

CREATING A MULTICULTURAL WORKING ENVIRONMENT

Case HAMK Go Strong!



Bachelor's Thesis

Valkeakoski, International Business

Autumn 2019

Janna Jyrkinen

International Business
Valkeakoski

Author	Janna Jyrkinen	Year 2019
Title	Creating a Multicultural Working Environment – Case HAMK Go Strong!	
Supervisor(s)	Annaleena Kolehmainen	

TIIVISTELMÄ

Tämän opinnäytetyön tarkoituksena oli tutkia Suomea monikulttuurisen työympäristön tarjoajana. Opinnäytetyö toteutettiin yhteistyössä Hämeen ammattikorkeakoulun Valkeakosken kampuksen ja heidän Go Strong! -projektin kanssa. Go Strong! -projektin tavoitteena on parantaa kansainvälisten opiskelijoiden ja valmistuneiden työllistymistä Suomessa.

Ensiksi kerrotaan työn taustoja ja tutkimusmetodeja, sekä esitellään tutkimuskysymykset. Teoriaosuudessa kirjoittaja kertoo globalisaatiosta ja sen vaikutuksista nykypäivään. Sen lisäksi kulttuurin sekä yrityskulttuurin käsitteet käydään läpi ja suomalaista kulttuuria analysoidaan Hofsteden kulttuuristen ulottuvuuksien kautta. Tässä osassa esitellään myös monikulttuurinen johtaminen sekä organisaation kehittäminen. Lopuksi, kirjoittaja kertoo monikulttuurisista työpaikoista ja uusien työntekijöiden perehdytyksestä.

Työssä käytettiin kvalitatiivista tutkimusmetodia. Analyysia varten kerätty data koostui ensisijaisesta datasta, joka saatiin haastatteluista HAMK:n entisten kansainvälisten opiskelijoiden sekä kansainvälisten työnhakijoiden työnvälitykseen erikoistuneen ammattilaisen kanssa. Toissijainen data kerättiin eri lähteistä, kuten aiheeseen kuuluvasta kirjallisuudesta sekä teoreettisista artikkeleista.

Lopuksi, kirjoittaja antoi suosituksia yrityksille, jotka mahdollisesti haluavat luoda monikulttuurista työympäristöä Suomessa sekä muutamia vinkkejä siitä, miten parantaa nykyistä tilannetta työpaikoilla, joissa jo on kansainvälistä henkilökuntaa.

Avainsanat Monikulttuurisuus, monikulttuurinen työpaikka, perehdytys, organisaation kehittäminen

Sivut 49 sivua, joista liitteitä 11 sivua

International Business

Valkeakoski

Author	Janna Jyrkinen	Year 2019
Subject	Creating a Multicultural Working Environment – Case HAMK Go Strong!	
Supervisor(s)	Annaleena Kolehmainen	

ABSTRACT

The purpose of this research was to examine Finland as an environment for multicultural workplaces. This research was conducted in cooperation with Valkeakoski campus of Häme University of Applied Sciences and its Go Strong! -project. Go Strong! is a project that aims to improve the international students and graduates' possibilities to get employed in Finland.

First, the author presents the background of the topic and introduces the research question and methods. In literature review, the author introduces the concept of globalization and its effects on current time. Both national and organizational culture are described, and Finnish culture is analysed using the Hofstede's cultural dimensions. In this section, also multicultural leading and organizational development are introduced. Lastly, the author mentions multicultural workplaces and the integration process for new employees.

A qualitative research method was used in this thesis. The data collected for the analysis part consisted of primary data of interviews with former international HAMK students and a professional in the area of connecting international talents and local companies. Secondary data was gathered from various sources, including relevant literature and scholarly articles.

At the end, the author gave recommendations for companies that wish to create a multicultural work environment in Finland and some points on how to improve the current situation in workplaces with international employees.

Keywords Multiculturalism, multicultural workplace, integration, organizational development

Pages 49 pages including appendices 11 pages

CONTENTS

1	INTRODUCTION	1
1.1	Background of the Topic	2
1.2	Company Information	3
1.3	Research Question	4
1.4	Objectives of The Research	4
1.5	Research Methods	5
1.6	Structure.....	5
2	LITERATURE REVIEW.....	6
2.1	Introduction to Globalization	6
2.1.1	Globalization and Migration	7
2.1.2	Globalization and Work Life	11
2.1.3	The Future of Globalization	12
2.2	Cultural Mix	13
2.2.1	What is Culture?	13
2.2.2	Organizational Culture.....	15
2.2.3	Cultural Dimensions by Hofstede	17
2.3	Leading Towards Multiculturalism	20
2.3.1	Multicultural Managers	21
2.3.2	Multicultural Leadership Strategies	21
2.3.3	The Role of HRM in Multicultural Organizations.....	22
2.4	Multicultural Organizational Development	24
2.4.1	The MCO Model	24
2.4.2	The MCIM Model.....	27
2.5	Multicultural Workplace	28
2.5.1	Integration process.....	29
2.5.2	Multicultural Workplace Advantages & Disadvantages.....	31
3	DATA COLLECTION AND ANALYSIS	32
3.1	Introduction.....	32
3.2	Data Collecting Method	32
3.3	Interview Structure	33
3.4	Findings	34
3.4.1	Interviewees' Background	34
3.4.2	Getting Employed in Finland	35
3.4.3	Multiculturality	38
3.4.4	Integration	41
4	RECOMMENDATIONS	42
4.1	SWOT-Analysis.....	42
4.2	Suggestions for Improvement.....	43
5	CONCLUSION	48
	REFERENCES.....	50

Appendices

Appendix 1 Interview Respondent A, HAMK International Business Alumni

Appendix 2 Interview Mirza Sagdati, HAMK International Business Alumni

Appendix 3 Interview Maija Niskavirta, Project Coordinator, City of Tampere

1 INTRODUCTION

Globalization is a concept that many understand but find rather difficult to define. This said, it is also so vast of a concept that it is no wonder that so many people have defined it in a different way. However, the main idea stays the same: globalization is a phenomenon that describes the world's uniting into one big place and community.

With the globalizing world of today, companies all over the world need to start rethinking their structure and operations in order to adapt to the new style of working. With globalization, multiculturalism becomes an added value for the companies and is now more of a rule than an exception.

To understand the concept of multiculturalism one must understand the concept of culture. Culture can be defined as the same to society as memory is to individual human beings. Culture includes the values, beliefs and other behaviour that a group of people has practiced since the very beginning. (Narkhede, n.d.) The concept of culture can also be adopted to the workplace. Organizational culture is the same but for organization as a group. It is the common values and the ways in which the members of an organization are supposed behave to reach the goals set and to differentiate from others. (Robbins & Judge, 2017, p. 565) Multiculturalism is when a number of different cultures are presented within a society or certain area. Ideally in multiculturalism there is no discrimination or differentiation towards a culture, but all the cultures are equal without minority or majority groups. (Narkhede, n.d.)

While many companies in Finland are finding a new international workforce, also universities and other higher education institutions are going through the change of becoming more diverse and multicultural. Many researchers state the importance of multiculturalism in education coming from the many benefits that the multicultural education provides for the students and other staff. (Ameny-Dixon, n.d.) In this thesis the competences of a multicultural organization are examined and the question of how to create a multicultural working environment is answered.

This thesis is written in cooperation with Häme University of Applied Sciences (hereinafter referred to as HAMK) and its Go Strong! -project in Valkeakoski campus. HAMK is a higher education institution located in southern Finland and its Go Strong! is a project developed to connect the international students of the southern Pirkanmaa region in Finland to the local companies to support the employment possibilities among the young foreign students living in the area. HAMK already has students from 70 different countries and a few programs fully taught in English, making the organization and its education multicultural. (Hämeen

ammattikorkeakoulu Oy, n.d.) This thesis includes interviews with HAMK alumni students with different international backgrounds but who have all stayed in Finland and started their career in Finnish companies and organizations. Throughout the interviews their ideas on Finland as a multicultural environment and integration to Finnish culture and Finland as a workplace are examined. To get an insight from the company side also, a professional is being interviewed in order to find out the practices used when creating a multicultural environment for the employees.

While studying multiculturalism and the change to a more diverse culture at the workplace it is important to understand the parties involved in the process. In every organization that wishes to overcome a change of some kind there needs to be a leading function, a manager. However, in recent years the role of manager has spread out to other parties within the organization. Human Resource Management (hereinafter referred to as HRM) is one of the key functions in an organization that continuously works towards developing the organization and innovating new ways of practise. (Narkhede, n.d.) In addition to this, HRM also works closely with recruiting new employees, which of course has a huge effect on the multiculturalism of an organization. Throughout this research the HRM practises of an organization are taken into closer inspection to understand the effects of globalization and multicultural workplaces on HRM and to find out how HRM is involved in the change of companies becoming more multicultural in Finland.

The aim of this study is to examine Finland as a working environment for international workforce and multiculturalism in the Finnish companies. The concepts of culture, multiculturalism and their effects on an organization are studied. For a better understanding of Finland's multicultural organizations in practise, a few HAMK international alumni and professionals working with the subject are interviewed. At the end, recommendations on integrating an international workforce to the Finnish working environment and tips for Finnish organizations willing to become more culturally diverse are given.

1.1 Background of the Topic

Many organizations are on their way to becoming more tolerant towards internationality and multiculturalism. This is not only in bigger, high migration countries like the United States, but also in smaller places such as Finland. When the migration rate increases, and more and more people from different cultures and ethnicities start their career in Finland, the Finnish working life inevitably becomes multicultural. (Seppälä, 2010)

This is also the case in Häme University of Applied Sciences. HAMK is known for its international connections and English degree programs. For this reason, many students come to do their studies from outside Finland. These international students face the problem of integrating into Finnish

working life when it is time to do their work placement as part of their obligatory studies. Especially in an area this small, the students of HAMK Valkeakoski campus have found it difficult to find a job where the Finnish language is not the main requirement.

For this reason, HAMK came up with a project that would help the international students living in the area to find a job, and also to let the local organizations know about the international talents that live in the area. As the author of this thesis is a student of HAMK Valkeakoski campus in the International Business line and has witnessed the problems the fellow students have had in their job hunt, the topic of this thesis started to come together. The initial idea was to concentrate on businesses and how the existing international workforce affects the business. However, after a few sessions with the supervisor, the thesis topic got modified. Finally, the topic of this thesis concentrates on multiculturalism within a workplace and creating a multicultural environment for the employees in Finland, focusing on the international graduates of HAMK who have stayed in Finland and found a job. Within this topic, the author will also take a look at the HRM practices that take place when creating a multicultural workplace.

The topic for this thesis was chosen mainly because of the author's interest in international issues and cultural differences. Within this thesis, these subjects are combined with the help of HAMK's Go Strong! Global Competence to Regional Competitiveness -project. (hereinafter referred to as Go Strong! -project) Multiculturalism and diversity in the work community are also current topics for every industry in every country and will be even more so in the future.

1.2 Company Information

This thesis is written in cooperation with HAMK Valkeakoski and its Go Strong! -project in Valkeakoski campus. HAMK, better known as Häme University of Applied Sciences is a higher education institution located in the southern part of Finland. HAMK has seven campuses around the area, in Hämeenlinna, Valkeakoski, Forssa, Riihimäki, Hattula and Tammela. It has over 7000 students, over 600 teachers and other staff members and over 30 degree programmes. HAMK has already started its process to becoming international and multicultural, as HAMK has students from around 70 different countries and therefore also five of the degree programmes are fully taught in English. HAMK also strongly advises students to consider international exchange programmes and double degrees for all the degree students. (Hämeen ammattikorkeakoulu Oy, n.d.)

Started in September 2018 and continuing until end of February 2020, HAMK Valkeakoski's Go Strong! -project functions as a source of inspiration for this thesis. Go Strong! is a project developed to connect the

international students of the southern Pirkanmaa area to the local companies and so to support the employment possibilities among these foreign students. The project is funded by the European Social Fund. The aim of the project is to help foreign students to find a job in Finland and also to emphasize the skills and competences that these students have to offer to the Finnish companies. The benefits of Go Strong! are two-sided: the student gets an opportunity to start a career in the Finland and the company can move towards a more multicultural company. (Hämeen ammattikorkeakoulu Oy, n.d.)

1.3 Research Question

The research question that the author aims to answer is “How can a multicultural working environment be created in Finland?”

The research question has been divided into a few sub-questions to help answer the main research question. These sub-questions are:

- “What are the factors that make an organization multicultural?”
- “How can the change from monocultural to multicultural be led?”
- “What is the role of HRM in the change process?”

The objective of this research is to find out how a multicultural environment is created by answering the research questions above. Throughout this study, the author aims to provide valuable information for any organization that is considering international workforce and becoming more multicultural.

1.4 Objectives of The Research

The main objective of this research is to examine the factors that impact an organization’s development towards a more diverse culture and find out what are the steps that an organization has to take in order to become more multicultural. As this thesis is written in cooperation with HAMK, some of the HAMK’s alumni are interviewed. With the information from professionals and HAMK’s previous students, the author has collected relevant information and created a common practise that then can be utilized for any organization when willing to become more international.

More defined objectives of this research include:

- To understand the concept of culture, how cultures differ and how they show in the working environment

- To examine the features of multicultural work environment and how these are achieved

The objectives defined here are further examined and discussed in the latter parts of this research.

1.5 Research Methods

This research is written using qualitative methods and two different data types, primary data and secondary data. The primary data portion of this study consists of interviews conducted together with HAMK's international alumni and a professional in the area of international talent recruiting. The interviews were conducted in a written form via email. The interview questions were sent to the interviewees by email in advance. One of the interviews was originally done in Finnish but was later translated into English by the author. The secondary data used throughout this study is from various sources online, books and other literature relevant to the topic.

1.6 Structure

This thesis has five chapters. In the first chapter the overall topic of the research is presented, and the concepts are defined. This chapter also presents the aims and objectives of the research and the research questions are defined. In the second chapter the theory used for this research is presented with some previously studied relevant topics discussed and combined together with the research topic. This chapter provides the theoretical framework for the research.

In chapter three, the collected data is analysed. Data collection methods are defined, and the data results are further analysed and discussed. This part combines the theoretical framework and the primary data collected from the interviews. This chapter aims to analyse the data from interviews and so provide a better understanding of the current situation. The interview questions utilized in this research can be found in the appendix page.

In chapter four the recommendations drawn from the data and theory studied is presented. This chapter provides valuable information for organizations that wish to go more international or become more multicultural. In this chapter all of the research questions are fully answered.

Lastly, at the end of the research there is a conclusion. This chapter combines all the information presented in the previous chapters and concludes the research.

