

Experiences of Non-Finnish Speaking IT Professionals Working in Finland

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<p>The aim of the thesis was to investigate how non-Finnish speaking employees have experienced working in Finland in the field of IT. The researcher investigated how the employees felt about working in English in Finland and what the main reasons for staying with/leaving their employers were.</p> <p>The theoretical framework was built on retention, motivation (intrinsic and extrinsic), learning at work, diversity management and inclusion. The main theories were Herzberg's motivation theory and Maslow's theory on learning and achieving self-actualization through it. The theoretical framework was collected mostly from online books- and publications due to the coronavirus epidemic and libraries being closed. When libraries reopened books were used too.</p> <p>The research was conducted through a qualitative research method. The sample was collected from the Talented Solutions network Slack by requesting volunteers to attend. Semi-structured interviews were conducted with non-Finnish speaking IT professionals. The interviews were kept via video-calls due to the coronavirus epidemic.</p> <p>The key findings of the research were that working in English was not seen as a problem at work. The informants did not feel that the language caused exclusion at work. They knew English was not the mother tongue of Finns either in Finland. The main reasons for staying motivated and engaged were learning and developing opportunities and good management. The results indicated that interesting tasks and being able to learn and develop were the most important factors for employee retention.</p>	
Keywords Retention, Motivation, Learning, Diversity management, Inclusion	

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1 Introduction

This is a bachelor's thesis for the degree programme in international business taught at Haaga-Helia University of Applied Sciences. The major of the researcher is in human resource management. This chapter provides background information for the thesis, presents the research question and the investigative questions. The thesis is commissioned by Talented Solutions Oy, which is a company operating in IT recruitments in Finland and Norway.

1.1 Background

The purpose of the research was to investigate reasons and motivators on how non-Finnish speaking employees have experienced working in Finland, and how do they feel about working in English in Finland. The thesis focuses on HR functions such as retention, learning, motivation, diversity management and inclusion.

The researcher interviewed non-Finnish speaking employees, who are employed in the field of IT, in Finland. The researcher presents key findings on, how the employees have experienced working in Finland in the IT field, and how they have felt about working in Finland using English as a work language.

Employee retention, in the IT field in Finland, is a centric topic. There is a vast demand for experienced IT professionals in Finland and the demand drives companies to hire people from abroad. Benefits offered for employees are competitive in IT field and retaining the IT professionals is challenging. The researcher investigates, what factors do the IT professionals value at their work and, which make them stay in the companies.

IT professionals, who were interviewed for the study are working in the field of IT in Finland. This provides information directly from the people in the focus group.

1.2 Research Question

The objective of the research is to investigate how non-Finnish speaking employees feel about working in Finland in the IT field and how they have felt about working in English in Finland. Therefore, the research question (RQ) of the thesis is "How have non-Finnish speaking employees experienced working in Finland in the IT field?"

To answer the RQ, the research question is divided into three investigative questions as follows.

IQ 1: What are the reasons non-Finnish speaking IT professionals give for staying with/leaving the client companies?

IQ 2: Based on IQ1, what competencies should a company have in order to retain and engage non-Finnish speaking IT professionals?

IQ 3: Has working in English had an impact on your work and the feeling of inclusiveness at work?

Table 1 below presents the theoretical framework for the research: which research methods were used to answer each IQ.

IQ 1 focuses on investigating the main motivators of the sample. IQ 2 is a follow up question for IQ1 to define more the reasons that occur in the answers for IQ1. IQ 3 focuses on the international aspect of the thesis by investigating how the IT professionals feel about working in English in Finland and if it effects the feeling of inclusiveness.

