to enforce a more diverse workforce, Finns seemed to have a better knowledge than the foreigners. This showed a very limited reach of the companies to its population. Both Finns and non-Finns shared the same division in opinions towards the topic of diversity education in Finland. Ones who think Finnish higher education has done a good job seemed to cherish the most their efforts in creating multicultural settings in the study place. Ones who disagrees also used the multicultural setting to reason their opinion, they believed that their skills were mostly gained by practicing on campus in a multicultural setting, rather than from courses.

The topic of migration crisis raised concerns from both Finns and non-Finns. Although Finns seemed to have a better understanding of the situation, they suggested a strong disparity in opinions amongst the Finns. Non-Finns were

reported to be less aware of this contemporary issue since the demographics of the current research do not involve people of this background.

Educational level and diversity exposure level

Since the difference in opinions between bachelor's level and master's level respondents are not significant, the researcher decided to combine the educational level and diversity exposure level together for a better picture.

Like gender and nationality, educational and diversity exposure level has no position in the awareness level of the terms cultural diversity and inclusion. However, when asked about their idea of an ideal working atmosphere, all respondents who have been abroad referenced a multicultural environment, there was only one exception of interviewee 7 who do not share the same idea with the rest of the sample, she thought of an ideal workplace as monocultural. When it comes to exclusion incidents, it was reported that the ones who have been abroad had more experiences of being excluded than the ones who had not been abroad. The researcher finds this quite surprising.

The group of people who have been abroad appreciated cultural diversity more than ones who have not been. Both are aware of the government's policies and companies' efforts to enforce a multicultural workplace to the same extent. The perspective on diversity education was also almost identical between different groups of people. However, the perspective on diversity education between bachelor's degree holders and master's degree pursuers are slightly different. Master's students believed there are more which the Finnish education system could do to change the situation, especially they can provide multiple solutions within the scope of an interview. Bachelor's degree students seemed to appreciate very well the already existing education.

When it comes to the topic of the migration crisis, ones who have been abroad seemed to be more passionate and sympathetic towards the asylum-seekers who are now in Finland. Ones who have not been abroad share the same viewpoint, however, they were incompetent to provide in-depth opinions on the matter.

Surprisingly, the interviewee 7, despite her different opinion on the matter, did not have an opposing opinion on the matter, but rather just expressed her unawareness of the matter because of a limited circle she is in, though she has heard of news and discussions about it which made her aware of the issue.

5 DISCUSSION

This chapter is expected to provide interpretation and explanations for the key findings to solve the research problem which aims at determining the Finnish and non-Finnish student's perceptions of cultural diversity in the workplace in Finland. It is imperative to note that this research is not seeking to provide a picture of the real situation of cultural diversity in the Finnish workplace, but more of how Finnish students, i.e. the future actor of the economy, think it is like, so companies, HR people and those who are related to the field of talent acquisition can reflect themselves and find better solutions to suit the students' wishes. This again explains why the research population is not the real workers in Finnish companies, but currently attending students. Besides, a side discussion on how different demographical traits differentiate the sample from each other and what obstacles are blocking the enforcement of cultural diversity and inclusion in the Finnish workplace is also provided in this chapter.

In order to solve the research problem, a qualitative research approach was adopted wherein a structured asynchronous email interview was used as the data collection method in order to investigate a sample of twelve participants who are or were recently university students in Finland.

The participants were chosen from two rounds of interview, one via phone and messages, one via email. The sample is vastly diverse in terms of nationality (Finnish, Pakistani, Russian, Vietnamese, American and German), gender (male/female), language of instruction at college (Finnish/English), educational level (bachelor's/master's) and diversity exposure (been abroad/not been abroad; <1year working/>1year working/1-5 year working). Aiming at building a conclusion from the key findings, the data were analyzed inductively through content analysis and a constant comparative method.

5.1 Overall perceptions

The results suggest that student's perceptions of cultural diversity in the Finnish workplace are formed into three points:

- their belief in 'synergy facilitation' as a primal force and reason to promote diversity in the Finnish workplace
- their acknowledgment of the existing burdens that block cultural diversity from thriving.
- their suggestion for improved diversity management processes to suit the current workforce in Finland

The students believed synergy in cultural diversity can only be facilitated when the two principal elements, namely diversity and inclusion, are manifested in the workplace beforehand. Lacking one of the two will not result in synergy. They emphasized the importance of tolerance and equality heavily enough to make these two elements become a key data code of the research. As suggested in the literature review, synergy is only formed by stimulating a collaboration of a variety of cultural otherness and a spiritual relationship among cultural groups that formulates belongingness (Bhagat et al. 2009). It is evident that the student's perception on how to facilitate synergy in a culturally diverse workplace is of no particular difference with the theory suggested by Bhagat et al.