2 LITERATURE REVIEW

In the literature review part of this research, all the concepts relevant to the topic are further discussed and presented.

Firstly, the concept of globalization is discussed. In these chapters the author presents the definition of globalization and discusses the present and future of it. Globalization's effects on Finland and its working life are also explained here.

In the next chapters the author explains the idea of culture, how cultures differ and how they can be compared to one another. The concepts of monoculturalism and multiculturalism are presented.

Once these basic concepts and definitions are done, the author describes the importance of leaders in multicultural organizations and organizational changes. Lastly, the author argues whether multicultural workplaces are favourable or not.

2.1 Introduction to Globalization

Globalization is right now. We are living in the era of globalization. (Ritzer & Dean, 2014, p. 2) It is a subject that is on everyone's mouth in politics, at universities and even daily conversations between friends. However, even though it is easy to discuss and talk about it, globalization as such is a bit more difficult concept to define. (Reed, 2018)

Globalization at its roots is interconnecting and becoming interconnected. This means that nations and national economies have throughout the years started to work together so that the citizens can work together even across the nation borders. This cooperation between nations can mean the movement of goods or people. Globalization has made it easier for the world to become a one big nation, instead of smaller, strictly divided areas that do not allow any movement across the borders. (Reed, 2018)

One of the more clearly seen sides of globalization is the trade of products between different nations. Global trade means importing and exporting of products, so bringing products into a country or bringing them away from a country. Exporting products can create new customers and markets over the border lines and importing is a way for the customers to have access to something they would not otherwise have. One could be referring this movement of things to flows. As liquids flow easily, so do the people, information and other objects. One example of the flows could be

American Football. It was first introduced in the United States and is now played all over the world. This is how these flows work: information flows around the world all the time through news and social media and people flow from country to another in a form of migration. And of course, the flow works both ways. Not only the US creates ideas and sends them to China, there is also flow into the Western countries. Therefore, it is safe to say that globalization is a two-way process. (Ritzer & Dean, 2014, p. 6-7)

While objects and people flow from country to another, so do the cultures to which these objects and people are connected to. Culture can be seen as national clothing, rituals and food, but it is also something as daily as music, movies and literature. Many of these flow because of the access to the Internet. But not all forms of culture flow this easily. Some parts of cultures, such as Asian food and American movies are known worldwide and are easily shared across borders. However, the smaller, more hidden gems of culture might stay hidden forever. (Ritzer & Dean, 2014, p. 206)

In the world of globalization where everything seems to be connected and shared, it is important to value the differences also. This is the main idea for the theory of cultural differentialism. It is the idea of different cultures remaining different, and not becoming a one big blob of one culture. (Ritzer & Dean, 2014, p. 207) The world of today allows differentiation better than it did back in the days. Differences in culture, race and ethnicity are no longer looked down upon but are found more normal in the globalized world of today. Differences between people are now more of a standard, rather than something to be frowned upon. (Surez-Orozco & Qin-Hilliard, 2004)

2.1.1 Globalization and Migration

One of the biggest effects of globalization to the world is migration. (Ritzer & Dean, 2014, p. 264) Many immigrants move chasing jobs, education, love or just a better quality of life. By definition, immigrants are people who live in a country where they are not originally from but have some kind of ties to the country in question. (Ritzer & Dean, 2014, p. 264)

In 2017 the amount of international immigrants was over 258 million all over the world, from which over 60 percent lived in Asia or Europe. The number of immigrants has increased significantly in every area of the world. Figure 1 below shows the number of international immigrants by region, years 2000 and 2017 compared. As for the graph, it can be seen that Asia's migration has increased the most during the seven years of measuring. Altogether, the number of immigrants has increased by a faster speed than the world's population. (United Nations, 2017)

Number of international migrants (millions) by region of destination, 2000 and 2017

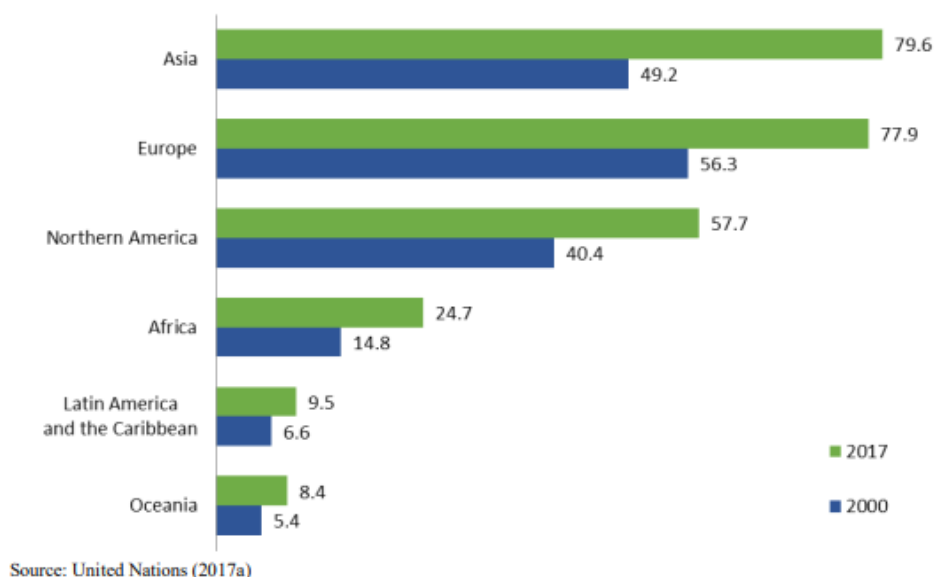


Figure 1. Number of international migrants (millions) by region of destination, 2000 and 2017. (United Nations, 2017)

Finland has also been on the news about the number of immigrants coming to Finland in the recent years. Table 1 below shows the total number of immigrants coming to Finland and emigrants leaving Finland in the years 2016 and 2017. As it can be seen in the table, both immigration and emigration in Finland decreased between the years 2016 and 2017. However, the net migration of 2017 affected Finland population growth in the same year, as there was no natural population increase. (Ministry of the Interior, 2018)

	Immigration to Finland			Emigration from Finland			Net Migration		
	2016	2017	change %	2016	2017	change %	2016	2017	change %
Total	34 905	31 797	-9 %	18 082	16 973	-6 %	16 823	14 824	-12 %
From/to EU28 countries	12 913	12 192	-6 %	11 806	11 617	-2 %	1 107	575	-48 %
From/to Nordic countries	3 718	3 855	4 %	4 575	3 917	-14 %	-857	-62	93 %

Source: Statistics Finland

Table 1. Immigration, emigration and net migration in 2016 and 2017. (Ministry of the Interior, 2018)

The biggest immigration groups in Finland come from the Middle East and surprisingly, Estonia. Table 2 shows the top 15 nationalities immigrating to Finland between the years 2007 and 2017. The top three immigrant groups in Finland are the Iraqis, Estonians and Syrians. Also, Russian immigrants are quite high on the table as they are the fourth biggest immigrant group in Finland in 2017. By total, the number of immigrants coming to Finland in 2017 was almost 32 000. (Ministry of the Interior, 2018)

Nationality	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Iraq	358	520	907	1 057	719	584	910	776	754	3 235	2 570
Estonia	2 896	3 038	3 176	3 909	4 704	6 041	5 856	4 663	3 355	2 596	2 176
Syrian Arab Republic	19	26	13	21	46	150	173	570	578	1 716	1 958
Russian Federation	2 488	2 950	2 336	2 297	2 795	3 050	2 875	2 420	2 086	2 540	1 549
Afghanistan	242	219	226	321	373	593	627	515	394	1 864	879
India	534	623	612	486	573	572	676	826	821	676	730
China	727	963	771	566	763	748	807	696	732	768	711
Viet Nam	262	317	300	272	360	379	402	506	679	942	616
Sweden	741	884	836	671	674	593	624	604	547	579	584
Ukraine	196	249	236	203	271	333	368	445	502	517	545
Somalia	583	601	840	1 041	745	445	724	633	654	693	517
Romania	211	197	164	206	258	302	257	400	355	440	413
Philippines	156	226	207	178	225	290	345	485	379	416	409
Thailand	569	562	628	599	625	589	602	552	576	511	390
United States	289	301	278	290	316	287	311	371	352	381	375
Other foreign nationalities	7 233	8 230	6 557	6 095	6 969	8 378	8 316	9 185	8 650	9 400	9 313
Finland	8 525	9 208	8 612	7 424	9 065	7 944	8 068	7 860	7 332	7 631	8 062
Total	26 029	29 114	26 699	25 636	29 481	31 278	31 941	31 507	28 746	34 905	31 797

Source: Statistics Finland

Table 2. Immigration to Finland in 2007-2017 by nationality

The number of applications for residence permit was also calculated for the past few years. The biggest group of Finnish residence permit applicants through years 2017 and 2018 was applicants between the age of 18 and 34. This indicates the big number of immigrants who come to Finland for studies and work, which both fall in the same age gap. (Ministry of the Interior, 2018)

It can be argued whether migration is positive or negative for the country of destination. One of the biggest advantages from migration is the workforce that the destination country receives. There can be significant job gaps that have been harder to fill in or are somehow urgent. This way both the destination country and the migrant itself benefit. Many migrants also begin their career in Finland as entrepreneurs, which of course brings more variety to the Finnish selection of supply. Once the immigrants are in the working life, they also benefit the country with taxes and other contributions. (United Nations, 2017) New people bring new ideas. Not only the immigrants can create new jobs, but they can also help enrich the host country culturally. (BBC, n.d.)

Migration can also bring some negatives to the country of destination. The most obvious downsides are the increasing costs for the host country. The more people need education and healthcare, the more money it costs. If more and more people start to move to a country, at some point it will get overcrowded, if the host country is not beforehand prepared. However,

maybe the most significant disadvantage is the conflicts with the immigrants and their culture and religion they believe in. These conflicts can occur with the government with formal cases or just with the natives in day-to-day interactions. So, as far as the world has become with globalization and accepting differences, there are still conflicts and disagreements occurring on a daily basis whenever these differences are present. (BBC, n.d.)

Immigrants leave their own birth country for several reasons. It can be the lack of jobs, uneasy situation at home country or just something in the country of destination that pulls the immigrant to it. In any case, the birth country is losing people. This often causes the country a lack of potential workforce, since the people of right age move out leaving the birth country with significant job gaps. If the workers that are highly skilled in their own area emigrate, it causes brain drain for the country losing the people. Of course, this is a good thing for the country of destination. (BBC, n.d.)

However, even though the people are leaving the country as immigrants, there are some advantages the country gets its share of. Firstly, even when the immigrants leave the country, they often leave behind family members. Once the immigrant has started its new life in its new home country and started to earn some money, it is quite often that some of the money goes back to the birth country to family or friends. This way, the birth country gets money back from the immigrants. And, there is still hope for the immigrants themselves to come back. And once they do, they have gotten new resources and maybe new skills to start a better life in their original home country. (BBC, n.d.)

Apart from the benefits disadvantages that migration brings to the countries, there are also some arguable disadvantages to the immigrants themselves. Quite often immigrants find themselves left out of the society or are being discriminated against. This discrimination can be in work or in private life. Immigrants, for example, get fired more easily, get less paid or worse working conditions than the native workers. (United Nations, 2017) Many can get discriminated already in the process of applying for a job, in case the name or a picture of the applicant indicates the foreign background. In Finland, it is considered to be easier if an immigrant originally comes from Europe or other Western countries. According to a study about non-natives' work and well-being in Finland, immigrants from Africa and Middle East felt more discrimination in their work than any other ethnic group. (Koskinen, 2016)

Even though immigrants have their own culture, customs and beliefs and it is important to not be ignorant to them, it is also important to remember not to be too focused on the differences and to treat the immigrants like one would treat a native. Because after all, the most important thing in integrating immigrants to the native ways of work and leisure is communication and equal opportunities for everyone. (Koskinen, 2016)

2.1.2 Globalization and Work Life

As previously mentioned, globalization affects the working life of a community hugely by migration. In every country, the working life is becoming more and more culturally diverse, and so multicultural organizations are created. The effects of globalization on enterprises show in all over the world, both developed and developing countries. (Ogasawara, 2007) International employees are needed whether a business wants to expand their operations overseas. A company in Finland with only Finnish employees trying to reach new markets in Asia, might find it difficult to know the potential customers or the demand for the products. When a company in Finland with international employees, originally from China and Vietnam, is trying to hit the Asian markets, they have much more knowledge of the customers, they possibly have the same language and culture and an idea of what is wanted and needed in the target market area. Utilizing the international employees' status of locality is a powerful tool in the business' process of becoming international.

As previously mentioned, globalization has allowed local companies to expand globally because of the mostly easy and borderless connections. Many companies have production sites and warehouses in several locations all over the world, making it possible for the firms to produce with lower costs. Also, other business areas have found their way to utilize globalization. For example, customer service practises, such as call centres, are often outsourced. For instance, a Finnish company that operates in Finland and has only Finnish customers could still have its call centre in India, once again to reduce the costs. (Ogasawara, 2007)

With the businesses expanding to new areas and having offices and international people in several countries the rules and standards have changed. As many businesses now have employees from different backgrounds and cultures, there needs to be clear terms for every employee. This often means better conditions for especially those, who originally come from developing countries. There has been significant improvement, especially in employee safety conditions and child labor. (McFarlin, 2018)

Together with globalization, the development of technology has affected the way people work. The work that was once done with human hands, is now often done with the help of computers or other machines, with just some monitoring from the human. As different technologies have become so advanced, there are some jobs that do not need people at all to get the same job done. Machines or even robots could get the same, or even better results, with less human mistakes. Some of the jobs that were once critical, become useless and disappear. (Väyrynen, 1999) These jobs include, for example, different jobs in manufacturing field. (Gillett & Kiersz,

2018) However, as some jobs are being taken away, there are new ones opening up every so often. These new jobs include manufacturing of the devices that originally took some of the old jobs away, as well as, jobs that include so much skills that not every man or machine can do it. (Väyrynen, 1999) Of course, there are many jobs that machines or robots could never do the same as humans could, because of the machine's lack of emotional intelligence.

The combination of technology and globalization has also allowed many businesses to operate in a larger scale, time wise. There are many companies that operate throughout the night and weekends too, so 24 hours a day. As international companies have operations all over the world and in different time zones, the information flow must work for all times of the day. (Ogasawara, 2007)

2.1.3 The Future of Globalization

Globalization has affected many areas of business and daily life and will continue to do so for many years to come, possibly even at a faster pace. It is impossible to know exactly to what extend it will grow to, but there have been speculations.