Table 1. Overlay matrix

Investigative question	Theoretical Framework	Research Methods	Results (Chapter)
IQ 1. What are the reasons non-Finnish speaking IT professionals give for staying with/leaving the client companies?	Retention, diversity management, motivation, learning and developing	Interviews with non-Finnish speaking employees, who have worked in IT field in Finland during the last year	4.3 4.4 5.1
IQ 2. Based on IQ1, what competencies should a company have in order to retain and engage non-Finnish speaking IT professionals?	Learning and motivation theory, retention, diversity management	Interviews from non-Finnish speaking employees, who have worked in IT field in Finland during the last year	4.3 4.4 5.2
IQ 3. Has working in English had an impact on your work and the feeling of inclusiveness at work?	Language as a tool of communication, inclusion, diversity management	Interviews from non-Finnish speaking employees, who have worked in IT field in Finland during the last year	4.1 4.2 5.3

1.3 Demarcation

The commissioning company operates in IT recruitments only, therefore the focus of the research is on IT professionals. The theory chapter covers theories on retention, motivation, learning, inclusion, diversity management and inclusion. Not all theories, of these above-mentioned topics, will be covered. The researcher focuses on the theories that support learning at work, intrinsic motivation and diversity management.

In the thesis, the researcher wants to understand, what the core factors for IT professionals are in order to retain in the companies they are working at, and what makes them loose motivation.

1.4 International Aspect

The researcher focuses on the experiences of international employees working in the IT field in Finland. These IT professionals do not speak Finnish and therefore use English as a work language, even though it might not be their mother tongue. It is investigated in the research, if it has an effect on the feeling of inclusiveness and how they have experienced work in Finland.

1.5 Benefits

The research offers information to Talented Solutions Oy on IT professionals' motivational factors and, what they value at work. This helps to map out IT professional's preferences on, where they would consider to be interesting to work at, and what they consider being important at work.

Companies, which do not yet have multicultural approach to their business functions within the company, can get insights on working in a multicultural environment from this research. This can then help to include and retain non-Finnish speaking employees in Finland and move towards a more diverse workforce.

1.6 Risk Management

The biggest risk and challenge, for the thesis, was finding the sample to collect data from. Misinterpretation is a risk and it was taken into account by examining the questions with piloting the interview beforehand. Misinterpretation in the interviews were handled by explaining the questions again if needed.

1.7 Key Concepts

Retention composes of various factors. It includes attracting the best people, clarifying expectations, showing appreciation, developing the employee, rewards and recognition and communication. All these factors build retention in companies. (Garber 2008, chapter 1.)

There is intrinsic- and extrinsic **motivation**. Intrinsic motivation derives from one's own needs and desires to do something. Extrinsic motivation is caused by some external motivator and usually lasts as long as the external motivator is achieved. (Haaga-Helja 2020.) Meaningfulness and a motive to do something are the drivers for motivation (Seppänen 2018, 101).

Learning and developing are vital at work. They bring meaningfulness, enhance wellbeing (Martela 2020, 8-14) and help achieving self-actualization. According to Maslow, learning is getting self-actualization. (Merriam & Bierema 2013, 29-31.) Meaningfulness is a subjective feeling and reflects from one's values and motives. To be able to feel meaningfulness one has to have goals in which develop themselves to. The feeling of meaningfulness builds wellbeing. (Martela 2020, 8-14.)

Diversity management means managing a diverse workforce. Diversity brings a competitive advantage for companies and it should be used as a strength at work. (Hubbard 2004, chapter 2.) In diversity management all individuals are equally valued and contribute to the common goals and objectives. Awareness and understanding of the diversity are important in diversity management. (Shaban 2016, 76-84.)

Inclusion is integrated strongly in diversity management. Inclusion means making sure that everyone feels belonging to the community they are at. Inclusion is how diverse workforce is taken into account at work and how employees are included. The opposite of inclusion is exclusion, which means that someone feels left outside. (Miller & Katz 2002.)

1.8 Case Company

The case company is Talented Solutions Oy. It is a four-year-old company working in recruiting senior IT professionals. The headquarters is located in Helsinki, Finland. Other offices are located in Oulu, Turku and Oslo, Norway. (Talented, 2020.)