The student's ability to construct such theory this accurately within the scope of an interview has proven their intercultural competence. This also suggests the fact that Finnish and non-Finnish students share the same positive attitude towards diversity in the workplace, more importantly, most of them prefer working in a multicultural environment. Although there is one interviewee who appears to be less tolerant of diversity than the rest of the sample, she expressed her wish to be put in more multicultural groups when asked about how to improve diversity education in Finland. This can be interpreted as the population of this research, despite their incomplete awareness of the concepts of diversity and inclusion as well as their lack of exposure with diversity, has shown an ability to tolerate differences, or even more than that they are fascinated to work in a multicultural environment and believe that their level of creativity would be enhanced while working together with people of different backgrounds.

This finding is a clear indicator of how ready the future workforce of Finland is to work within diversity and strive along differences. This is to recommend Finnish companies to consider adopting an appropriate diversity promotion policy that fits their business model to meet the needs of the upcoming workforce.

The acknowledgment of the students with the existing burdens that are blocking cultural diversity from thriving clearly shows the willingness that they have to break down these burdens. Once again, the students have shown their ability to construct a theory within the scope of a short interview, this indicates their thorough understanding of the situation and wishes to make changes. There are two outstanding findings that deserve attention and in-depth explanation.

The first issue came from 'an improper intention' of some Finnish companies that led to several issues, one of them is unfair employment. The suggestion of an improper intention of Finnish companies is drawn from the fact that a few companies applied diversity promotion policies just to make their corporate image look good, or as the interviewee described, 'they hire diverse people just for the sake of diversity', or just to do 'CSR' (corporate social responsibility). The researcher finds this issue alarming. Despite the company's effort to create a more diverse workforce, diversity obtained quickly and unpreparedly would harm not only the employer but also the employee. Diversity management is a process, and a process takes time. However, the sample showed their favor towards multiculturalism in the workplace and that it benefits both the employee and the employer. This realization goes hand in hand with Van der Walt & du Plessis (2010)'s belief. The students also believed in the fact that a thorough implementation of diversity management practices would create a win-win situation for companies and the employed.

The second issue raised was the public ignorance of racism recently when Finland is in a migration crisis. The sample has great concerns about racism being out in the open and racists taking pride in their opinions. Patriotism is misinterpreted, and extreme nationalism is socially accepted. It is evident that this would damage heavily all the efforts that have been put in to promote

diversity in Finland. This issue was mainly mentioned when the sample was asked about their thoughts on the current migration crisis and a large number of asylum-seekers in Finland due to the political instability back in their home countries. The researcher also finds it paramount important that the sample has gained a decent knowledge of the topic. However, when it comes to discussing the economic impacts on the Finnish economy of this crisis, the sample only referred to the crisis as costly on the state welfare, accommodation arrangement, etc. However, the researcher finds it imperative to remind the readers that the economic impact of this crisis is a two-way situation. Although it looked costly for the time being, these asylum-seekers once educated properly can become an immediate labor force to reduce the impact of an aging population in Finland and several other benefits that they might bring to the Finnish economy in regard to starting businesses, creating jobs for the local unemployed from opening restaurants, etc.

These incidents have represented the full awareness and the position that the population of this research holds on unprogressive mentalities. The students are willing to take the initiative and make changes for the society. That is the key takeaway of this research, the population of this research is students in Finland who represent the young and coming workforce of the future, the people who shape the reality of Finland in years to come, and it is worth noticing for companies, educators and policy-makers across Finland to know their readiness to embark on this cultural diversity journey.

The sample also managed to provide a suggestion on what diversity management should be like to fit in the current situation of cultural diversity in Finland. This indicates an active attitude that the population has on the issue. The process comprises of 3 stages, first is to identify the challenges of cultural diversity, from the challenges a set of solutions were suggested to navigate the direction of problem-solving to achieve cultural diversity, at the end the values of a successful cultural diversity management were presented. There is no particularly surprising finding in this research, though the surprise lies in the well-informed and wide perspective that the students have on the issue.

5.2 Differences in perceptions due to demographical factors

The unordinary differences in perceptions were mostly observed from the nationality variable of the sample. The difference in understanding of the term inclusion between Finns and non-Finns can be explained by the level of discernment the two demographics have for this matter. Finns can take 'inclusion' for granted living in Finland since they are nationals to the country, however, non-Finns have to make effort to integrate into the society, to feel included, hence their understanding of this topic is more profound.

To explain why Finns have different views on their preference of multicultural or monocultural workplace, the level of diversity exposure should be taken into account. There is only one respondent who was against a multicultural working environment and that interviewee was reported of not yet having any diversity exposure both abroad and in Finland. Therefore, her opposition is reasonable thanks to a great lack of information. The position of this respondent could change incredibly after a semester abroad.