Globalization will continue to improve the standards of living in developing countries, where for instance poverty has decreased significantly throughout the years. According to the latest estimates from The World Bank Group, the number of people living in poverty has reduced from 1.85 billion (in 1990) to 736 million (in 2015). (The World Bank, n.d.) For this reason, the developing countries are believed to account for over half of the total global consumption, already in year 2030. Therefore, also the exporting of goods to these areas will grow in the upcoming years. (Lund et al., 2019)

Developments in technology will continue to affect the cross-border transactions worldwide. With the information flow and new logistics technologies, it will be easier and more inexpensive to handle all kinds of flows, let them be monetary or other goods. (Lund et al., 2019)

As earlier mentioned, robots, machines and other automations will be the future in many business areas. Some businesses have already utilized these machines in their production processes, and many will hop on the wagon in the future, too. One of the automotive aids that have already been created and widely used is artificial intelligence (hereinafter referred to as AI), which can be used for different service processes, as virtual assistants, for instance. This in the future could lead to reduction in global goods trade, as with these technologies the production of goods could be brought closer to the end consumers. (Lund et al., 2019)

The future of globalization and the world of its time is obviously uncertain, but it does not seem to be ending any time soon. Globalization will continue to affect almost every aspect of the life and whether it is a positive or negative thing, it will continue to be argued.

2.2 Cultural Mix

As globalization brings the nations together, it is unavoidable that different cultures and nationalities mix. With globalization and the migration globalization brings, countries' cultural diversity starts to grow. This, however, does not necessarily mean that different cultures would become one.

In this chapter culture and several aspects of it are discussed. As cultures play a huge role in people's thinking, attitudes and customs, it is important to recognise the differences among people, especially when working in a multicultural team. By embracing the cultural diversities and benefiting from the differences, businesses can attain the position of unique and separate themselves from the competitors. (Hutchison, 2015)

2.2.1 What is Culture?

Culture is one of those words that are difficult to define with a one single definition. Actually, there are as many definitions of culture as there are different cultures in the world. One of the definitions is by the famous cross-cultural researcher Geert Hofstede. He defines culture as "the programming of the human mind by which one group of people distinguishes itself from another group". (Hofstede Insights, 2018) In other words, group of people's customs, rituals and ideas that have stayed the same for centuries can be considered as the culture of this group. It is something that is always shared to the next generation time after time. (Hofstede Insights, 2018)

Cultures can be divided into several sections, that can be pictured as a similar picture to a half-cut onion. In an onion there are several layers, the outer layers and ones that are closer to the centre of the onion. The most outer layer of an onion is the one that everyone sees first. This is the case with cultures also. The most outer layer of a culture consists of the symbols of a culture. These are everything that is shown to the outer world, such as cultural food, the style of the members hair and clothing wise, as well as, gestures and language. All of these symbols can be seen right away when meeting a member of a certain culture. (Hofstede Insights, 2018)

When one cuts in a little deeper in the onion, more hidden layers can be found. The next layer in the onion on culture is called heroes. This layer has all the public or cultural figures that the members of this culture adore and look up to. It could be characters from their religion, athletes and

leaders or even cartoon characters. Anything or anyone that is a significant part of the culture. (Hofstede Insights, 2018)

The third deepest layer in the onion of culture is rituals. Rituals are events that are repeated time after time. They can be celebrations on a national level, such as Independence Day or Christmas, or they can be something as simple as going to sauna. Also, religious rituals belong to this layer. (Hofstede Insights, 2018)

At the very core of the cultural onion, there is values. Values are inside every culture, without the member necessarily giving much attention to them at all. Cultural values, however, are probably the most important part of a culture, since it differentiates the culture from others, and they are often the strongest differences also. Values are strongly affected by the environment and shaped throughout the childhood. These values indicate, for instance, what is considered as good or bad. (Hofstede Insights, 2018) Figure 2 below illustrates the cultural onion and its layers. The same framework can be applied for organizational culture analysis. More about organizational culture can be found in the next chapter.

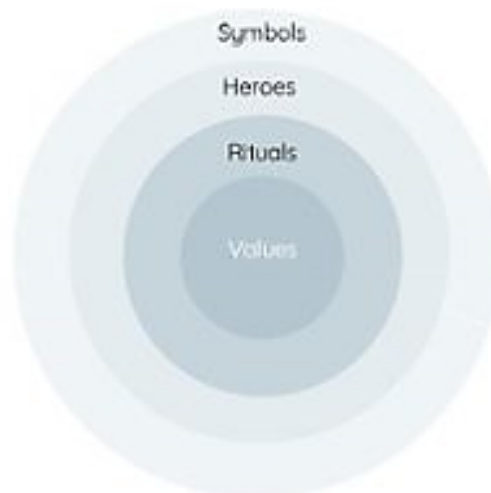


Figure 2. The Cultural Onion. (Hofstede Insights, 2018)

When discussing culture, and within this thesis, the terms monocultural and multicultural are often used. The term monocultural defined by Merriam-Webster is “a culture dominated by a single element” (Merriam-Webster, n.d.) while multiculturalism has more diversity and different cultures are fit into one place. In multicultural nations different cultures are respected and everyone has the same rights. In monocultural nations, there is one dominant culture and any other culture is considered as worse or not worthy of respect. (Pinto, 2013) However, this thesis mainly focuses

on multiculturalism, so its effects on workplace with the advantages and disadvantages it brings are further discussed in the later chapters of this research.

Even though the characteristics of a culture can be seen in an individual member of the culture, it does not tell the whole truth. As culture is for groups of people, individuals might not have the same traits at the same level than how they appear in the whole culture as a group. Individuals' behaviour is affected by many other factors too, alongside culture. (Hofstede Insights, 2019)

2.2.2 Organizational Culture

Just like the employees within an organization have their own culture with their individual values and beliefs, so does the organization itself. Organizational culture is similar to national culture, but not the same. Organizational culture has been defined as beliefs and values that the members in an organization have in common. These beliefs and values also determine the common practises in the workplace. (Lund, 2003) Organizational culture also describes how the members of the organization see their organization, not so much how they feel about it. (Robbins et al., 2017) As organizations are groups of individuals, the culture of the organization is highly affected by the cultures and values of individuals. Therefore, organizational culture is never exactly the same as the national culture of the organization's location. (Hofstede Insights, 2019)

Organizational culture is usually created by the founder of the organization and then learned by the other members throughout the years. Firstly, the employees are chosen very carefully to match the founders' ideas and beliefs. Once the core of the organization and culture is created, every new member will adapt to the same style of thinking and working, until the whole organization's values match. After this, the only task left to do is to keep the organizational culture alive and well by hiring the right people, having a clear management and thorough adaption to the culture for new employees. (Robbins et al., 2017)

Organizational culture is based and built on seven aspects, including the following;

1. Innovation and risk taking
2. Attention to detail
3. Outcome orientation
4. People orientation
5. Team orientation
6. Aggressiveness (competitive) and
7. Stability

When defining organizational cultures, each of these aspects are taken into consideration and rated on a scale from low to high. Based on the seven aspects, the basis of an organizational culture can be determined. (Robbins et al., 2017)

As the organization's individual members and their own beliefs affect the organization's culture, it is difficult to measure or clearly define organizations culture. There are, however, some methods by several researchers, that are useful in identifying different types of organizational cultures. Figure 3 below illustrates one of these frameworks for organizational culture types. (Lund, 2003)



Figure 3. Model of organizational culture types. (Lund, 2003)

In the framework there are four different culture types; clan, adhocracy, hierarchy and market, and each of these are represented by four attributes. These attributes include dominant values and typical features, dominant leadership style, base for bonding and the strategic emphasis in the organization. The axes in the framework differentiate the culture types from each other. The vertical axis represents the organization's processes, whether they are more organic with more flexibility and spontaneity or

more to the mechanistic side, with more control and order. The horizontal axis represents the organization's priorities, whether it is internal maintenance with smoothing activities or external positioning, such as competition. (Lund, 2003)

Clan type is the most organic and internally concentrated. Clan culture does not have a clear leader and is more focused on people's wellbeing and working together as a group. Organization is seen as a family rather than strictly formulated system. Adhocracy is also more towards the organic processes but is all about leadership and innovations. This type of culture is far more flexible than the mechanistic types and does not have strict rules but still aims for growth and results. Hierarchy culture type has a lot of rules and a clear order within the organization and its members. However, it is more concentrated on internal maintenance and smooth operations rather than external positioning. Lastly, market culture type is the most mechanistic and focused on external positioning. It is highly goal-oriented and has strong order among the members. Market culture is emphasized on competition and achievements. (Lund, 2003)

While the framework can be useful in identifying the type of culture an organization has, it is often so that not only one type is comparable to the organizational culture in question. In many organizational cultures, there are elements taken from several organizational culture types, as well as national cultures, which all combined create the unique culture of an organization. (Lund, 2003)

2.2.3 Cultural Dimensions by Hofstede

Understanding cultural differences has become a necessity in the modern world where diversity is becoming even more acceptable and common. Many studies have been made in the cultural field expanding the knowledge of the differences within nations and national cultures. Analysing cultural differences has also been one of the main topics for Professor Geert Hofstede, a Dutch researcher that in 1980s developed a cultural dimensions theory that is still being used worldwide to this day. With this framework, national cultures can be analysed and differentiated from each other. This framework can also be adapted to a business concept and organizational cultures. (Corporate Finance Institute, n.d.)

Hofstede's cultural dimension theory is based on six dimensions, each of them representing a feature that defines national cultures on a scale from low to high. (Hofstede Insights¹, n.d.) These six dimensions are the following;

- Power Distance Index (PDI)

Power Distance Index determines how power is divided within the culture. This dimension is about equality and power and how they are viewed in

the culture in the eyes of the lower level members. For countries where there is high power distance, the inequality and hierarchy of members is accepted, and authorities are highly respected. (Corporate Finance Institute, n.d.) In such countries, like Russia, the elder are expected to be respected and more formal titles are used in business and even education. In countries of low power distance, the members of culture are more equal, and the power is equally spread. If someone has more power, it must be somehow justified. (Hofstede Insights¹, n.d.)

As an example of each of the dimensions, the author will take Finland and its national culture under viewing, since it is the culture where this thesis' case company operates.

Finland's score on the PDI is quite low, 33 on a scale from 0 to 100. Therefore, Finland is very independent, has equal rights and there is control only in places where it is needed. There are no clear hierarchies and no formalities in the workplace. (Hofstede Insights², n.d.)

- Individualism versus Collectivism

This dimension describes the culture's view on sociality and integration on social groups. If a culture is individualistic, it means that the emphasis is on personal goals and the members view themselves as "I" rather than a part of a group. (Corporate Finance Institute, n.d.) In individualistic cultures, people are only supposed to take care of themselves and immediate family members. (Hofstede Insights¹, n.d.) In countries of collectivism, the importance is in social networks and the sense on "We" in everything. (Corporate Finance Institute, n.d.) These collectivist cultures, like China or many African cultures, have a close connection with a bigger group of friends and family and are expected to be of help anytime needed. (Hofstede Insights¹, n.d.)

Individualism shows quite clearly in Finland. Finland's score in individualism versus collectivism is 63, making the Finnish culture very "I" emphasized. In the working life, this shows as individual efforts and, for instance, employees do not get promoted or hired because of their social networks. (Hofstede Insights², n.d.)

- Uncertainty Avoidance Index

Uncertainty Avoidance Index describes the culture's tolerance with uncertainty and how to deal with these situations. The main question is whether the culture is comfortable with the changes of future or not. (Hofstede Insights¹, n.d.) The countries scoring high on this index are intolerant towards uncertainty and are unlikely to take risks. These countries also have strict rules and principles in order to be more aware of the upcoming situations. In countries scoring low the tolerance for

uncertainty is higher and the overall atmosphere is more relaxed and acceptive towards the future. (Corporate Finance Institute, n.d.)

Finland's score on Uncertainty Avoidance Index is quite in the middle but still more towards higher avoidance with the score of 59. In Finland this can be seen in strict rules in certain cases, high punctuality and the sense of time. In Finland people are also often very work-oriented, punctual and, for instance, family comes only after career. (Hofstede Insights², n.d.)

- Masculinity versus Femininity

The masculinity versus femininity dimension is about how a culture is distinguished on a scale from tough to tender. More masculine cultures are more goal-oriented, heroic and competitive. An example of a masculine culture could be Germany, where it is all about performance and people's statuses are clearly visible. There are also clearer gender roles and material is considered as favourable. (Corporate Finance Institute, n.d.) Feminine cultures prefer a more modest view on things and will rather cooperate than compete. (Hofstede Insights¹, n.d.)

With a score of 26 Finnish culture is considered as Feminine. This once again represents the culture's emphasis on equality as well as cooperation and wellbeing in all areas of life. (Hofstede Insights², n.d.)

- Short-Term versus Long-Term Orientation (LTO)

LTO represents how the culture deals with its past, present and future. Short-term oriented cultures are more cautious for the future changes and are very keen on old traditions and practises. In more long-term oriented cultures, the members are more focused on the future and are encouraged to achieve long-term success by, for instance, modern education. (Hofstede Insights¹, n.d.) In business, this dimension can also be called normative versus pragmatic.

With a score of 38 Finland can be considered as a normative or short-term oriented country. Finnish people honour traditions and focus on present rather than the future. In comparison to short-term oriented cultures, a longer-term oriented culture like France is more focused on long-term goals and results and everything is dependent on the time and situation. (Hofstede Insights², n.d.)

- Restraint versus Indulgence

The last dimension determines whether the culture is allowed to enjoy life and fulfil its longings and passions. Restrain cultures are very strict with allowing any pleasure when indulgence cultures are very acceptive and allow the society to freely fulfil any desires related to enjoying life. (Hofstede Insights¹, n.d.)

Finland scores 57 in the Restraint versus Indulgence Index, meaning that the culture is more indulgent, but is close to the midpoint. This means that Finnish are very positive and are allowed to express their feelings and desires and have fun. Life in Finland is not so strict, and people can spend their time how they wish. However, as previously mentioned, there are certain rules and restrictions so this might not be totally suitable for every area in the Finnish culture and for example Sweden can be seen even more indulgent with a score of 78. (Hofstede Insights², n.d.)

With these six cultural dimensions, comparisons between national cultures can be easily done. However, Hofstede in his theories clearly emphasizes the fact that the dimension scores are measured from averages and therefore are not applicable for individual members of culture. Different cultures can also have similar scores and results but might still differ hugely in real life. (Hofstede Insights¹, n.d.)