Talented Solutions offers recruitment services for companies and IT professionals. For companies Talented Solutions offers consultancy and cooperation in terms of finding IT professionals. For IT professionals, Talented Solutions offers opportunity to spar on their careers and help to explore the current interesting positions in the field that match the needs of the professionals. The core idea is to help IT professionals find work and projects with the knowledge and expertise of the field. (Talented, 2020.)

Talented Solution´s has 30 employees working to help IT professionals. It has a network community of approximately 2000 people. There is a Slack channel for this network community, in which people can share, ask and discuss field related matters. (Talented, 2020.)

The demand for senior IT professionals is vast at the moment in the field of IT in Finland. That is the area, where Talented Solutions wants to help their client companies. There are

IT professionals from Finland, who want to seize the field, and find more interesting projects and companies. There are also IT professionals abroad, who are really interested in working in Finland in the IT field.

2 Theoretical Framework

The following chapter presents the theoretical framework of the research. The theoretical framework discusses the factors needed to motivate employees and implementing that at work. Theory chapter presents theories of retention, motivational factors, learning at work, meaningful work, diversity management and inclusion (figure 1).

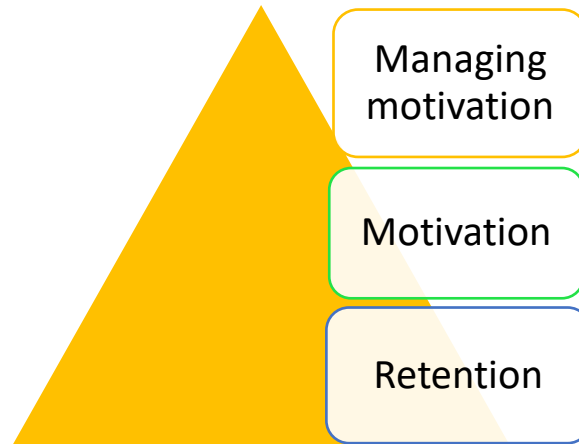


Figure 1. Theory structure for the thesis

2.1 Retention

According to Garber (2008, chapter 1) retaining an employee includes attracting the best people, setting clear expectations, developing and offering growth to the employee, showing appreciation, rewards and recognition and communication (figure 2). It is a sum of various factors, which roll along the whole journey of the employee, in the company.



Figure 2. Factors of retention (Garber 2008, chapter 1.)

Retention of an employee starts from the recruitment process and lasts as long as the employee stays in the company. The recruitment process has to be done right in order to make good first impressions. Retention begins from identifying the right competencies that the future employee should have. The easiest way to identify these competencies, is to consult the employees, who are currently performing the job. They are the best people to explain the culture, functions and dynamics in their team. During the recruitment phase, being bold of the position is important. Engaging the team into the recruitment process makes this easier. Boldness guarantees that the applicant knows, where they are applying to and is ready to engage to it. In this way, there will not be misunderstandings, when starting the actual job. Boldness decreases short work periods since it cuts down the surprise factor of the job. (Garber 2008 chapter 1-2.)

The transition time to the new company is crucial retention wise. The new employee has to feel welcomed and introduced to the new colleagues, and to the functions of the company. The transition phase can be extremely stressful for a new employee. The more help and assistance the company can offer, the better. The actual integration to the job should start quickly. It brings comfort and meaning to the new employee to get hands on to the new tasks. Orientation period should not fictionize the company culture and its functions. It should reflect the actual everyday life that the work will consist of. The foundation of good orientation, retention and company functions in general are great communication and open conversations. (Garber 2008, chapter 1.)

Performing meaningful work and projects should be a focus of companies nowadays, especially in the IT field. IT field faces challenges in attracting talents to their companies, since they are being offered jobs worldwide. In these cases, the companies should be able to compete in the market with other factors than offered monetary benefits. If a company can prove that their mission is to solve meaningful problems, they have a good cutting edge on the market. (Martela 2020, 8-14.)