The fact that non-Finns are completely unaware of the anti-discrimination acts that the Finnish governments have enforced for several years to protect them from harassment and disadvantages can be explained by the English-friendliness of these acts. The acts aim at minority groups who do not speak Finnish, hence an official translated version of the acts into English should be publicly available or taught in places like schools, city libraries, etc. The differentiation between Finns and non-Finns on the topic of diversity education in Finland made the researcher realize how interesting that would be to look at schools in Finland whose settings are predominantly Finnish with non-Finnish culture being almost inexistent.

There was a surprising finding in the results that the research finds interesting to explain. It is the finding that exclusion experiences were encountered more by ones who have been abroad than ones who have not been. Despite the experiences, one has gained through the time abroad, being excluded from a group is still unavoidable. However, this rather makes more sense if one compares the number of chances people who have been abroad can

experience an exclusion incident to ones who have not. The more one expresses their opinions, the higher chance it is to conflict with others' beliefs.

Back to the case of interviewee 7, her opinion on the migration crisis that Finland currently faces has indeed surprised the researcher to some extent. Her neutral tone in describing her awareness of the matter due to an inner circle with no acquaintances of the similar background and that she had been made aware by means of communications and showed a slight expression of sympathy for the people in this situation has gained significant attention.

6 CONCLUSIONS

This chapter is to provide the readers a summary of the entire study, along with a statement of the credibility of the study and its importance in the real world. At last, limitations of the study are reported along with the suggestions for future research.

This study provides a perspective on how Finnish and non-Finnish students perceive cultural diversity in the workplace in Finland. It has managed to provide findings from a qualitative data research and analysis, using interviews as the research strategy. The key findings are the strong belief that the students have in 'synergy facilitation' and its value in promoting cultural diversity in the workplace, the acknowledgement of the obstacles and difficulties that cultural diversity in Finland is facing also derived from the data, the last but not least important finding is a manual suggested by students on how to manage diversity successfully in today's context. These findings differ from the research of the same field since it provides a new update about the situation in Finland on cultural diversity and it tackles on the current migration crisis and collects data from Finns and non-Finns on how they react to it.

The significance of this study lies in its research population. Despite a large amount of research on the field of cultural diversity, very little research takes on the students, to know how they perceive the situation, and there are even fewer studies on the students of Finland. This research has succeeded in providing the students an opportunity to be heard since the researcher believes in the vital importance of young people to the sustainable growth of an economy. Those who seek theoretical and practical knowledge about cultural diversity in Finland through the eyes of university students in Finland may benefit from this research.

6.1 Limitations of this research

Over the construction process of this research, a few limitations were observed. The first limitation concerns the sample. The sample only represents the students who study at universities located in big cities of Finland with

relatively multicultural settings, even for Finnish-taught programs, Finns are still surrounded by international people on campus. Therefore, the sample is incompetent to represent the Finnish students who study at educational institutions in smaller areas of Finland which are predominantly Finnish and diverse people are nearly non-existent.

The second limitation of this research is the lack of theoretical preparation for approaching the data biologically and psychologically, especially when it comes to the findings of different perceptions that the sample of different genders holds against one another. This has forbidden the researcher to analyze and interpret in depth the differentiations it might have between female and male respondents.

6.2 Suggestions for future research

Future research can look for a research sample from vocational schools across Finland, like the 'ammattiopisto' across Finland to obtain data from the students who indeed had not been exposed at all to the idea of cultural diversity. The researcher believes that this research population has interesting information to study.

Also, since this research has addressed the students to know how they perceive cultural diversity in the workplace in Finland. A follow-up research that studies the Finnish students who are currently doing an apprenticeship with Finnish companies to see whether they share the view or have a distinctive opinion on the topic could provide astounding results.

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APPENDICES

Appendix 1. Email interview invitation

Dear X,

I hope all is well.

I am writing to officially ask for your participation in this email interview. As you've known from our discussion via phone, I am gathering data from non-Finnish and Finnish students across Finland to find out their **awareness and perceptions of cultural diversity** and what they think the situation is like currently in Finland.

Before getting into the real interview, I would love to gather a few more background information from you. Since I already know your gender, nationality, education level, and location to target you for this interview, would you be kind to also let me know:

- the language of instruction of the program you're doing or have done?
- how long have you been working in a Finnish workplace (in total)?
- If you have been on an exchange abroad for > 3 months?

Here are a few facts that I have collected from Statistics Finland (2015) to give you a brief understanding of why this research is of paramount importance.

According to Statistics Finland (2015),

- every tenth person in Finland aged 25 to 44 is of foreign background,
- Six percent of the Finnish population living permanently in the country speak a foreign language as their native,
- 32.150 first-time asylum-seeking applicants in Finland in 2015 coming from the Arab Mediterranean countries (AMCs).

In order to discover your thoughts, 10 questions have been prepared to help you navigate.