2.3 Leading Towards Multiculturalism

As the world gets more and more connected and organizations start to realize the power of diversity and international employees, there must be some changes in the management to a more multicultural direction, as well. Leading in a multicultural environment is much like leading any organization but there are certain skills and styles that are needed in order to be a successful multicultural leader. (Moran, 2016) Multicultural leadership is a type of leadership where different cultures are accepted and valued, and the cultural differences are taken into account when making any decisions within an organization. (Corbitt, 2017)

Many researchers suggest that businesses would start the journey to multiculturalism with internal actions and preparations rather than going straight to expanding the business cross-borders. By hiring the right talents and offering them a safe place to stay allows the business to become more multicultural and diverse without risking the business with changes too fast. (Soo, 2012)

Multiculturalism should never be forced. If different cultures are just put together without clear objectives and rules, it creates a cultural mess and possibly a conflict between these cultures. When dealing with multiple cultures there must be certain rules and restrictions on what is allowed from each culture and what does not belong to the workplace. The multicultural leader's job is to make sure that everyone has the same rights but not every part of every culture is part of the overall organizational culture. In other words, it is the leader's job to see the best of each culture and decide how to utilize those features. (Corbitt, 2017)

2.3.1 Multicultural Managers

In addition to multicultural employees, also managers with multicultural skills are needed. Multinational leadership is not only a concept to use for businesses spread worldwide, but also companies operating in one area can utilize this type of leadership, as diversity is something that can occur even inside country borders. (Soo, 2012)

Multicultural leaders have an understanding of different cultures and are therefore capable of leading the organization to geographically new markets, recognize the multicultural employee needs and utilize the diversity of the workforce in every area possible. (Soo, 2012) Multicultural leader knows how to adapt to different cultures and utilize the best features without losing or altering the main goal and vision of the whole organization. (Swaminathan, 2016)

The main difference between a regular leadership and multicultural leadership is the way the leader views cultures and differences within a workplace. In multicultural leadership style there are no preconceptions towards the employees with different backgrounds, but everyone's differences are embraced. In multicultural leadership different leading styles and practices combined so that every culture is presented or that there is no culture that is left out. Every culture must feel like their styles and ways of doing are taken into consideration. Lastly, in multicultural leadership the leader must be able to utilize the best features of every culture and then form the organizational culture according to these features. However, depending on where the business operates, the main core culture of the business must be related to and based on the culture of the business' origin. (Corbitt, 2017)

Being a leader in a multicultural environment also requires communication skills. While many organization's working language might be English, there are still many employees whose native language is something else. As much as the employees need to be able to communicate in English the leader must also understand the possible limitations and language barriers that the employee might struggle with and help to make the communication as smooth as possible. (Swaminathan, 2016) The communication styles can also differ from culture to culture even if the language is the same. In some cultures, communication can be very loud and almost aggressive when in others the more easy-going style is appreciated. The leader must learn to recognise different communication styles and find a style suitable for every party. (Moran, 2016)

2.3.2 Multicultural Leadership Strategies

There are certain leadership styles and strategies that have occurred in multicultural teams or groups. In his researches, Mäkilouko has mentioned

three main leadership strategies that are commonly used in the multicultural environment. (Mäkilouko, 2003)

First and the most commonly used leadership strategy in multicultural teams is ethnocentrism. In this leadership style, cultural blindness is the key idea; other cultures are ignored and only the leader's ways and practices are utilized. Because of this, this strategy is rather fast and easy to use as there are no multiple cultures that should be adopted to the main leadership style. Ethnocentrism is often the first leadership style used when only starting out managing a multicultural team. (Le, 2015)

Second leadership strategy that came out in Mäkilouko's research is cultural synergy. This strategy is more understanding and acceptive towards other cultures. Culture synergy is more about building relationships within a team and really gathering ideas from other cultures and utilizing them as a combined mix. The main practices in cultural synergy leadership style are built together from various ideas and opinions of different cultures. This leadership style, however, takes longer to achieve since there are now many factors that need to be taken into account. Cultural synergy is not the easiest way of leadership either, because often it is difficult to change people's opinions and ways of working, especially when these are linked to one's culture. Cultural synergy process needs a flexible yet determined leader, who has some knowledge about different cultures and is active also in building personal relationships with the employees. (Le, 2015)

Lastly, there is cultural polycentrism strategy. In the polycentric approach different cultures are respected and allowed to stay as they are. Polycentric leaders try to learn about different cultures and then adjust their leadership style according to the differences in each culture. This leadership strategy is the most difficult to apply out of the three but can be very effective once utilized properly. This leadership style requires the most skills from the leader itself and is often used only after going through the two earlier stages of leadership. (Le, 2015)

All of the strategies mentioned above are only versions of strategies used. There is not one strategy that would fit to every organization and multicultural team, but each leader should consider the team as unique and build the matching leadership style based on the needs of the team. These strategies can work as a base for different leaders and leadership styles but are prone to change according to the changes in the environment. (Le, 2015)

2.3.3 The Role of HRM in Multicultural Organizations

Digitalization and today's new technologies have had their impact on the human resources department also. HR practices have become more digitalized and new technologies are utilized in order to create better

systems and platforms. On the employer side, human resources are facing globalization and its effects as a phenomenon of culturally diverse workplaces and international talent pools. HRM is becoming even more important part of an organization and is now considered as the competitive advantage, as people cannot be replicated. (Kapoor, n.d.)

Back in the day HRM was all about payroll and HR was considered as the cost centre and a separate department of the firm that focused solely on its own area of business. Now HR department is seen as a strategic business partner who continuously works along the other departments and managers and focuses on long-term goals on a company-wide scale instead of short-term wins in their own section. HR personnel also works with globalization issues and supports the organization with global issues while also assisting them to develop a certain attitude for globalization and its practises. Their job is to see the organizational goals and strategies with some awareness to the cultural issues also. (Kapoor, n.d.)

Human resources management plays a huge role in an organization, hence the name business partner. HRM has a big responsibility as it helps to formulate the business strategy on the whole organization as well as adjusts different HR practices to match with the overall strategy. HRM of course works closely with employees also, guiding them with policies and issues as well as helping to create an environment that is motivating and all in all comfortable to work in. (Kapoor, n.d.)

One of the main practises for HRM is recruitment practises. HR department is responsible for hiring the most suitable applicants to fit the organization's culture and policies. With the wave of globalization more focus has been put on the selection process to increase the diversity of the workplace and to eliminate any discrimination along the process. Human resources personnel have started to hire more people from minority groups, such as women or people of colour to show consideration to the discrimination issues. Even though there has been improvement on this sector since the beginning of globalization there are still something to do. HRM needs to make sure that the employment policies are equal to every single employee starting from the hiring to training and development opportunities and not limited to one sex, ethnicity or religion. But, for example unequal payment is still an issue even in the most developed countries. (Shen et al., 2009)

In multicultural organizations and diverse groups, diversity training is often utilized. This is HRM's function that helps the employees of the whole organization to better accept and value differences among the employees so that the working environment can be comfortable for everyone. The training can be done to raise awareness of different minorities and cultures or to develop current employees' communication and other multicultural skills when it comes to working with people from different cultures. In addition to this, HRM is also responsible for helping out the people of

minorities and assist them in any issues in the workplace if these occur. (Shen et al., 2009)

In the upcoming years even more of the human resources practices will be in technical or virtual form. For instance, human resource personnel and employee or manager meetings will most likely be held virtually without concrete face-to-face contact and the recruitment process will change with the new technologies and the use of social media, for instance. (Kapoor, n.d.) One of these newer technologies that has already been in use in some of the larger corporations is the use of artificial intelligence (hereinafter referred to as AI). With the help of machine learning and AI, a big part of traditional HR practises, such as hiring, can be done by machines and so more time is left for the personnel to handle more complicated and valuable tasks that cannot be done utilizing these machines. For this reason, even with the new technologies rolling in the need for humans in the HR department will still remain, at least for now.

2.4 Multicultural Organizational Development

Organizational development is a concept that is often heard in the business world. It is “a process of implementing effective change in how an organization operates”. (Market Business News, n.d.) This could include personnel training or career development, for instance. The goal is to somehow improve the current state of an organization through a course of planned activities. (Market Business News, n.d.) Multicultural organizational development deals with the same type of change, only the type of change is more specific; becoming more culturally diverse.

2.4.1 The MCOD Model

One of the organizational development models created fully for multicultural change in the organization is the multicultural organization development theory (hereinafter referred to as MCOD). This model was first introduced by Jackson, Hardiman and Holvino in the 1980s. It is a theory that works as a basis for organizational change when going multicultural and is especially used within higher education institutions. The MCOD model is used in developing the organization step-by-step and the time fully depends on how ready and dedicated the organization is to change. (Pope et al., 2014)

The MCOD model has three levels. The starting level is monocultural. In this level the dominant group, let it be white people, for instance, has the most power and their point of view is highlighted. The non-discriminating stage already has some development towards multiculturalism, and it is where small efforts are made to accept diversity in the organization. The last level is multicultural, and it is the goal of the theory model. Once the

organization goes multicultural diversity of all kind is accepted and embraced. (Pope et al., 2014)

In addition to the three levels the model has six different stages that act as sublevels to the three big levels. Each level has two sublevels and these six sublevels go into more depth and explain the status of an organization a bit better. (Pope et al., 2014) These stages include the exclusionary organization, “the club”, the compliance organization, the affirming organization, the redefining organization and lastly the multicultural organization. (Multicultural Organizational Development (MCO), 2008)

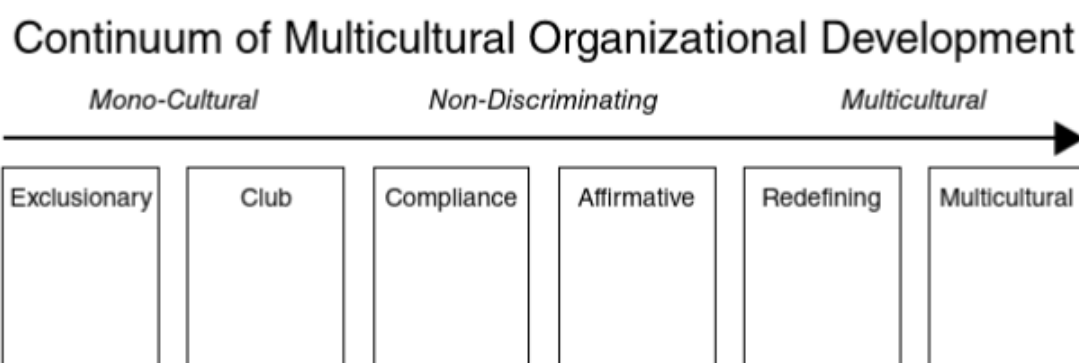


Figure 4. The MCO Model. (Pope et al., 2014)

The first stage of the MCO model is the exclusionary organization. In this stage, the most powerful group in the organization is the dominant group. Other groups are totally excluded, and this was often the case back in the days, when for instance women could not attend to a certain type of schools. This is however rarer in the institutions of today. (Pope et al., 2014) This type of organization is clearly a monocultural one, when there is one dominant group with no minority groups. The main goals of this stage are to understand where the organization is currently at and try to create a safer environment for the minority groups. (Multicultural Organizational Development (MCO), 2008)

The second stage in the continuum is called “the club” and it is also the second stage of the monocultural level. In the club stage, the dominant group is still the “owner of the club” but little amount of the other group members is allowed, however they must obey to the rules and attitudes of the dominant group. An example of this stage presented by Pope et al, is the military service that is nowadays more acceptive towards female participants but however is dominated by males. (Pope et al., 2014) The

goal is to continue to remove any discriminative actions in the organization and further increase the safety in the environment. Some new staff or practises might be needed to meet the expectations of the more diverse group. (Multicultural Organizational Development (MCOD), 2008)

The next and also the first stage under the non-discriminating level is the compliance organization. In this stage the organization culture and structure still stay the same and is not being changed. However, some of the discrimination that was present in the previous stage is now removed. (Pope et al., 2014) In this stage it is important to have also staff members from the minority groups to help these groups adapt to the organization and feel more at ease. (Multicultural Organizational Development (MCOD), 2008)

The second stage in non-discriminating level is the affirming organization. In this stage the goal is to eliminate any practise of discrimination within the organization. Even with the accepting of new members that were not able to join before, the organizations culture with its values and practises often stay the same and the newbies must adapt to them. Numerically the diversity of the organization might increase but cannot fully be called a multicultural organization. (Pope et al., 2014)

The last two stages are under multicultural level and are called the redefining organization and the multicultural organization. The first of these is when the organization does not only tolerate diversity but also embraces it and not only because it is pressured to but because it knows the benefits. This stage can be seen, for instance, in educational institutes where the institution is not only accepting students from different backgrounds but also offers different functions that are clearly targeted to this group of people, such as office for international affairs. (Pope et al., 2014) This is also the stage where the policies and practises of the organization are started to redesign, and the transition processes of the organization are discussed within the whole organization. This stage is not, however, the final stage, but the organization is in transition and actively working on becoming multicultural. (Multicultural Organizational Development (MCOD), 2008)

The last and final stage of the MCOD model is the multicultural organization. In this stage the main purpose of the organization is to be multicultural. In a multicultural organization all the members are treated equally, not depending on the race, colour, sex or any other feature of the member. (Pope et al., 2014) The values and operations of the organization are all adapted from the common view on those issues and there are no dominant groups or decision-makers. (Multicultural Organizational Development (MCOD), 2008) The organization is still on an ongoing process and is continuously working on eliminating any discrimination or other action that protests multiculturalism and diversity within the organization. (Pope et al., 2014)

2.4.2 The MCIM Model

Another theory used in multicultural change and especially in the higher education cases is called multicultural change intervention matrix (hereinafter referred to as MCIM). This model was created as an alternative to the more complex theories to make it easier for the change agents to follow when going managing through a multicultural change. This matrix was first developed as a tool for student affairs to help them with different multicultural issues. (Pope et al., 2014)

Figure 5 below illustrates the MCIM matrix. The matrix consists of two dimensions, these being the target and type of change in multicultural issues. The possible target groups are individuals, groups and institutions. The individual target group could be students and staff members, for instance. The group could include student organizations or different clubs within the educational institution and the institutional target group is when the whole university is being targeted. (Pope et al., 2014)

The type of change in the matrix has two dimensions; first-order change and second-order change. First-order change is a change that happens within a system but does not change the system itself. In first-order change, the change is adjusted to the existing system. Second-order change, however, is a change that creates something new and alters the existing system or its structure. (Pope et al., 2014)