Offering learning and growth opportunities to employees is important. This shows that the employer wants and is able to offer new roles and growing opportunities within the organization. Employees usually have their individual career goals and they want to expand their current competencies in order to achieve their goals. Therefore, employees want to be trained and developed. This brings value for the individual and for the organization. Offering development and growth, increases retention as well. Companies, which are retention-focused, create an environment, where employees can fulfill their career goals. The companies embed the tools, resources and assistance to be able to develop the competencies of the individual. (Reitman 2007.)

Employees appreciate managers, who are interested of their employees and do not micromanage. Managers, who respect their employees, are interested and want to build relationships with their employees, are liked. Also, companies, which put emphasis on work-life balance, are appreciated nowadays. People value their social life and want to dedicate time for that. Therefore, companies should focus on these factors when thinking about the wellbeing of the employees. Dissatisfaction of employees leads to resignations. High turnover-rate costs money to the companies. Therefore, focusing on retention, satisfaction and well-being of the employees is very important from the beginning of employee's life span. (Reitman 2007.)

2.2 Motivation

Motivation explains why one does what one does. A Latin word *motivus*, which means a moving cause. Motivation kicks off from the drive and the energy a person has in order to accomplish something they want to do. Motivation is intangible, it derives from person's own will. (Merriam & Bierema 2013, 147.) Motivation always has a direction, it can be a goal, a vision or an objective. (Seppänen 2018, 22-24.)

The feeling of autonomy is essential when it comes to motivation and one's wellbeing. Externally motivated people function because they have to. This decreases the feeling of autonomy and in this way effects wellbeing. Intrinsic motivation fulfills one's ambitions, hopes and even identity. (Seppänen 2018, 33-34.)

Meaningfulness and a motive are drivers for motivation. A motive is the reason behind the action and every action has its start from a reason. Motives activate and guide the will of doing something. Motives arise from desires and needs. (Seppänen 2018, 101.)

2.2.1 Herzberg's Motivation Theory

Herzberg's motivation theory is based on factors that satisfy or dissatisfy people. Dissatisfiers are called hygiene factors, which make people lose motivation if they are not pleasing and cause negative feelings. Satisfiers are factors, which make people feel good. Figure 3 below presents satisfiers and dissatisfiers of the theory. Dissatisfiers are factors such as salary, company policies, supervision, work conditions, status, security, relationships with colleagues and personal life and how the work impacts it. These factors decrease the job satisfaction. Satisfiers, which create positive motivation and increase job satisfaction, are things such as getting recognition, the actual work itself, feeling of achievement, receiving responsibility, advancement and growth. (Forsyth 2006, 22-23.)



Figure 3. Herzberg's motivation theory (Forsyth 2006, 22-23.)

2.2.2 Motivation to Work

Motivation makes people work. It is logical to assume that motivation at work and motivation in labour market is voluntary. The reasons why people work are divided in two. There are economic and motivational reasons to work. Economic reason is the need to

earn a living. Motivational drivers are such as people prefer working and contributing to something important rather than being unemployed. (Vroom 1995, 10, 34.)

2.2.3 Intrinsic and Extrinsic Motivation

Figure 4 below presents the two types of motivation; intrinsic and extrinsic. Intrinsic motivation derives from one's own interest and will to do or acquire knowledge about something. Extrinsic motivation develops outside the person. These kind of extrinsic motivators can be factors like getting approval, being liked or getting recognition of something. Usually people are motivated by both: Intrinsic and extrinsic motivators. (Haaga-Helia 2020.)