11. What is your definition of cultural diversity in the workplace?
12. Have you ever heard of the term 'inclusion' or 'inclusion rider'? How do you think of these terms?
13. Do you prefer working in an all Finnish people environment or a multicultural working environment? Please explain your thoughts.
14. Living in Finland, have you ever felt excluded because of your different cultures, beliefs, and politics? If so, what happened? If not, do you think that it would ever happen?

15. In your opinion, cultural diversity benefits both the employer and the employee or it does more harm than good? Please explain your thoughts.
16. In your opinion, has the government of Finland succeeded in promoting cultural diversity in the Finnish workplace? What's been good and what else should have been done?
17. In your opinion, have the Finnish companies succeeded in promoting cultural diversity in the Finnish workplace? What's been good and what else should have been done?
18. Has the Finnish higher education equipped you with the needed skills to work in a multicultural workplace? What's been good and what else could it do better?
19. How does the recent migration flow from the Arab Mediterranean Countries due to the political instability impact Finland socially, culturally and economically?
20. Do you have other ideas on the topic of cultural diversity in the workplace that you would like to share?

Again, thank you for your participation. I highly appreciated it. A copy of this research will be sent to you as soon as it is published.

I look forward to analyzing your response.

Best regards,
Kiet TRIEU

Appendix 2. Interviewee's profiles

INTERVIEWEE 1

Nationality	Finnish
Gender	Male
Language of Instruction	Finnish
Education level	Bachelor's degree
Experience with cultural diversity in a Finnish workplace	Yes <1 year
Exposure to diversity abroad	No
Location	Jyväskylä

INTERVIEWEE 2

Nationality	Finnish
Gender	Male
Language of Instruction	English
Education level	Bachelor's degree
Experience with cultural diversity in a Finnish workplace	Yes <1 year
Exposure to diversity abroad	No
Location	Helsinki

INTERVIEWEE 3

Nationality	Finnish
Gender	Male
Language of Instruction	English
Education level	Master's degree
Experience with cultural diversity in a Finnish workplace	Yes, <1 years
Exposure to diversity abroad	No
Location	Jyväskylä

INTERVIEWEE 4

Nationality	Finnish
Gender	Female
Language of Instruction	English
Education level	Bachelor's degree

Experience with cultural diversity in a Finnish workplace	Yes, <1years
Exposure to diversity abroad	Yes
Location	Helsinki

INTERVIEWEE 5

Nationality	Finnish
Gender	Female
Language of Instruction	Finnish
Education level	Bachelor's degree
Experience with cultural diversity in a Finnish workplace	Yes, 1-5 years
Exposure to diversity abroad	No
Location	Jyväskylä

INTERVIEWEE 6

Nationality	Finnish
Gender	Female
Language of Instruction	Finnish
Education level	Bachelor's degree
Experience with cultural diversity in a Finnish workplace	Yes, <1 year
Exposure to diversity abroad	Yes
Location	Jyväskylä

INTERVIEWEE 7

Nationality	Finnish
Gender	Female
Language of Instruction	Finnish
Education level	Bachelor's degree
Experience with cultural diversity in a Finnish workplace	No
Exposure to diversity abroad	No
Location	Jyväskylä

INTERVIEWEE 8

Nationality	Pakistani/Chinese
Gender	Male
Language of Instruction	English

Education level	Bachelor's degree
Experience with cultural diversity in a Finnish workplace	Yes <1 year
Exposure to diversity abroad	Yes
Location	Jyväskylä

INTERVIEWEE 9

Nationality	Russian
Gender	Female
Language of Instruction	English
Education level	Bachelor's degree
Experience with cultural diversity in a Finnish workplace	Yes, <1year
Exposure to diversity abroad	Yes
Location	Jyväskylä

INTERVIEWEE 10

Nationality	Vietnamese
Gender	Female
Language of Instruction	English
Education level	Master's degree
Experience with cultural diversity in a Finnish workplace	Yes, 1-5 years
Exposure to diversity abroad	Yes
Location	Tampere

INTERVIEWEE 11

Nationality	American
Gender	Female
Language of Instruction	English
Education level	Master's degree
Experience with cultural diversity in a Finnish workplace	Yes, 1-5 years
Exposure to diversity abroad	Yes
Location	Jyväskylä

INTERVIEWEE 12

Nationality	German
Gender	Female
Language of Instruction	English
Education level	Master's degree

Experience with cultural diversity in a Finnish workplace	Yes, <1year
Exposure to diversity abroad	Yes
Location	Jyväskylä

Appendix 3. Interview responses

The responses were stored in a separate location due to the substantial size of the corpus of data. The following URL leads to a shared Google Drive folder where the reader can find the entire corpus of data.