Target of change	Type of change	
	First-order change	Second-order change
Individual	A. Awareness	B. Paradigm shift
Group	C. Membership	D. Restructuring
Institutional	E. Programmatic	F. Systemic

Figure 5. The MCIM Model. (Pope et al., 2014)

In the multicultural change intervention matrix is divided into six cells from A to F. These cells are the different tools and strategies that can be utilized when changing towards a multicultural institution. The first cell A is awareness and it is a first-order change for individuals. This means sharing awareness and information about different cultures or other relevant information on multiculturalism. These change efforts are all about creating an acceptable environment for the institution. Cell B is also targeted for individuals, but it is a second-order change. This paradigm shift occurs, when the multicultural education is at its deepest level, causing the individuals to totally change their views or ideas. These types

of interventions could be, for instance, intense workshops on cultural issues or self-examination. In awareness, the information is just being heard and not really processed but in paradigm shift, the information is understood and utilized for mental transformation. (Pope et al., 2014)

The cells C and D are targeted for groups. First in cell C, the first-order change, there is membership. The membership cell is about adding members from minority groups to the dominant group of people but not affecting the overall structure or values of the group or in this case institution. In cell D the dominant group is being restructured and the values and practices are reshaped according to the new members. In this restructuring change the importance is in keeping the new minority members satisfied so they will not leave the group. (Pope et al., 2014)

Lastly, the cells for institutional change are E programmatic and F systemic. In the programmatic interventions a new multicultural affairs office or position is created without affecting the institution's overall values as such. Systemic interventions, however, are campus-wide and are more exploratory. The institutions values and practices are fully examined and then matched with the multicultural values and practises. In this type of change process, the whole institution with its members must be involved. (Pope et al., 2014)

For a successful multicultural change, all of the six cells' interventions mentioned must be utilized. Both first- and second-order changes are equally important and cannot be put in order of importance. Without the interventions on one cell, others might not be possible to implement later on. The MCIM has been made as simple as possible for every change agent to follow and apply in practice when leading a multicultural change on campus. However, as the MCIM model has not been researched fully, it is difficult to measure the validity of the theory. Therefore, the MCIM model should not be used on its own but as one of the tools for multicultural change. For better results, when utilizing the MCIM model, it could be targeted at different areas within the institution, curricular transformation for instance, and then work through the change in smaller sections. This way, the MCIM theory could be more effective and work as an evaluation tool for different multicultural change efforts by areas. (Pope et al., 2014)

2.5 Multicultural Workplace

Multicultural organization or workplace is something that values the diversity within the workplace, and this shows in all aspects of its operations, from vision to processes and organizational structure. In a multicultural organization, diversity is seen as an asset and a competitive advantage. Multicultural competencies are being rewarded and the whole culture is very adaptive to any cultural or diversity-related change. (Pope et al., 2014)

2.5.1 Integration process

In order to successfully unite the international employees with the workplace there needs to be a thorough integration process that the company and its employees go through.

In integrating international employees into the working environment, communication is the key factor. Communication within the organization should be open and equal so that every person gets to be heard and is seen as equivalent. If there are no common language, then the organization needs to be prepared to have someone to translate all the parties. Differing languages cannot be barriers for communication. Of course, what makes integrating to a Finnish society or workplace easier is knowing the Finnish language. (Koskinen, 2016) Often knowing even a little bit of the national language, like the most common phrases and some professional vocabulary there is already better chances to integrate into the workplace since the parties have something in common. In some cases, the employee is already required to know the language before starting the job but then there are cases in which the language is learned at the workplace, either learning by doing or with the help of language courses and training.

A previously made study on the topic of community integration indicated five factors (See Figure 6.) that reflected certain areas associated with respondents' answers in the study. (McLeod et al., 1996)

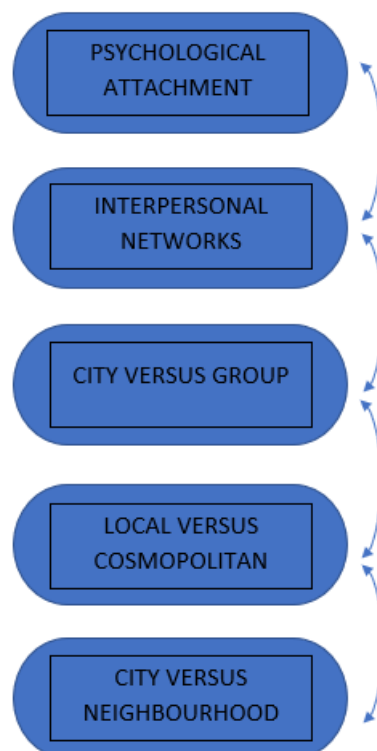


Figure 6. Community Integration Indicators. (McLeod et al., 1996)

The first factor is psychological attachment to the place or community of integration. This includes questions, such as, whether the person likes living in the area, if the person is likely to move away from the city or town and whether the place feels like home. This step is the base for integrating into a new area. It is almost impossible to start integrating and building relations before being fully confident with the area first. (McLeod et al., 1996)

One of the main factors when integrating into a new society or culture is networking. Therefore, the second factor is interpersonal networks. It is much easier to be a part of a community once one has some social bonds and networks within that community. (Koskinen, 2016) This is all about connecting with the local groups, including interacting and discussing with neighbours and about current topics of the area and making new friends. (McLeod et al., 1996) These types of networks are built within the workplace and school or through hobbies and other leisure time activities. (Koskinen, 2016)

City versus group factor describes the person's identification to either the city of living or other, smaller social groups within the city. These groups are outside the immediate family and could be school communities or religious groups, for instance. Especially in the beginning of the integration process, it might be easier to connect to the smaller groups within the city instead of the whole city community. (McLeod et al., 1996)

Local versus cosmopolitan describes the person's preference and interest on local news and issues in oppose to these in a national scale. In this factor there is also the person's choice on whether local organizations are better and more worth supporting than the non-local ones. (McLeod et al., 1996)

The last factor is city versus neighbourhood. This once again describes the person's position in the area, whether there's interaction with neighbours and whether there's a closer connection to the local issues than the bigger city. The problems and issues in a neighbourhood might be a lot different from the issues in the city. This factor divides the people based on their support towards the local community. (McLeod et al., 1996)

Integration into a new society is not a one-way process. At the same time when the immigrant is trying to settle in and learn about its new home country, the host country or community should also be prepared to change its practises and ways of thinking so the integration is as easy and comfortable as it can be for both sides of the equation. (Koskinen, 2016)

2.5.2 Multicultural Workplace Advantages & Disadvantages

Having a multicultural workplace can be very beneficial for both the organization and its employees. One of the first advantages linked to multiculturalism in a workplace is its creativity. Multicultural work teams are more creative than monocultural work teams. This is because in a team that is more diverse, there are more ideas, thoughts and different perspectives on topics. A team that has people from different cultures and with different backgrounds has a wider view on things as different backgrounds create different ways of thinking. In a team that has only similar people with similar ideas it is more difficult to create anything new and innovative. (Koskinen, 2016) Multicultural work teams are also very effective hence the amount of ideas generated in a group of people with different mindsets and cultural backgrounds.

Especially in Finland, multicultural organizations and workplaces are often also more socially open. Finns seem to be very quiet and only talk when there is a need to do so. But in a workplace where there are people from other cultures also, the overall atmosphere changes. Someone coming to a workplace from a culture that is very talkative and bubbly, often encourages the Finns to be more open and talkative, too. (Koskinen, 2016)

Having a multicultural workplace is also beneficial for the organization. Culturally diverse workplaces help to build a brand that is multicultural, openly respects diversity and is ready for new markets internationally. (Hutchison, 2015) This way, also the potential customers will notice the multicultural atmosphere and use that as a factor when considering connecting with the organization in some way.

With all the advantages, multicultural workplaces and multicultural teams have downsides, too. When a group has a number of very different types of people they might not be as well connected and cohesive as a group of people with many similarities. This lack of cohesion can occur in distrust among the group members and that might lead to closeness in discussion sessions. When there is no trust it is difficult to speak one's mind. (Koskinen, 2016)

Similar problem occurs when the working language does not match with one's native language. One might feel uncomfortable to speak up in a group where the working language is not same with one's native language. Expressing oneself can be more difficult in a foreign language and therefore lot of ideas can be left out because of this fear.

Lastly, one of the most commonly seen disadvantages is discrimination among the workplace. When there are multicultural people put in the same place there is always the chance of discrimination. Some people might have strong preconceptions against one another, and different

stereotypes can already make a person not interested on other people's opinions or ideas in the group, whether they agree or not. This is definitely something that should not anymore be seen in the multicultural organizations of today.

3 DATA COLLECTION AND ANALYSIS

3.1 Introduction

This chapter of the research focuses on the data collection and later in this chapter there is a thorough analysis based on the collected data. In this chapter the author will explain the data collecting methods used throughout the research, introduce the research group and lastly go through the results from each participant.

3.2 Data Collecting Method

The data collecting method used throughout this research is research interview, which is one of the most used data collection methods when working with a qualitative research. It is a good tool for researchers to get access to other people's thoughts and ideas and see topics in a different light. (Qu & Dumay, 2011)

There are many types of interviews depending on what they are used for and how they are perceived. Research interviews are roughly divided into three types, which are structured interviews, semi-structured interviews and unstructured interviews. In structured interviews, the interviewer has a list of questions made in advance and the same questions are asked from all the interviewees. In structured interviews the interviewer gets the relevant data and all other conversations are left out. This is the interview type that was used for this research as the interviews were done in written form. (Qu & Dumay, 2011)

Unstructured interview situations are more relaxed and flexible. In this type of interview, the interviewer develops questions along the way and gives room for the interviewee to discuss about topics that are close to him. To give the conversation going, follow-up questions are created depending on pervious answers and to reach the goal of the research. (Qu & Dumay, 2011)

A mix of the previous two, a semi-structured interview is maybe the most used out of the three interview types, as it allows some flexibility but still has the structure needed to get the relative data. In semi-structured interviews the topics that need to be covered during the interview are often thought through in advance, but the direction of the conversation is

left open for the interviewer and the interviewee for them to decide. (Qu & Dumay, 2011)

In addition to the three different interview types mentioned above, there are also three different perspectives on research interviews. These three views are the neopositivist view, the romantic view and the localist view. According to the neopositivist view the interview is purely seen as a tool for collecting data and getting as honest answers from the interviewee as possible. The neopositivist view is often seen together with structured interviews, as both seek for clear answers. The romantic view goes closer to the people involved as the interview situation is seen as an encounter between two human beings who both can open up and reveal even personal information or ideas during the interview. Therefore, a fully structured interview with a romanticist perspective is unlikely to happen. In the romanticist view the interviewer and interviewee are seen as equal participants. Lastly, the localist view sees interview situations as social situations that can be studied rather than a tool for sharing knowledge. These perspectives can overlap and for example semi-structured interviews can have elements of each of the three perspectives. In the interviews conducted in this research, elements from both neopositivist and romanticist perspectives are used. (Qu & Dumay, 2011)

3.3 Interview Structure

As previously mentioned, the data collection method used for this research is interviews. The author created two sets of pre-made questions for the interviewees; question set for the employee side and another set for the employer side. The author decided to choose interviews as a data collection method as it will provide a wider picture of the situation in more than one perspective and the interviewees can have more room for their own ideas on the given topics.

The first set of questions was sent to four HAMK alumni. These alumni were selected for the interview because of their previous attendance on the HAMK's Go Strong! -project. The author got answers from two International Business alumni. These interviewees are international HAMK alumni who have stayed in Finland and started their career here after graduation. The interviews were conducted via email as it was preferred by the interviewees. From these interviews the author was able to get insights and personal experiences on the integration process and how it is to work in Finland as an international employee.

The questions for employees centred around their own experiences with living and working in Finland as a foreigner. First the interviewees were asked about the start of their career in Finland and if it was easy or difficult to get a job in Finland as an international candidate. The next questions were about the workplace and its culture and multiculturalism in general. The author also wanted to hear the interviewees' experience Finland as a

country to work in as well as thoughts about integration both into workplace and into the society. (For the employee interview questions, see Appendices 1 and 2)

Another set of questions was created for the employer perspective. For this interview the author had questions targeted to the company or employer side. For this interview, the author got to interview Maija Niskavirta from city of Tampere, who is working in the middle of international job seekers and companies recruiting international talents. This interview was also conducted via email due to technical problems. As the interviewee has worked with international candidates as well as Finnish companies in the area, the author found out more about the employment process of multicultural companies and candidates from both perspectives. This interview was originally conducted in Finnish and later translated into English by the author. For the employer side, the interview questions were on the same themes as for employees but were focused on the recruiting process and creating a better environment for the international employees. (See Appendix 3)

3.4 Findings

After studying the interviews, the author colour coded the main points and similarities in the answers. From the colour codes the author was able to break the findings into smaller and clearer sections. First, the interviewees are introduced and then the answers are presented by topics.

3.4.1 Interviewees' Background

For this research two types of interviews were conducted, one employer interview and two employee interviews. For the employer interview the author wanted someone who had background in working with international employees and candidates. The person contacted for this interview was Ms Maija Niskavirta, who works as a project coordinator at the city of Tampere. Niskavirta is working in a project called International Tampere Hub, which is a service model that brings international experts and local companies together in the Tampere region. As she works with both the companies and job seekers, she has some knowledge in both the employer and employee point of view.

Two employee interviews were conducted. These interviewees are both HAMK International Business graduates, Mr Mirza Sagdati from class 2012 and Respondent A who wished to stay anonymous. Both of the interviewees stayed in Finland after graduation and have lived in Finland since then, Sagdati for 6 years and Respondent A for about 5 years. The path for these graduates has been very different, as Sagdati now works as an entrepreneur in his own company Red Brick Accelerator helping start-ups developing their business ideas further and Respondent A in an

industry, both of them in Tampere or Pirkanmaa region. As Sagdati has mainly experience from entrepreneurship-related jobs and Respondent A has worked for employer-employee type of jobs, their experiences are different, and those differences might be reflected to their answers. From these interviews the author wanted to get personal experiences from international employees themselves, how it is to work in Finland, what difficulties they have faced and how they see multiculturalism and its effects in the workplaces in Finland.

3.4.2 Getting Employed in Finland

One of the questions asked from the HAMK graduates was how they find their job and if it was easy or difficult to get a job as an international candidate. The author has often heard other international students getting nervous about getting a job in Finland. As it was also mentioned in the interviews, many start their work journey with jobs such as newspaper delivery or cleaning, which is something that is offered for international students in the area and requires no special skills or knowledge. This is a good way to start gaining experience and possibly getting contacts that can be useful in future job hunting. This is what Sagdati also mentioned in his interview, as he started his career in Finland with postal services and washing dishes for the first two years “to make the ends meet”. After that, Sagdati has been focusing on a more entrepreneurial path, and has now worked with several start-ups for the last five years, including being a co-founder of his first own start-up company DIGGID.