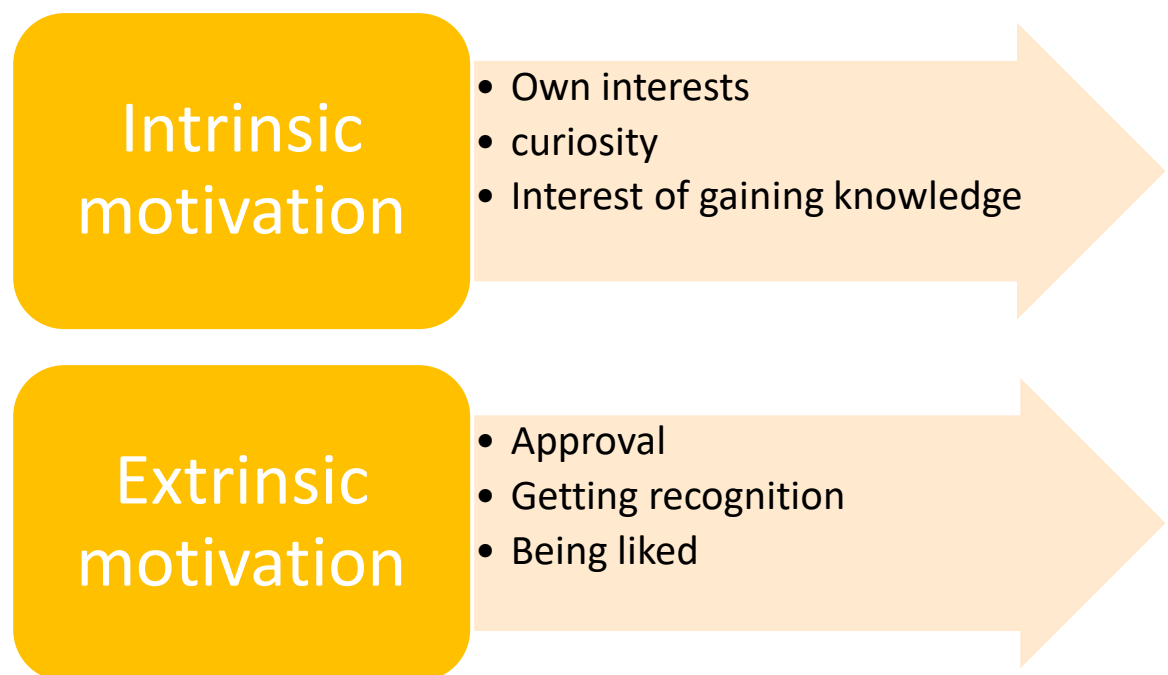


Figure 4. Factors of intrinsic and extrinsic motivation (Haaga-Helia 2020.)

Intrinsic motivation derives from the inner need and key psychological processes, as it is integrated to intrinsic goal setting. These facilitate well-being and the ability to develop personally. (Deci & Vansteenkiste s.a., 25-28.) Intrinsic motivation originates from one's own interest and curiosity on the task (Haaga-Helia 2020). Seppänen (2018, 93-98) states that intrinsically motivated person reflects to their autonomy, which then produces motivation.

Extrinsically motivated people are derived and interested of the outcomes of performing a task (Haaga-Helia 2020). These outcomes can be some sort of price or recognition for example. Extrinsic motivation is caused by some external effect. The task is not rewarding as its own to the one performing it. Motivation for performing the task derives extrinsically.

(Deci & Vansteenkiste s.a., 25-28.) Performing tasks with extrinsic motivation only last till the extent of the task being done, until receiving the price of it (Cerasoli, Nicklin & Ford 2014, 2). Extrinsic motivators are usually such that one would not motivate towards them naturally. Yet, there are many reasons to serve those external motivators like money, status and authority. One can easily gravitate towards external motives even though they are not driven by themselves. It is easy to think that the external motives could be set by oneself, which would lead to easier engagement to those goals personally. This kind of flow of motivation originates from one's own desires and resources to function logically according their own goals. Integrated regulation of motivation is when one embeds the external goals and functions as of their own. The external motives become important for the individual. It contributes to one's own wellbeing and engagement to the goals and it links to their autonomy. (Seppänen 2018, 93-98.)

Intrinsic and extrinsic motivators vary depending on the tasks. The importance of quality or quantity of work varies by field of work. In IT field the quality of work is more important than how fast the employee can perform the task. Quality is hard to be increased by external motivators. When the work is about quantity it is easy to increase the results by external motivators. (Martela 2020, 8-14.) From company point of view, it is important to focus on the internal motivators of the employees.