<https://drive.google.com/open?id=1dAfqOP0Bp0LY57Dic9tI2cuhoSisMG6H>

Appendix 4. Excel platform for observing raw data

	A	B	Question 2	C	Question 3	D	Question 4	E
1	Question 1		Question 2		Question 3		Question 4	
2	working together		never heard		no preference		no	
3	feel included				both			
4								
5	some together		I've heard		no preference		never	
6	under the same roof		take advantage of inclusion		it depends		no problem to adapt	
7					working solely with Finns weird		small city narrow minded racist	
8					similarities between Finns			
9					rather non-Finnish			
10								
11	different backgrounds		not certain		no preference		being in the minority with my viewpoints	
12	indicator of diversity		demanding diversity		different backgrounds different viewpoints		not that I can remember	
13			sounds good		make working more effective			
14			but difficult to reach		language and different cultures can be fun			
15					all Finnish-environment comes easier			
16					situational,			
17					general attitude inside more an issue			
18	different backgrounds		never heard		Definitely multicultural		never faced any racism cos 100% Finnish	
19			feeling included even being different		English suits me better		no problem with politics, never express	
20					like working with different people		the only problem was the debate of gay rights with parents	
21							older people, less open-minded	
22								
23								
24								
25								
26								
27								
28	different cultures, habits, customs		None		worked in a small town, all Finnish		not much exclusion	
29	not just ethnic culture, but departmental culture within a corporate				volunteering in croatia, diversity exposure		outsider bc of different thinking	
30					both positive and negative sides in both environment		little things make you feel different	
31					easy comes in all Finnish same habits, customs			
32					all Finnish boring, not much learning			
33					learn much of working methods in multicultural			
34					different viewpoints			
35	different backgrounds		never heard		like international atmosphere		never felt excluded	
36					prefer all-Finn		it can happen when one has really different opinions	
37								
38	small		equality		maybe Finnish bc I'll work with Finns in the future		never	
39			rider is a process to help it.				it would but I don't express my politics	
40								
41	different cultures		addition		certainly multicultural		never	
42	working towards the same goals		introduction		English suits me better		maybe in the future	
43					benefits both		a while until Finnish companies hire foreigners for high-level jobs	
44								
45								
46	more than 1 nationalities working together		questionable if inclusion rider makes workplace more equal		multicultural		finns are quite tolerant	
47			protect minority rights but violate majority rights		more interesting experience		never faced any difficulties	
48			positive discrimination is unfair for majority groups				everybody speaks english	
49							finland most tolerant	
50							maybe in the future	
51								
52								
53	same working environment with different values		getting different agents involved and engaged		multicultural		Yes	
54	results of the differences in regions, tribes, classes, etc.				far more challenging to accomplish successful comms		European add value	
55					allow discover of novel things, gain new perspectives		lack of knowledge, cultural information	
56							different intention, different mentality	
57								
58								
59								
60	different cultures, backgrounds		Yes, inclusion - No, inclusion rider		multicultural		only language barrier	
61	not just about hiring and tolerating, but also embracing, opening opportunity for contribution		positive term		facing language barrier		Finns being tolerant, friendly towards certain cultures	
62			to include people of different groups		once finns speak english to, feel inconvenient for them		people of other backgrounds might face problem	
63			to make them feel welcome		depending on diversity exposure, different attitudes of Finns		selectiveness of the finns with diversity	
64			equal access to opportunities					
65			embrace differences					
66			Inclusive education - different abilities					
67								
68	working together		Yes		multicultural		Yes	
69	different cultural background		integration of all peoples		more learning for everyone		excluded from the Finnish students in all sorts/matters	
70					more creativity			
71					people from different backgrounds bring different ideas			