Respondent A was also aware of these possibilities but wanted to focus more on the opportunities related to their studies. Respondent A also mentioned a number of different online courses and projects that they completed during job search in order to gain more knowledge in areas related to their studies that could possibly later on help with getting better jobs. At the end, Respondent A finally found a job through HAMK channels, went through the regular application process and got a summer job and later got offered a regular contract.

For Sagdati, as he did not go through the regular employer-employee type of path but created a job for himself the difficult part was founding the company and doing everything on his own. However, knowing the difficulties of finding a “regular” job as a foreigner with limited Finnish skills, he found the entrepreneurial way to be a better option for him and he encourages other international graduates to try the same. Respondent A points out that job searching took a lot of time and a lot of applications had to be sent to many places before getting the job. Partially, finding a job was pure luck but also the fact that Respondent A had something the company was looking for. Respondent A thinks the problem with low response rate from companies is actually that international candidates maybe apply for jobs that are not suitable enough for the candidate. The

key is to find a job offer where the job description is suitable for the candidate.

One of the key discussions on the topic of finding a job as a foreigner in Finland has been the Finnish language. It is obvious that whatever country one works or lives in, it is easier to fit in if the local language is known. Knowing the current situation, Niskavirta tells that at the moment there are not many jobs available, at least in Tampere region, where Finnish language is not required. In her opinion, companies can require some knowledge in the language, but the level of requirement cannot be high. A few sentences in Finnish should be enough to get a job and then the employee can learn more with the help from the employer, through a language course with a language teacher, for instance. As Respondent A reminds, as an international student it is almost impossible to learn the language during studies, as only the basics (two courses in the author's experience) was taught at school. Therefore, the amount of knowledge gained during studies should be enough to be able to apply for at least some of the jobs in Finland. Both of the alumni are willing or are already studying Finnish on their own to improve their language skills to the level where they could use the language daily in work-related situations. Sagdati says he has been taking language courses for two years now but is still far from being fully able to use the language at work. This is something that the employers need to remember when asking their employees to learn a language. Niskavirta reminds that it is not an easy job to learn a new language and it does not happen overnight. It needs years of practise and lot of help from the employer and other colleagues.

How about the process of hiring international candidates, is it any different from hiring native Finnish candidates? The author wanted to find out the if there are any differences in the competences needed from international candidates in contrast to Finnish candidates. Mostly the same competences that are needed from Finnish candidates are needed from international ones as well, cites Niskavirta. In the process, the international candidate has to have some knowledge of how to apply for a job and a realistic picture of what types of positions he has possibilities for, so no under or overestimating one's own knowledge. Niskavirta also mentions the differences in CVs that she has noticed. In Finland CVs are usually very straight forward and clear explanations of the applicant's skills. In some other countries, CVs tend to be longer and much more detailed, so that every course ever taken or even grades are included. This is something an international candidate should understand when applying for jobs in Finland so that the application does not stand out from the rest in the wrong way. Niskavirta also reminds that whether the candidate has a foreign degree, he should be able to tell how the degree is comparable to the Finnish system.

The author asked all the interviewees whether they have any tips for international candidates on how they could improve their chances of

becoming employed in Finland. One of the main things that showed up in the interviews is the Finnish language. Learning at least a few sentences in Finnish already in the job searching phase shows the employer that the candidate is interested enough to learn the language. With the basics of Finnish, the international employee can already have a small talk with the other employees in Finnish and therefore already feel more connected to the work community. Later on, with support from the employer, the employee can further develop his language skills towards a more work-related vocabulary. In addition to the language, Respondent A also suggests international candidates to build knowledge in different tools that might be useful in the future work positions. For example, one who aims for a marketing related job, can start by studying about marketing related topics on their own through online courses or projects, for instance. With some deeper knowledge on the topics of interest, one may have better chances of finding a suitable job and this goes for native Finns also. To know if a particular job is suitable, the candidate should be aware of the competences needed for the position. Niskavirta mentions the website ammattinetti.fi, which is a Finnish website that offers information on different professions and the competences needed for each position. It is also a good way to learn the Finnish language and vocabulary related to the position, she says. Knowing what competences are needed, the candidate can then focus on those competences and maybe gain more knowledge in areas that still need to be developed.

One thing that Niskavirta also suggests is to consider other options. Many job seekers only focus on the job opportunities in their own home city. For example, in Tampere the competition can be quite high in comparison to other, smaller cities or areas near it. Therefore, Niskavirta encourages to look further and see if there are any job opportunities available in areas outside one's home city. There are also multiple options within the positions available. Niskavirta advises candidates to study the current labor market situation of each field in their area to know exactly what type of professions could be easier to get employed in. In professions that are the most popular with many applicants, it is of course more difficult to get employed. Niskavirta mentions the Finnish websites ammattibarometri.fi and foreammatti.fi, which both show the current employment situation by profession. When these factors are considered, the international candidate can expand his job searches to new areas or professions. Then later on with some more work experience and maybe new knowledge, these candidates could focus on the jobs available in their fields of education or reach for their professional dreams.

Networking is another tip that came up in the interviews. Many jobs nowadays are "hidden", so knowing someone who knows someone else is important. Many of these hidden job opportunities come up in conversations between people, where someone has heard of an open position and is then letting other people know about it. These chances are being missed if the international candidates do not have any network

around them. Niskavirta mentions a good way to find new, like-minded people; fairs and other events of one's field. This is a good way to start building one's network and also to find out about the possibilities and positions in the field or area.

Overall, Finland, being a small, non-English-speaking country might not be the first option for foreigners. It is not the perfect environment for international experts, says Respondent A. Not only the language issue, but also the small markets that the country offers. Sagdati says the same, however, he also finds Finland to be quite innovative and interesting as a place to work in. Niskavirta reminds of the good qualities of Finland that the foreigners might not have in their home country, such as the stability of Finnish society and equality. However, she also tells that everyone, even the international job seekers themselves know that it is difficult to enter the Finnish society and work life. Finland is suitable for those who want to live a good and normal life, not so much for those who want to get rich.

3.4.3 Multiculturalism

The author wanted to find out the current situation of multiculturalism in Finland, how does it show in companies and can Finland even be considered a multicultural country. According to Niskavirta, there are not many companies in Finland that are multicultural. And if there are, it is not very transparent. To this point, multiculturalism should be a normal and not seen as a foreign type of environment. Niskavirta says that at this moment, many companies do not know about the possibilities they have with international employees and talents. This is something that should be better informed to the companies in order to possibly improve the level of multiculturalism in workplaces in Finland. Attitude towards international employees or people in general is another factor that still needs to change. Companies have an impression that recruiting international people is more difficult and takes too much effort. Knowing more about the process and assistance these companies can get could maybe help remove the barrier between companies and international workforce. Niskavirta reminds about the different public and even free services available for companies who plan on recruiting international employees. These include, for instance, organizing language learning and orientation, or just creating an attractive job advertisement for international job seekers. TE-services also offer different aids for the company, such as pay subsidy when hiring unemployed jobseekers. Niskavirta also mentions that there are also a lot of information available for the job seekers, including different events that could help them to find a job. TE-services help job seekers also, as they offer a try-out period for unemployed job seekers, where they can try out the job and at the same time impress the employer and possibly get hired in the future. All of this should be more advertised and informed to both the employer and the job seekers.

As two of the interviews were conducted together with international HAMK alumni who now work in a Finnish environment, the author wanted to hear their opinions and personal experiences on working in Finland and see if they find their work environments multicultural. Respondent A and Sagdati both were asked to rate the level of multiculturalism in their workplace in a scale from 1 to 10. Both gave an answer of 8 or 9, which indicates that the situation is pretty good. However, this is just an opinion of two and it can be different from person to person. For example, Respondent A says that in their workplace there are mostly Finnish employees but indicates that setting being comfortable. For someone else, this might be too much of a monocultural situation and would feel uncomfortable in the workplace. In Sagdati's opinion, the situation could be improved with active participation of all members and Respondent A mentions the Finnish language courses for foreigners that were also initiated in her company. Another question that was asked is whether the interviewees see multiculturalism as an important part of their company and if multiculturalism is somehow promoted to the public or customers. Sagdati says that his company sees people as individuals rather than people of a foreign culture. It is more about how the person fits in to the workplace and not so much about what the cultural background is. However, he does mention that different cultures can be a positive addition to the work environment. To be as inclusive as possible, almost all of Sagdati's company's content is in English. Respondent A's workplace has more Finnish employees, but the company is still considered multicultural, as there are international professionals and especially in operations abroad, local workforce is utilized. In Respondent A's workplace most of the meetings and all of the instructions are in English so everyone can follow. The company also offers summer jobs where also foreigners are welcome. Respondent A also mentions how the most important features on an employee are the professional skills and background, and how those fit a position rather than the nationality of the employee.

Lastly the author wanted to get the interviewees' opinion on the positives and negatives of a multicultural workplace. Niskavirta reminds, that for multiculturalism to provide any benefits, it needs to have proper leading. But once it is being led, it can provide the workplace with new innovations and ideas and even open up new markets. Sagdati also mentions tolerance and appreciation, which are both features that an employee of a multicultural workplace can learn in the process. Respondent A also mentions how multiculturalism can bring new opportunities for the local employees, too. Once a company goes multicultural and maybe opens up new markets in new areas, there is a possibility for the local employees to get transferred to different business areas or countries. This, of course is a benefit for those employees looking for a chance to go and work abroad. As it came out in the interviews, working in a multicultural work environment can be very interesting and even adventurous. When it

comes to negative sides of multicultural workplaces no one seemed to have a clear answer. Respondent A says that it can at first be very difficult to work with different nationalities and cultures, because there are not only personal differences but also those that are coming from one's cultural background. Therefore, all of these different approaches and customs need to be taken into account. One very general and even a bit preconceptuous negative that came up in the interviews is the different mindsets of the people which can lead to misunderstandings or new, different ways of doing the work. This is, however, something that happens with everyone, regardless of one's culture or nationality. So, there are no negatives that could only be applied to international employees or multicultural workplaces alone. There are only negatives that can be applied to people in general. However, Respondent A mentions one negative, that occurs when companies are 'too multicultural'. When there is just a mix of different cultures but no main culture, it can create an atmosphere that is too much of a mix with too many different habits and ways of thinking. Respondent A mentions for instance the different schedules and business behaviour as things that might clash in a cultural mix. It is more comfortable being in a situation where there is one main culture and people are integrating to that, says Respondent A.

Since multicultural workplaces still are not the norm in Finland, what are some of the things that currently can prevent it from happening in a company and what are the things that could help the progress of it? One big factor that still prevents multiculturalism in Finland in general is the right attitude, which was mentioned in the interviews. Preconceptions and a wrong attitude towards multiculturalism and international employees is something that is still seen in Finland, too. Niskavirta gives an example of a taxi company that just did not want to hire foreigners because of preconceptions or previous negative cases with international employees. This does not do good for the company nor the international employees in general. Niskavirta also mentions how companies do not want to become multicultural because they think it requires too much work for the company and its employees or that it changes too many things within the company and its culture. With a better attitude right from the start, this type of behaviour could possibly be prevented. One very Finnish factor, that prevents multiculturalism in a workplace is lack of communication. Finnish are known for their quietness and their desire for being alone. This is also something that can be seen in the workplace; Finnish employees tend to work independently and in peace. When a new employee is hired and starts to learn about the job and new techniques, it is very difficult to do so if the older employees do not communicate the process. In addition to lack of communication in the Finnish workplaces, Finnish language is also one main factor preventing multicultural workplaces as it is required in many jobs in Finland. Companies do not want to hire foreigners because they know their customers do not want to communicate with foreigners, tells Niskavirta. Respondent A says the same, how some companies can be afraid of hiring international employees or the current employees are

scared of the English language that would come with the foreigners. However, Sagdati hopes that in the future, there will be more jobs available for non-Finnish speakers and that English would be a working language together with Finnish. As previously mentioned, Niskavirta thinks that a proper leading of multiculturalism in a company can benefit the company in many ways. If a company and its management have some experience in working in a multicultural environment on a personal level, it is easier to relate to the situation today's international job seekers and employees are in and therefore help to create a better and more accepting environment in the workplace. Niskavirta mentions that if it is not the management then maybe someone else within the company has experience in working abroad, for instance, and so this person can be included in the process of integrating the new international employee to the company. Integrating of new employees is the most important step of the hiring process, regardless of the employee's nationality.

3.4.4 Integration

As said, integration is an important part of the hiring process and something that should be more focus on when hiring international talents. For international employees there are two different integration processes; integration to the workplace and integration to the Finnish society and culture. The author asked the interviewees' personal experiences and opinions on integration issues.

One of the questions was whether the international interviewees thought they were given enough help and assistance in integrating to the Finnish culture and society and if there are some things that they would change in the process. All of the interviewees agree with the fact that there are some room for improvement. Some help is given but there needs to be more. Niskavirta mentions local contacts as an example, meaning that the international employees and students should have more contacts with local people, so the integration process could go smoother. Respondent A gives an example of a local who has given help with the Finnish language and understanding the Finnish culture and history. This really helps with integration to the society. Another point that was mentioned by Sagdati, is the issue with Finnish language. Currently it is so that after graduation foreign non-EU students cannot participate in Finnish integration program or attend its Finnish language courses if they have been in Finland for more than three years. This is a problem as most of the Bachelor programs in Finland take 3,5 to 4 years, which means that the right to attend the intensive language course is no longer valid. This is obviously something that prevents the language learning and possibly also some graduates will to stay in Finland after graduation. This issue was mentioned in both alumni interviews and is something they both wish to change in the future.

The author asked Niskavirta about the company side of the integration process, whether there is any and how it works. This of course varies from

company to company, but Niskavirta mentions TE-services that offers Finnish language (workplace Finnish) training for international employees as well as orientation services. They also offer training for the current employees of a company to prepare them for the new employees and cultures in the workplace. Niskavirta suggests that the work community should be more included in the integration of new employees. Everyone should be informed about the new employees and be as helpful as possible. The work community and new international employees can all learn from each other, reminds Niskavirta.

4 RECOMMENDATIONS

In this chapter the author will give some recommendations for businesses that aim to create a multicultural work environment or improve the existing work environment to a more inclusive one in Finland.