2.2.4 Self-determination Theory

Self-determination theory is closely related to intrinsic motivation. It consists of three basic psychological needs, which are competence, relatedness and autonomy. These three needs are required for a human to be proactive in what they do. At its best, to be able to develop and support psychological health. It is a habit for people to orientate themselves towards situations that fulfill these needs. These needs are very essential for well-being. Vice versa people tend to avoid situations, which do not bring the satisfaction of the basic needs. Still it is not possible to fulfill the needs in everything one does. Therefore, it leads people to do things that interest them and feel personally important and meaningful. This eventually makes the fulfillment happen. (Deci & Vansteenkiste s.a., 25-28.)

2.2.5 Motivation and Learning

Problem based learning is a useful method to combine work and education. Problem based learning combines elements, which are important for learning, such as self-directed learning and autonomous learning. It also requires critical and reflective thinking, which are valuable in worklife and learning. (Poikela & Poikela 2005, 8.)

2.3 Managing Motivation

In work environment managing motivation can be executed externally. When a manager motivates their employees, they are transferring the motivation to the employee. A job, where an employee can grow, is the most motivational environment. Therefore, the manager should be able to make stimuli for the employees, which motivates them in the form of tasks to be able to grow in what they do. It is vital to create an environment that supports performing the job at its best. (Herzberg 2003, 45-71.) Forsyth (2006, 10) states that motivating employees is built on different factors, such as planning the work, recruitment and selection, organizing tasks, training and development, motivating and controlling i.e. taking care that everything works. These factors together, as a functioning whole, have an impact on motivation.

Maintaining motives is something one performs on an individual level continuously. A person needs to be connected with the internal reasons, why they want to do the effort on long-term, for something. Values keep up the motivation. To create the base for working towards something and living up to one's values is rewarding for a human. Self-regulation and self-talk support motivation. If these two do not support what one does, it cuts down the motivation. Environment has a huge impact on motivation. It impacts on what goals one chooses. It is impossible to acknowledge all the factors, which have an impact externally. The external factors can be social or physical. Therefore, it is important to gravitate towards an environment that supports one's goals and values. (Seppänen 2018, 140-150.)

2.3.1 Meaningful Work

A shared passion for work with peers offers a supportive energy for the team. It is beneficial for companies to build teams in which people share the same passion and values for meaningful work. (Thomas 2009, chapter 3.) The importance of work is crucial from the point of view of motivation, engagement and wellbeing. These three play an important role in productivity of work. Important work means that the work itself is meaningful and brings value for the one performing it. The motivators are intrinsic not extrinsic. Employees think companies, which offer meaningful work are more interesting, than the companies, which focus on making profit. (Martela 2020, 8-14.)

The feeling of meaningfulness is subjective. It means different things for everyone and reflects from people's values and motives. To be able to feel meaningfulness call for direction. This direction builds on person's desires and needs on, where they want to develop themselves to. (Martela 2020, 8-14.)

A broader principle worth highlighting here is that personal growth — the opportunity to reach for new creative heights, in this case above and beyond professional growth — fuels one's sense of meaning at work. (Achor, Reece, Kellerman & Robichaux 2018.)

People tend to work with tasks, which bring the feeling of meaningfulness and importance. A study showed that employees, who find their work meaningful are less likely to take sick leaves. They are also more likely to spend an extra hour for work per week. These employees perform better in productivity and find a greater satisfaction in their work. The survey showed that 69% of employees, who find their work meaningful are to look for a new job in the next six months. It was also found that 9 out of 10 employees are willing to perform a meaningful job, rather than something less meaningful, even if it makes them earn less of the work they are performing. (Achor, & al. 2018.)

2.3.2 Learning

Learning and education used to be seen as preparing children for adulthood. Formerly, education meant passing knowledge to the next generation so that they are able to continue the work done by their parents. Nowadays education is needed in order to be valued at the labor market. (Jarvis, Holford & Griffin 2003, 2-3.)