1	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10
2	benefit	I don't know	fairly much cultural diversity	diversity is everywhere	right-wing more votes but dropping	Question 10
3	harm if making it more diverse just for diversity, but not racism so probably they have		all workers are equal	self-learned mostly	work conflicts, affecting each other	better performance company
4						diversity should be made naturally
5	differentiation benefits	I don't have an answer	I don't think so	a lot of sessions	nononsense that turning out of money bc of mixing schools have to do better	joined class between all Finnish and English speaking
6	important that there are different people to have different	only worked with Finns	only for CSR, not the best intention	for all Finnish teaching, maybe no	used as an excuse by haters	assignments to get people together
7	the same about everything no progress can be made	much more should be done in integration	more diverse in non-Finnish companies	may be they have, but surrounded by all Finns	uncontrollable	appreciate different views
8	reference to be the base for development	government should put their foot in foreigners' shoe	Finnish companies have a lot to do	hard to solve	hard to solve	No
9		finding out there is not easy		no previous experience	haters gonna hate	
10					disparity in opinions	
11	it benefits both	not so sure	manual jobs should be more diverse	pretty good	the religion-crisis is costly	nothing
12	gives employee safety	better in bigger cities, worse further from them	smaller companies more diverse management	english skills should be taught more	in the long run, new workforce	both get something good from each other
13	does employer the effectiveness coming from different	no comment cos don't know	diverse people have higher degrees		maybe creating a kind of Finnish culture of	
14						
15						
16						
17						
18						
19	it benefits both	No, not much from the government	really depends on the company	I believe so	finns are on the edge	nothing
20	everyone benefit from hearing out different opinions	or more from companies	diversity should be mentioned by word-of-mouth	a lot of sessions	there are ones with open arms, ones with hatred	disagreements within the country
21	multiculturally can be a real eye-opener	government could give funding, state aid to support diversity		real life situation	government should do sth to make everyone happy	that is hard and nearly impossible
22	language barrier with non-Finns lead to unemployment			both theory and practice	culturally, more more diverse, a good thing	some thinks Finland belongs to Finns
23	Finish language the only negative thing				economically, more costs (housing, social benefits)	educating them is vital for future employment
24	good diversity management, conflicts are avoided				increasing the racism in Finland	nothing
25					racist people also share their opinions with pride	right-wing more active
26					finns are divided to 2 sides	more accepted to be racist
27						
28	it benefits both	not successful	no idea	Certainly		
29	diversity is good, for feeling safe and secure	treating asylum seekers like now is awful		better english skills essential for comms		
30	safety leads to courage to express to be better	deportation children to unsafe places is inhumane		courses with diverse people		
31	creativity increases in diversity	death issues		should be more course for all Finn class		
32		one matter but affecting the current government				
33						
34	it benefits both	not well	not well	No, not enough	racist discussion	cultural diversity is the future of Finland
35	different backgrounds bring different ideas	people with gypsy sounding surnames difficult to fit no kind of promotion seen yet	negative stereotypes towards some ethnics bc 'work' should do more	they don't expect us to work in multicultural	small income group receiving benefits - probk globalization	finnish government do more
36	more creative solutions	and and untise			something failed in the system	transition towards multicultural society
37	more comms problems bc different customs	negative stereotypes towards some ethnics bc 'work' should do more			these immigrants are valuable	finnish government do more
38	more comms problems bc different customs	said and untise			something failed in the system	transition towards multicultural society
39	maybe learn	I don't know	I don't know	more multicultural groups	can't see in my own stock	None
40	work at school where Finnish is the working language				a lot of times and discussion	
41	all teachers are Finns					
42	both certainly	don't think so	apart from Helsinki, not really	yeah, quite successful	definitely influence	more marketing for diversity promotion
43	maybe creativity leading to innovation	diverse more attention	to be more open	hoster needed skills	socio-cultural differences	workshops, events
44	competitive	hard decision for the government	get more trust in committed allies		most of the influx are educated, so beneficial for Finnish economy	
45	profitable	penalizing non-Finns over Finns, societal acceptance				
46	thoughtful diversity management and careful hr practices	not much aware	not sure	Absolutely	Finland is a good example	pro cultural diversity
47	benefits both	never worked in Finland	many international employees in Finnish coms	perfect for IT workers	Finland's situation is better than other eu count	tolerance
48	same for gender diversity	school environment is very diverse	should be easier to work without Finnish	people from all around	integration in Finland is more in effect	
49	different backgrounds bring uniqueness, quality	start from different countries	Finland requirement is understandable	get rid of discomfort with differences soon	immigrants are willing to integrate, start new lives	
50	huge difference in perceptions between ethnicities		english only, a thing in other eu countries	no idea how could it be done better	Finns don't complain much about immigrants	
51	beneficial for international companies to have diversity					
52	meeting the needs of diverse markets					
53	more benefits	Finland is doing good in education and social integration	not really	not really	the problem of integration	cultural differences among Finnish regions?
54	view widening	limitations in working environment	close their circles to include locals only	skills are gained via the setting, not the school	help newcomers understand and conform to	how foreigners adapt?
55	tolerance	difficulties to find internship in Finland	should take initiative to go ahead	plenty courses to practice for a class	help locals welcome and mingle?	
56	intercultural competence	few vacancies for foreigners		for workplace, lacking		
57	capitalizing on talents and innovative ideas					
58	difficultly in media and education					
59	native labor have better understanding, in compare to foreigners	No involvement	no answer	skills to work in teams with Finns	uncertainty	no thanks
60	huge asset in a company			lack of time for Finnish language courses	fear to Finnish society that their culture is taken away	
61	causing problems where people are not ready and open to changes			lack of networking events with Finnish compan	and forced influx of immigrants with dissimilar backgrounds	
62	employer's job to create open dialogue				hard to tolerate for older firms	
63	synergy				unready for this rapid internationalization happening in Finland	
64	different backgrounds, different approach, creativity				most people are helpful	
65	larger world markets				economically, more costs (housing, social benefits)	
66	help the company's image better in the eye of a diverse audience				positive economic impacts - start businesses, consumption, etc.	
67						
68	also difficulties	No idea	No idea	group work with classmates of diversity	racist views become more public	too scared of difficulties that cultural diversity could bring
69	misunderstandings			courses in leading diversity in the workplace	attacks happen	existence of prejudice
70	benefit is higher					easier to implement if people break down biases
71	challenging environment lead to learning by all					