4.1 SWOT-Analysis

SWOT is an abbreviation and comes from the words strengths, weaknesses, opportunities and threats. From these, strengths and weaknesses are considered internal factors that are already available for the business. Opportunities and threats stand for the external factors that one cannot control, such as trends or economic issues. This tool is useful for businesses that wish to develop their operations as they get to analyse and get an insight of all the four factors included in the process. (Schooley, 2019) For this study, the author uses SWOT to analyse Finland's current positions as an environment for multicultural workplaces based on the data previously introduced.

STRENGTHS of Finland as a multicultural working environment. Finland is considered as a feminine country and culture, which means that naturally Finnish people stand for equality and prefer cooperation instead of conflicts. This of course is a good factor for foreigners living or moving into Finland. Finland offers a lot of help for both the businesses that wish to hire international employees as well as for the employees themselves. These include language training, orientation, training for the work community to welcome the new international employees, try-out periods and pay subsidy offered by ET-services, for instance. Niskavirta also mentions in the interview that there is a new Talent Explorer funding by Business Finland, which companies can apply for if they hire an international employee. This fund may cover up to 50 percent of the employment costs. A lot of help is offered for international employees and the businesses hiring them and all this information is available in English.

WEAKNESSES of Finland as a multicultural working environment. One of the biggest weaknesses is the Finnish language. As Finland is not an English-speaking country, most of the services are still in Finnish. For this reason, also almost all the available job positions require Finnish skills on some level. There is also very little small talk in Finland and communication in general. This makes it difficult for international job seekers and employees to get to know local people, get the needed contacts and start the integration process to the workplace and Finnish culture. Integration process as such is also something that needs to be improved. Some type of integration program should always be included when hiring new employees, whether they are international or natives. There is also lack of support from the work community in integrating the new employee. Multiculturality is not being promoted in Finland or Finnish companies. Multicultural workplaces could be a benefit for the company if the diversity within the company was somehow shown to the public. As it came out in the interviews, this is not yet done in Finland.

OPPORTUNITIES for Finland as a multicultural working environment. Finland offers a great place for living as it is stable, mostly equal and a safe place to live in. Finland's school system also gives good opportunities for job seekers to raise a family or to come study first and after search for a job. There is also the opportunity to go for an entrepreneurial path if the normal employer-employee setting does not work. Finland is one of the top English-speaking countries in the world as the language learning starts to early at school. (Yle, 2018) This is an opportunity for Finland to start adapting English to the workplaces so there could be more jobs and services available for the non-Finnish speaking population.

THREATS for Finland as a multicultural working environment. Finland is not an English-speaking country. There are other countries where English is used more, or it is a native language. There might be better opportunities for international job seekers to find a job there with no barriers with language. Finland is, according to Hofstede's cultural dimensions, a normative culture. This means that Finnish are likely to be traditional and stick to their old ways of doing things. This might be a challenge when trying to improve organizations into a more multicultural direction or adapting new rules and methods to make the workplace as inclusive as possible.

4.2 **Suggestions for Improvement**

In addition to the SWOT analysis and its strengths and opportunities, here are a few recommendations for improvement from the author of this study. With these recommendations in mind, possibly a truly multicultural working environment can be created in Finland.

Previously in this thesis the author introduced the MCODE model, which is a model to help organizations with organizational development, especially

created for the multicultural developments. To understand the current status of Finland as a multicultural working environment the model below can be again examined.

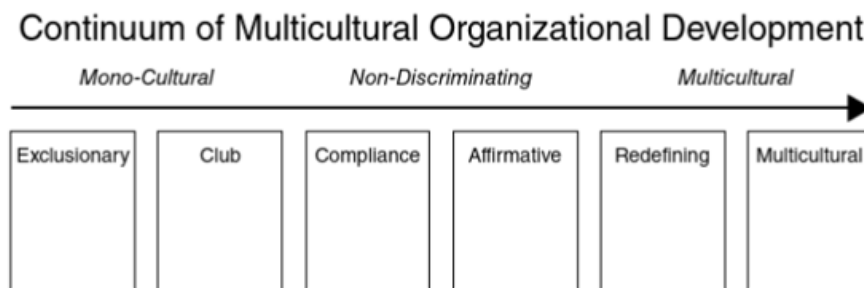


Figure 4. The MCO Model. (Pope et al., 2014)

Of the three levels of MCO model, Finland and most of its businesses are now at the non-discriminating level, meaning that there has been some development towards multiculturalism but is not fully there. Finnish organizations are accepting employees on a more diverse scale, but it is still not a perfect environment for international employees to live or work in. Of the two sub-levels the current status is closest to affirmative stage. This is the stage where, for example, an organization is no longer tolerating discrimination but there still is one main culture, Finnish in this case, which values and practises are what the international employees must adapt to. Therefore, Finland and its organizations cannot yet be called fully multicultural. However, in the author's opinion there should already be changes made to reach the next stage, where diversity is accepted, and its benefits are recognized. To get to this stage Finnish businesses should continue hiring international talents but also to start offering material targeted to international employees. This could be, for instance, language teaching within the work community or clubs and other activities to help the international employees to learn about the Finnish culture and better integrate to the workplace. Offering the international employees something that is clearly targeted to them creates a more welcoming environment which also might attract new employees to the organization. At the same time some of the practises can be adapted to ones that take all of the employees into consideration.

How about those organizations that wish to go more multicultural but do not know where to start? Earlier introduced MCIM model is an easy-to-follow tool for multicultural change.

Target of change	Type of change	
	First-order change	Second-order change
Individual	A. Awareness	B. Paradigm shift
Group	C. Membership	D. Restructuring
Institutional	E. Programmatic	F. Systemic

Figure 5. The MCIM Model. (Pope et al., 2014)

The matrix above can be used and adapted to Finnish organization so that individuals are the employees, group could be different departments, such as HR or sales, and institutional includes the whole organization. To reach the status of a multicultural organization, all of the cells (A-F) need to be successfully gone through. Cell A could be a raising awareness of multiculturalism or international talents available in Finland. This allows the employees to think about the future changes and create an atmosphere in the work community that is accepting towards possible new employees. Cell B is more intense learning about the different cultures coming, and in the workplaces in Finland this could be, for instance, diversity training. Diversity training is often offered by the HR department and it prepares the work community to welcome the new international employees, accept the new cultures and deal with differences that the new cultures might bring. Within this training, the employees would improve their multicultural skills as well as their communication when it comes to interacting with non-Finnish-speaking colleagues. This is something that is not yet utilized in Finnish companies and therefore could be a useful tool for creating a better environment for the international employees. Focusing on the different departments of the organization, cell C is membership and it could be hiring new international employees to the organization. In cell D, the organizational culture starts to shift towards a one that is shaped taking all of the members into account. This is the area where Finland and most of its businesses are currently at or aiming towards. Lastly, the cells E and F, are when the organization starts to fully change itself to a multicultural one, offering targeted functions for international employees and creating a brand that advertises multiculturalism and is accepting in every way. These two models mentioned above go hand in hand and can be utilized together when going through a multicultural change. For bigger companies, the models could be adapted to target the organization by department.

Integration process of new employees and especially the international ones needs to be improved in Finland. The integration to the work community should not be a one-day activity but a longer, broader process. The author suggests more active and intensive integrating programs in the Finnish companies. The community integration indicators introduced in previous chapters, could be a useful tool to use as a framework when developing integration programs in companies. Let's look at the first three steps.

The first step is physical attachment to the place of integration, so the new employee should get to know the new area of living. In integration programs, whether it is by the company or some other facility, there should be some activities offered to show the new employees the city and surrounding areas. Maybe go through the use of public transportation, take a look at the areas close to the workplace or even introduce the new employee to the closest restaurants and stores. Knowing the environment and being fully confident about it helps the new employee to continue the integration process within the work community as well. After getting attached to the environment it is time to get connected with likeminded people. Networking is an important part of integration, and it makes the rest of the process much easier when there are supporting people around. In this step it is crucial that the work community is actively included in the integration of the new employee, is ready to have discussions and gets the new employee involved to everything they do straight away. This step could also include different types of get-to-know gatherings and social evenings, whether it is a dinner, escape game or a cottage weekend for the work community. This way the new employee gets the much-needed interactions and a chance to make new contacts that he would not necessarily have a chance to do outside work. The first two steps are, in the author's opinion the most important ones at the start of the integration process. The third step, city versus group just indicates that it is easier for the new employee to first connect to a smaller group like a work community in this case rather than the whole city community. After some time, as new connections are being created and the integration process goes on, the employee will start to be a part of the city community as well. The last two steps are more about integrating to a bigger community, but since the focus here is the work community and integrating to it, those steps are not important.

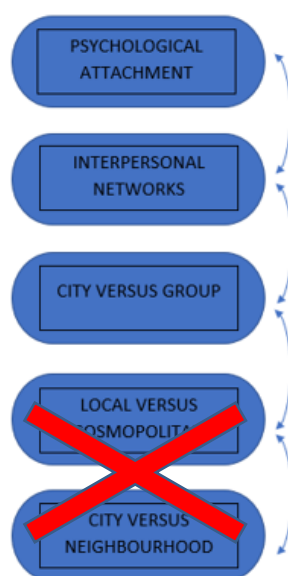


Figure 6. Community Integration Indicators. (McLeod et al., 1996)

Through the whole integration process there should be one person assigned to mentor the new international employee. This work community mentor could assist the new employee in different tasks in the workplace or help out with other integration related issues outside work, whether it is Finnish paperwork or guidance on the earlier mentioned public transportation. One of the main tasks for the mentor could be language mentoring. As it is important for the new employee to learn the Finnish language in order to better integrate to the work community and Finnish society, this could be a good way to start the process. As Niskavirta mentioned in the interview, this mentor person would be assigned to communicate with the new employee in Finnish to improve the language skills. Respondent A also mentioned in the interview the importance of easy Finnish (selko-suomi) which is Finnish but with the easiest and clearest way possible. Even with the small work-related sentences or greetings, the international employee could learn the small talk and therefore feel more included in the work community. The language learning can be more intense too, with different tools and exercises so the situation is more teacher-student like.

However, as some knowledge of Finnish language is already required at the applying stage, there should be some integration programs offered by the Finnish society, too. Sagdati mentions that currently, it is difficult to get into those intense integration programs as an international, and especially the language courses, so there needs to be some changes made. For the international students that are thinking of staying in Finland the language skills learned only at the university are often not enough so more intense courses at the universities are also highly needed. Having an intense Finnish language course that would prepare the international students and job seekers for the job applying with the necessary level of Finnish language so that everyone could inclusively join, would be a good step forward.

5 CONCLUSION

This study was conducted in cooperation with Häme University of Applied Sciences Valkeakoski campus and their Go Strong! -project. The project's goal is to improve the possibilities of international students and graduates to get employed in Finland. The author had often discussions with international classmates about the possibilities of getting employed in Finland and whether it is possible with the skills and competences being. As there are not many truly multicultural workplaces in Finland the author decided to examine Finland as an environment for multicultural workplaces. The main aim of this thesis was to study Finland and its ability to offer international employees work that matches their skills and competences.

In this thesis the author examined globalization and its effects on migration and working life. Globalization led to people moving from country to country and as a result, countries and cultures have faced a phenomenon of multiculturalism where different cultures mix. Culture, both national and organization as concepts were introduced in this thesis, as well as the cultural dimensions by Hofstede, getting an insight of Finland and the Finnish culture.

As part of this thesis included organizational development and change, multicultural leading as well as the role of HRM in the process were further introduced. This thesis also examined the different organizational development models when it comes to changing the organization into more culturally diverse environment.

Lastly, the author discussed multicultural workplaces, their advantages and disadvantages as well as the integration of new international employees to the work community and Finnish society.

For this thesis a qualitative method with two types of data were used. The primary data consisted of two interviews with primary HAMK international students who are now working in Finland and one interview with a professional from city of Tampere who works closely with both international talents as well as the companies hiring. The secondary data was literature collected from various sources mostly online. The analysis was done utilizing both data types.

Finally, the author gave recommendations on how a multicultural working environment can be created in Finland and at the same time answered to the research question. The recommendations included instructions for multicultural organizational development as well as listed

strengths, weaknesses, opportunities and threats in a style of SWOT-analysis. The points of improvement included better communication, more intense integration programs and improved Finnish language courses for everyone.

As for further research, there could be similar exploration done in other parts of Finland, the capital area, for instance. This thesis was focused on the Pirkanmaa region and all of the interviewees had only experience in topics of this area. In other areas, depending on the number of international talents and multicultural companies the current situation might vary from the results of this thesis.