Learning is embedded in human behavior and it is lifelong. It is something people gravitate towards naturally. Now days, learning is seen more as a process. When one wants to study further, it is seen as a cognitive process of expanding knowledge of their subject of interest. Different learning theories explain what happens when learning takes place. (Merriam & Bierema 2013, 24-26.) These theories will be presented in the next chapter.

Learning is usually seen as an individual process of acquiring knowledge. A person acquires knowledge about skills, values, attitudes, beliefs and emotions. Yet, most of learning happens outside the traditional and formal institutions of education. (Jarvis & al. 2003, 4-6.)

2.3.3 Humanistic Theory of Learning

Maslow and Rogers are famous theorists of humanistic learning theory. Maslow says learning is getting self-actualization, whereas Rogers thinks learning is becoming a fully functioning person. Humanistic learning theory has had a strong base for adult learning theories. (Merriam & Bierema 2013, 29-31.)

Maslow's theory (1943, 370-394) is built on a model of hierarchy of needs. As said, the goal of Maslow's theory is to achieve self-actualization. Self-actualization is on top of the pyramid but to get there one needs to fulfill the other building blocks of the pyramid. There are three blocks before self-actualization. The order from the bottom up of the blocks is the basic psychological needs such as hunger, next there are safety needs meaning the feeling of safety and being secured, the next step is the feeling of belonging and love. To climb the blocks all the way up, all the needs have to be met before moving on to the next level. In order to achieve self-actualization, one needs to meet all the needs of the above mentioned. (Merriam & Bierema 2013, 29-31.)

Rogers' learning theory (Maslow 1943, 370-394) is an continuum on Maslow's hierarchy of needs theory. It adds to it that in order for a person to learn, they need to be seen unconditionally positively, have openness in their surroundings and to be understood. The development of a person is not possible without compassion and healthy relationships. Humans have the basic motivation of self-actualization in a sense that one needs to fulfill their potential. (McLeod, 2014.)

2.3.4 Diversity Management and Inclusiveness

Diversity management is managing a diverse workforce. It means managing the workforce in a way that the organization can benefit from it to the fullest and use it as an asset to the company. In the contrary also narrowing down the possible inconveniences the diversity might bring. Managers should be able to use diverse workforce as a strength at work. Diversity brings a competitive advantage for companies. (Hubbard 2004, chapter 2.)

Diversity management is a process, in which all employees are equally valued and are contributing for the same objectives and goals in the company. It should create a positive work environment. Diversity management requires respect, acceptance and acknowledgment that all people are valuable individuals. Creating an atmosphere of consciousness and understanding of diversity is important. (Shaban 2016, 76-84.)

Workforce diversity encompasses group and situational identities of the organization's employees (i.e., gender, race, ethnicity, religion, sexual orientation, physical ability, age, family status, economic background and status, and geographical background and status). It also includes changes in the labor market demographics. (Hubbard 2004.)

Diversity includes all of the employees in organizations. It must respond to the aspects and challenges what the global environment presents. Within the companies there might be bias about what diversity includes and how it is defined. It should include all aspects regardless of race, gender, sex, age, physical abilities or sexual orientation. These are all core dimensions of diversity, which can be concluded from people, except sexual orientation. People cannot decide themselves on these core dimensions. Secondary dimensions of diversity are factors, which people have a choice on. These dimensions are such as communication style, education, organizational role, language and religion. These are less noticeable from people i.e. language most likely reflects on how the person communicates. (Hubbard 2004, chapter 2.)

Companies may have diversity incentives to increase the diversity range of their employee's. When doing so, the companies should invest in diverse recruitment, inclusion and creating the feeling of inclusiveness for new people in the company. The more diversity there is, the more inclusion strategy is needed. (Miller & Katz 2002, chapter 5.)

Equal employment opportunities (EEO) was enacted in order to prevent discrimination on the basis of race, religion, color, sex, sexual orientation, national origin, disability, age, or veteran status. The legislation was set to provide and guarantee employees and applicants with equal treatment in work life. (Hubbard 2004, chapter 2.)