Appendix 5. Excel platform for coding

*Q: Question

	Q1	Q2	Q3	Q4	Q5
79 TOGETHERNESS		7 have heard, but undertain	8 prefer a multicultural environment	8 Never	11 think it benefits both
74 working together		4 have never heard	3 no preference	4 Sometimes	1 think it harms
75 come together		1 knows what it is	1 prefer all Finnish environment	0 Usually	
76 under the same roof					Benefits
77 working towards the same goal		About inclusion	Perceptions on multicultural environment	Causes for exclusion	
78 more than 3 nationalities working together					MULTIPLICITY IN IDEAS AND KNOWLEDGE
79 working together	ENGAGEMENT		CREATIVITY	MINDSET/PRECONCEPTIONS	important that there are different people to have different views
80	feeling included even being different		different backgrounds different viewpoints	small city narrow minded racist	the same about everything no progress can be made
81 DIFFERENCES	getting different agents involved and engaged		different viewpoints	older people, less open-minded	difference to be the base for development
82 different backgrounds	to include people of different groups	more creativity		selectiveness of the finns with diversity	everyone benefit from hearing out different opinions and views
83 different backgrounds	to make them feel welcome	people from different backgrounds bring different ideas			creativity increases in diversity
84 different cultures, habits, customs	embrace differences			CONTRASTING OPINIONS	different backgrounds bring different ideas
85 different backgrounds	integration of all peoples	EFFECTIVENESS		being in the minority with my viewpoints	more creative solutions
86 different cultures		make working more effective		outside bc of different thinking	bring creativity leading to innovation
87 same working environment with different values	EQUALITY	having skills and knowledge		little things make you feel different	different backgrounds bring uniqueness, quality
88 results of the differences in regions, tribes, classes, etc.	equality			it can happen when one has really different opinions	capitalizing on talents and innovative ideas
89 different cultures, backgrounds	equal access to opportunities	FASCINATION			different backgrounds, different approach, creativity
90	About 'inclusion rider'	language and different cultures can be fun	LACK OF INFORMATION	European odd jokes	
91 CORPORATE CULTURE		like working with different people			INTERNATIONAL COMPETITIVENESS
92 not just ethnic culture, but departmental culture within a corporate		more interesting experience		lack of knowledge, cultural information	gives employer the effectiveness coming from different viewpoints
93	Taking advantage			different attitudes, different mentality	multiculturalty can be a real eye-opener
94	Open opportunities	LANGUAGE BARRIER		people of other backgrounds might face problem	competitive
95	A follow-up process of inclusion	far more challenging to accomplish successful comms			beneficial for international companies to have diversity
96	A demand for diversity	facing language barrier		LANGUAGE BARRIER	meeting the needs of diverse markets
97	Positive discrimination	once finns speak english to, feel inconvenient for them		only language barrier	view widening
98				people of other backgrounds might face problem	tolerance
99		LEARNING OPPORTUNITY			intercultural competence
100		all Finnish boring, not much learning		Perceptions on the Finnish society	larger world markets
101		learn much of working methods in multi-cultural			help the company's image better in the eye of a diverse audience
102		more opportunity to learn		TOLERANCE	
103		allow discover of novel things, gain new perspectives			EMPLOYEE SAFETY AND SECURITY
104		more learning for everyone		finns are quite tolerant	give employee safety
105				everybody speaks english	good diversity management, conflicts are avoided
106				Finland most tolerant	diversity is good, for feeling safe and secure
107		Perceptions on an All-Finnish environment		Finns being tolerant, friendly towards certain cultures	safety leads to courage to express to be better
108		EASY COMMUNICATIONS			same for gender diversity
109		all Finnish-environment comms easier			synergy
110		easy comms in all finns			Drawbacks
111		SIMILARITIES			UNFAIR EMPLOYMENT
112		similarities between finns			harm if making it more diverse just for diversity, but not hiring best people
113		same habits, customs			LANGUAGE BARRIER & CLOSED-MINDEDNESS
114		prefer all-Finn			language barrier with non-Finns lead to unemployment
115		prefer finns bc I'd work with finns in the future			finnish language the only negative thing
116					more comms problems bc different customs
117					work at school where finnish is the working language
118					all teachers are finns
119					native labor have better understanding, in compare to foreigners
120					causing problems where people are not ready and open to changes
121					misunderstandings
122					
123					
124					