REFERENCES

- Ameny-Dixon, G. M. (n.d.) Why Multicultural Education is More Important in Higher Education Now Than Ever: A Global Perspective. Retrieved 20 February 2019 from <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Ameny-Dixon,%20Gloria%20M.%20Why%20Multicultural%20Education%20is%20More%20Important%20in%20Higher%20Education%20Now%20than%20Ever.pdf>
- BBC. (n.d.) Population and Migration. Retrieved 28 February 2019 from <https://www.bbc.com/bitesize/guides/zkg82hv/revision/5>
- Corbitt, M. (2017) Why Your Company Needs Multicultural Leadership. Retrieved 14 March 2019 from <https://www.constructionbusinessowner.com/management/why-your-company-needs-multicultural-leadership>
- Corporate Finance Institute. (n.d.) Hofstede's Cultural Dimensions Theory. Retrieved 12 March 2019 from <https://corporatefinanceinstitute.com/resources/knowledge/other/hofstedes-cultural-dimensions-theory/>
- Gillett, R. & Kiersz, A. (2018) 41 Jobs That Are Quickly Disappearing in the US. Retrieved 28 February 2019 from <https://www.businessinsider.com/jobs-that-are-quickly-disappearing-from-the-us-2016-1?r=US&IR=T>
- Hofstede Insights. (2018) What Do We Mean By "Culture"? Retrieved 1 March 2019 from <https://news.hofstede-insights.com/news/what-do-we-mean-by-culture>
- Hofstede Insights. (2019) National Culture and Organizational Culture – How Are They Different? Retrieved 1 March 2019 from <https://news.hofstede-insights.com/news/national-culture-and-organisational-culture-how-are-they-different?hsCtaTracking=4ea6de49-cca9-4931-b427-4588ed69a6f0%7C70e02dfb-7cab-42ae-8fd1-33181abe39b3>
- Hofstede Insights¹. (n.d.) The 6 Dimensions of National Culture. Retrieved 12 March 2019 from <https://www.hofstede-insights.com/models/national-culture/>
- Hofstede Insights². (n.d.) Country Comparison. Retrieved 12 March 2019 from <https://www.hofstede-insights.com/country-comparison/finland/>

Hämeen ammattikorkeakoulu Oy. (n.d.) Go Strong! Globaalit Kompetenssit Alueelliseksi Vahvuudeksi. Retrieved 10 February 2019 from: <https://www.hamk.fi/projektit/go-strong-globaalit-kompetenssit-alueelliseksi-vahvuudeksi/#perustiedot>

Hutchison, S. (2015) The Power of Being Different: Cultural Diversity in the Workplace. Retrieved 1 March 2019 from <https://consultseuss.com/power-cultural-diversity-in-the-workplace/>

Kapoor, B. (n.d.) Impact of Globalization on Human Resource Management. Retrieved 9 April 2019 from <http://www.iimsjournal.org/6%20Bhushan%20Kapoor.pdf>

Koskinen, A. (2016) Monikulttuurinen työyhteisö on luovempi. Retrieved 28 February 2019 from https://www.akavalainen.fi/akavalainen/arjessa/tyoelamassa/arkisto_2016/monikulttuurinen_tyoyhteiso_on_luovempi

Le, N. (2015) *Multicultural Leadership Strategies. Case: Company X, Poland*. Thesis. Degree Programme in International Business. Häme University of Applied Sciences. Retrieved 25 March 2019 from https://www.theseus.fi/bitstream/handle/10024/96427/Le_Nguyen%20Khanh%20Yen.pdf?sequence=2&isAllowed=y

Lund, D. (2003) Organizational Culture and Job Satisfaction. *Journal of Business & Industrial Marketing* Vol 18 Issue 3, pp. 219-236. Retrieved 4 March 2019 from <https://www-emeraldinsight-com.ezproxy.hamk.fi/doi/pdfplus/10.1108/0885862031047313>

Lund, S., Manyika, J., Woetzel, J., Bughin, J., Krishnan, M., Seong, J. & Muir, M. (2019) Globalization in Transition: The Future of Trade and Value Chains. Retrieved 1 March 2019 from <https://www.mckinsey.com/featured-insights/innovation-and-growth/globalization-in-transition-the-future-of-trade-and-value-chains>

Market Business News. (n.d.) What Is Organizational Development? Definition And Meaning. Retrieved 23 April 2019 from <https://marketbusinessnews.com/financial-glossary/organizational-development-definition-meaning/>

Merriam-Webster. (n.d.) Monoculture. Retrieved 13 March 2019 from <https://www.merriam-webster.com/dictionary/monocultural>

McFarlin, K. (2018) The Effects of Globalization in the Workplace. Retrieved 1 March 2019 from <https://smallbusiness.chron.com/effects-globalization-workplace-10738.html>

- McLeod, M. J., Daily, K., Guo, Z., Eveland Jr, W. P., Bayer, J., Yang, S. & Wang, H. (1996) Community Integration, Local Media Use, and Democratic Processes. *Communication Research* Vol 23 No 2, pp. 179-209. Retrieved 24 April 2019 from https://www.researchgate.net/profile/Jack_Mcleod/publication/249682779_Community_Integration_Local_Media_Use_and_Democratic_Processes/links/5553506608ae6943a86eacd4.pdf
- Ministry of the Interior. (2018) International Migration 2017-2018 – Report for Finland. Ministry of the Interior Publications 25/2018. Retrieved 28 February 2019 from https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/161174/25_2018_International_Migration_2017-2018.pdf?sequence=4
- Moran, G. (2016) 5 Essentials To Managing Multicultural Teams. Retrieved 15 March 2019 from <https://www.fastcompany.com/3058037/5-essentials-to-managing-multicultural-teams>
- Multicultural Organizational Development (MCOB). (2008) Exploring Best Practises to Create Socially Just, Inclusive Campus Communities. Retrieved 8 March 2019 from <https://www.pdx.edu/sites/www.pdx.edu.studentaffairs/files/MCOB%20Best%20Practices.pdf>
- Mäkilouko, M. (2003) Coping With Multicultural Projects: The Leadership Styles of Finnish Project Managers. *International Journal of Project Management* Volume 22 Issue 5. pp. 387-396. Retrieved 25 March 2019 from <https://www.sciencedirect.com.ezproxy.hamk.fi/science/article/pii/S0263786303000929>
- Narkhede, P. A. (n.d.) Multiculturalism and Human Resource Management Practices. Retrieved 26 February 2019 from http://www.academia.edu/28336908/Multiculturalism_and_Human_Resource_Management_Practices
- Ogasawara, Y. (2007) Globalization and the Future of Work. Retrieved 28 February 2019 from <http://www.eco.nihon-u.ac.jp/center/economic/publication/journal/pdf/37/37ogasawara.pdf>
- Pinto, L. (2013) Multiculturalism, Uniculturalism and Monoculturalism. Retrieved 13 March 2019 from <http://www.scoop.co.nz/stories/WO1309/S00149/multiculturalism-uniculturalism-and-monoculturalism.htm>
- Pope, R., Reynolds, A. & Mueller, J. (2014) Creating Multicultural Change on Campus. San Francisco: Jossey-Bass. Retrieved 8 March 2019 from

<https://ebookcentral-proquest-com.ezproxy.hamk.fi/lib/hamk-ebooks/reader.action?docID=1935740>

Qu, S. P. & Dumay, J. (2011) The Qualitative Research Interview. *Qualitative Research in Accounting & Management* Volume 8 Issue 3. pp. 238-264. Retrieved 23 July from <https://www-emerald-com.ezproxy.hamk.fi/insight/content/doi/10.1108/11766091111162070/full/pdf?title=the-qualitative-research-interview>

Reed, E. (2018) What Is Globalization? Why It Matters In 2019. The Street. Retrieved 27 February 2019 from <https://www.thestreet.com/politics/what-is-globalization-14813513>

Ritzer, G. & Dean, P. (2014) *Globalization: A Basic Text*. Chichester: John Wiley & Sons, Ltd. Retrieved 27 February 2019 from <https://ebookcentral-proquest-com.ezproxy.hamk.fi/lib/hamk-ebooks/detail.action?docID=1865614>

Robbins, S. P. & Judge, T. (2017) *Organizational Behavior, Global Edition*. Essex: Pearson. Retrieved 20 February 2019 from http://web.b.ebscohost.com.ezproxy.hamk.fi/ehost/ebookviewer/ebook/bmxlymtfxzE0MTk2ODhfX0FO0?sid=b967c68c-c429-4fa2-810f-3484c12ffca6@pdc-v-sessmgr01&vid=0&format=EB&lpid=lp_562-2&rid=0

Schooley, S. (2019) SWOT Analysis: What It Is and When to Use It. Business News Daily. Retrieved 14 August 2019 from <https://www.businessnewsdaily.com/4245-swot-analysis.html>

Seppälä, T. (2010) Näkökulmia Monikulttuuriseen Esimiestyöhön ja Henkilöstöjohtamiseen. Retrieved 26 February 2019 from <https://blogs.helsinki.fi/koulutuksesta-tyoelamaan/files/2010/11/Nakokulmia-monikulttuuriseen-esimiestyohon-ja-hlostojohtamiseen-Palmenian-julkaisu-2010.pdf>

Shen, J., Chanda, A., D'Netto, B. & Monga, M. (2009) Managing Diversity Through Human Resource Management: An International Perspective And Conceptual Framework. *The International Journal of Human Resource Management* Vol 20 Issue 2. pp. 235-251. Retrieved 11 April 2019 from <https://pdfs.semanticscholar.org/321e/d2971ea96f45a8a0061ede0fcb6fc222d17.pdf>

Soo, J. (2012) Multicultural Leadership Starts from Within. Retrieved 14 March 2019 from <https://hbr.org/2012/01/multicultural-leadership-starts-fr>

Suarez-Orozco, M. & Qin-Hilliard, D. (2004) *Globalization: Culture and Education in the New Millenium*. California: University of California Press. Retrieved 27 February 2019 from <https://ebookcentral-proquest-com.ezproxy.hamk.fi/lib/hamk-ebooks/reader.action?docID=224285>

Swaminathan, V. (2016) Leadership in Multicultural Environment. *Strategic Finance November 2016*. Retrieved 15 March 2019 from <https://search-proquest-com.ezproxy.hamk.fi/docview/1838498333/fulltextPDF/B81D825D1474D86PQ/1?accountid=27301>

The World Bank. (n.d.) Poverty. Retrieved 1 March 2019 from <https://www.worldbank.org/en/topic/poverty/overview>

United Nations. (2017) International Migration Report 2017. Department of Economic and Social Affairs. Retrieved 27 February 2019 from http://www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/MigrationReport2017_Highlights.pdf

Väyrynen, R. (1999) Globalization and Societal Policy in Finland. Finnish National Fund for Research and Development (SITRA). Retrieved 28 February 2019 from <https://media.sitra.fi/2017/02/28142002/globalsocietal-2.pdf>

Yle. (2018) Finland Ranks Sixth in English Skills, Early Instruction Crucial. Retrieved 14 August 2019 from https://yle.fi/uutiset/osasto/news/finland_ranks_sixth_in_english_skills_early_instruction_crucial/10071036

INTERVIEW RESPONDENT A, HAMK INTERNATIONAL BUSINESS ALUMNI

Background

1. Can you first please introduce yourself and tell me something about your background?
2. Can you tell me about your studies at HAMK? When did you start and graduate?
3. For how long have you lived in Finland?
4. What made you stay in Finland after graduation?

Work

5. Could you briefly describe your work history here in Finland?
6. Where do you currently work and what's your current position? What are your main tasks?
7. How did you find this job? Was it difficult as an international candidate?

Culture and multiculturality

8. How would you rate the company's level of multiculturality in a scale from 1 to 10?
9. How would you improve the level of multiculturality in your workplace?
10. How would you describe the company culture in your company?
11. Do you see multiculturality as an important part of the company and its culture? How does it show?
12. Is multiculturality somehow shown or promoted to the customers/public in the company?
13. Do you have many nationalities and cultures at your workplace?
14. Has there been any challenges/conflicts due to cultures at your workplace?
15. Positives and negatives of a multicultural workplace?
16. Do you think it is easier or more difficult to work in a multicultural environment? Why?
17. What do you think is the main thing/s that helps the progress of multiculturality in a company?
18. How about the main thing/s that prevents multiculturality from happening in a company?

Diversity Training

19. Have you had any diversity training in your company? If yes, how has it affected the company culture?
20. What kind of diversity training would you like to get? (languages, cultural differences, communication, info about the country you work in, etc.)

Working in Finland

21. How do you see Finland as a workplace as an international employee?
22. In your opinion, is there anything an international graduate could do to improve the chances of becoming employed here in Finland?
23. Is Finnish required at your job and did you know any Finnish when you started your job? Do you know any Finnish now?

Integration

24. Do you think you are well integrated to the Finnish society and culture? What did you do to accomplish that?
25. Do you think international employees and students are given the help they need in integrating to the Finnish culture and society? Is there something that needs to change?
26. Was there some kind of integration process when you started your job?

INTERVIEW MIRZA SAGDATI, HAMK INTERNATIONAL BUSINESS ALUMNI

Background

1. Can you first please introduce yourself and tell me something about your background?
2. Can you tell me about your studies at HAMK? When did you start and graduate?
3. For how long have you lived in Finland?
4. What made you stay in Finland after graduation?

Work

5. Could you briefly describe your work history here in Finland?
6. Where do you currently work and what's your current position? What are your main tasks?
7. How did you find this job? Was it difficult as an international candidate?

Culture and multiculturality

8. How would you rate the company's level of multiculturality in a scale from 1 to 10?
9. How would you improve the level of multiculturality in your workplace?
10. How would you describe the company culture in your company?
11. Do you see multiculturality as an important part of the company and its culture? How does it show?
12. Is multiculturality somehow shown or promoted to the customers/public in the company?
13. Do you have many nationalities and cultures at your workplace?
14. Has there been any challenges/conflicts due to cultures at your workplace?
15. Positives and negatives of a multicultural workplace?
16. Do you think it is it easier or more difficult to work in a multicultural environment? Why?
17. What do you think is the main thing/s that helps the progress of multiculturality in a company?
18. How about the main thing/s that prevents multiculturality from happening in a company?

Diversity Training

19. Have you had any diversity training in your company? If yes, how has it affected the company culture?
20. What kind of diversity training would you like to get? (languages, cultural differences, communication, info about the country you work in, etc.)

Working in Finland

21. How do you see Finland as a workplace as an international employee?
22. In your opinion, is there anything an international graduate could do to improve the chances of becoming employed here in Finland?
23. Is Finnish required at your job and did you know any Finnish when you started your job? Do you know any Finnish now?

Integration

24. Do you think you are well integrated to the Finnish society and culture? What did you do to accomplish that?
25. Do you think international employees and students are given the help they need in integrating to the Finnish culture and society? Is there something that needs to change?
26. Was there some kind of integration process when you started your job?

INTERVIEW MAIJA NISKA-VIRTA, PROJECT COORDINATOR, CITY OF TAMPERE

Background

1. Can you first please introduce yourself?
2. Where do you currently work and what is your current position?

Work

3. You work with many nationalities; how does it differ from working with Finnish natives?
4. How do you see Finland as a place for international employees to work in? Do you think Finland is attractive enough for the international job seekers?
5. Is there something you would like to improve regarding the culture in workplaces in Finland?
6. Often the main difficulty for international job seekers is the lack of knowledge in the Finnish language. Are there jobs available where Finnish is not required? Should Finnish language play such an important role in the process?
7. What type of competences are needed from international employee candidates when hiring them? Are these competences different if the candidate is a native Finn?
8. What is something an international candidate could do to improve their chances to become employed in Finland?

Integration

9. Do you think international employees and students are given the help they need in integrating to the Finnish culture and society? Is there something that needs to change?
10. Is there any kind of integration process when employing international people to a company? What is included?
11. If not, do you think there is a need for one? What should be included in it?
12. What do you think of diversity training? Is it needed in multicultural workplaces?

Multiculturality

13. Do you see multiculturalism and cultural diversity as an important part of the companies in Finland today? How does it show?
14. Do multicultural companies in Finland promote their multiculturalism? How?
15. What kind of actions could be done in order to increase or improve the level of multiculturalism in Finnish workplaces?
16. Positives and negatives of a multicultural workplace?
17. What kind of tools are now used in Finnish companies when trying to create a better multicultural environment? Is there something that needs to change?

Appendix 3/2 (page 2)

18. Is having a multicultural work environment easier or more challenging than monocultural one? What makes it so?
19. What do you think is the main thing/s that help the progress of multiculturalism in a company?
20. How about the main thing/s that prevents multiculturalism from happening in a company?