	Q6	Q7	Q8	Q9	Q10
73 7 are unaware	4 are unaware	6 feel positive about Finnish education on the	CLEAR DIVISION WITHIN THE FINNS	EMPLOYMENT FAIRNESS	
74 4 think the government has done a poor job	3 feel it depends on the company and region	4 feel negative about Finnish education on the	high-wing more votes but dropping	better performance company	
75 1 think the government has done a good job	3 feel negative about Finnish companies	2 feel neutral	disparity in opinions	diversity should be made naturally	
76			finns are on the edge	hiring best people	
77 Issues tackled	Achievements	Achievements	there are ones with open arms, ones with hatred	BETTER DIVERSITY EDUCATION	
78			disagreements within the country	schools have to do better	
79 DIVERSE EDUCATION		MULTICULTURAL ENVIRONMENT CREATION	finns are divided to 2 sides	joined class between all Finnish and English-speaking	
80 school environment is very diverse	EQUALITY	courses with diverse people	raises discussion	assignments to put people together	
81 staff from different countries	all workers are equal	people from all around	RATIFICATION OF RACISM	appreciate different views	
82		group work with classmates of diversity	world conflicts, affecting each other	workshops, events	
83 Issues left undone	Issues	PLENTY OF SESSIONS	used as an excuse by haters	how foreigners adapt?	
84		a list of sessions	haters gonna hate	how locals welcome and mingle?	
85 INTGRATION	IMPROPER INTENTION	a lot of sessions	some thinks Finland belongs to finns	REALIZATION OF DIVERSITY	
86 much more should be done in integration	only for CSSR, not the best intention	real life situation	Increasing the racism in Finland	cultural diversity is the future of Finland	
87 better in bigger cities, worse further from them	Suggestions for improvement	both theory and practice	Fast and forced influx of immigrants with diversity	globalization	
88 limitations in working environment		foster needed skills	more accepted to be racist	finnish government do more	
89 difficulties to find internship in finland	DIVERSITY PROMOTION	get rid of discomfort with differences soon	racist views become more public	transition towards multicultural society	
90 few vacancies for foreigners	manual jobs should be more diverse	plenty courses to practice for a class	more training for diversity promotion	existence of prejudices	
91 Unjustified actions	smaller companies more diverse management	courses in leading diversity in the workplace	ECONOMICALLY COSTLY	the refugee-crisis is costly	
92	diversity should be mentioned by word of mouth	Suggestions for development	economically, more costs (housing, social benefits)	easier to implement if people break down biases	
93 POOR POLICY-MAKING	should do more	ENGLISH/FINNISH COURSE ORGANIZATION	small income group receiving benefits - problematic		
94 more from companies	to be more open	english skills should be taught more	something failed in the system		
95 treating asylum-seekers like now is awful	put more trust on committed aliens	better english skills essential for comms	economically, more costs (housing, social benefits)		
96 deportation children to unsafe places is inhumane	should be easier to work without Finnish	lack of time for Finnish language courses			
97 death issues	english only, a thing in other eu countries		BENEFITS IN THE LONG RUN		
98	should take initiative to go ahead		in the long run, new workforce		
99 people with gypsy sounding surnames difficult to find	better employees in diversity		both get something good from each other		
100 negative stereotypes towards some ethnic bs work	workshops can be made for potential employees		maybe creating a kind of Finnish culture of		
101		FOCUS UPON THE WORKPLACE	culturally, more more diverse, a good thing		
102 Suggestions	Causes for poor performance	they dont expect us to work in multicultural	educating them is vital for future employment		
103		skills to work in teams with finns	these immigrants are valuable		
104 DIVERSITY PROMOTION		lack of networking events with finnish companies	most of the influx are educated, so beneficial for finnish economy		
105 government should put their foot in foreigners' shoes	only for CSSR, not the best intention		most people are helpful		
106 Finding out these is not easy	no kind of promotion seen yet	MIXING ALL-FINNISH CLASSES	positive economic impacts - start businesses, consumption, etc.		
107 government could give funding, state aid to support	a result from their introverted nature?	for all-Finnish teaching, maybe no	FEAR AND UNCERTAINTY CREATION		
108		may be they have, but surrounded by all finns	uncertainty		
109		should be more course for all-Finn class	fear to finnish society that their culture is taken away		
110			fast and forced influx of immigrants with dissimilar backgrounds		
111			hard to tolerate for older finns		
112			unready for this rapid internationalization happening in finland		
113			attacks happen		
114:1 people					
115			NECESSITY OF INTEGRATION PROGRAMS		
116			a lot of news and discussion		
117			integration in Finland is more in effect		
118			immigrants are willing to integrate, start new lives		
119			the problem of integration		
120			help newcomers understand and conform to local values		
121					
122					
123					
124					