For the companies to succeed it is vital to have cross cultural cooperation and teamwork. Differences should be considered as a richness of the company. Managing diversity badly can be crucial. It can lead to arguments, miscommunication and to employee turnover. (Shaban 2016, 76-84.)

Inclusion is part of managing a diverse workforce. It is how diversity is taken into consideration at work and how employees are included. Still, companies have diversity policies without considering inclusion. Inclusion is including people and paying attention that everyone belongs and feels that they belong. The opposite of inclusion is exclusion, which means that someone feels left outside. The companies should create a culture of inclusion, because it supports diversity practices. (Miller & Katz 2002, chapter 1.)

Language is a mean for communication and socializing. Languages include the values and traditions of a culture they are integrated at. It is bind to cultural norms of the society and community it exists on. Language reflects how it is considered to behave, how people communicate, what are their values and what they believe in. (Sirbu, 2015, 405-406.)

2.3.5 Rewards on Motivation: Intrinsic and Extrinsic

Rewards are important when it comes to motivation. Rewards on intrinsic motivation are usually arising from one's own values and the need to feel fulfillment. That feeling of satisfaction makes a person feel good and excited about something. This eventually brings the feeling of performing and contributing to something meaningful. (Thomas 2009, chapter 2.)

There are four rewards on intrinsic motivation, these rewards are choice, meaningfulness, competence and progress. The meaning of meaningfulness varies in different phases of life. For a junior employee, showing to be capable of performing their tasks and being able to acquire the habits of work life, is meaningful. Senior employees know what they want to work on and are not looking for the direction anymore. They need projects, which bring meaningfulness for them since the basic tasks of work will not do the trick anymore. A good example of meaningful work is a job, where one helps others through their work. (Thomas 2009, chapter 2.)

The ability to make a choice is intrinsically rewarding. It brings purpose and well-being for people when they are able to make a choice and to perform their work. A choice facilitates one to be able to work with tasks, which bring meaningfulness. With the sense of competence, one can achieve goals, which are meaningful for them. Progress is a fundamental feeling for a person in performing a task or a project. (Thomas 2009, chapter 2.)

There are motives, which keep up the motivation. These motives need to be stable and sustainable reasons, which drive the action. Personal values are important long-term motives and drivers. (Seppänen 2018, 142.)

Rewards on extrinsic motivation are set externally. These are the factors that are listed in 2.2.3 including money, status, authority etc. Extrinsic motivation is derived by the necessity of the situation or because someone else has told so. The desire to do something does not begin from individual needs. (Seppänen 2018, 94.)

In comparison of extrinsic and intrinsic motivation, intrinsic motivation is more beneficial for both the employee and the employer. Rewards on intrinsic motivation support values and needs of the individual. It brings the feeling of self-actualization, which is one of the building blocks of Maslow's hierarchy of needs. An individual requires the feeling of fulfillment and achievement, which are met when being motivated with intrinsic motivation.

Extrinsic motivation serves the motivation for only a short period of time till the prize is achieved. It is hard to work long-term when motivated extrinsically since it does not bring satisfaction to the individual. Because external motivators are not set by the individual themselves, the motivators do not serve the performer of the task. There always becomes a point, when the external motivators are not good nor satisfying enough, which then can impact directly on the quality of work.

2.4 Summary of the Theory

Motivation, learning opportunities, meaningful work, diversity management and inclusivity are important factors in employee retention. Offering motivating work, requires offering learning and developing opportunities. These both build retention to the company.

Herzberg's motivation theory (Forsyth 2006, 22-23) presents satisfiers and dissatisfiers of work. The more there are satisfier the happier the employees are. Meaningful work and learning and developing opportunities are important in maintaining retention and motivation. Maslow's theory on learning (1943, 370-394) presents learning as getting self-actualization. This can be achieved when all other needs (psychological, safety and love and belonging) are met and self-actualization can be achieved.

A company, which can offer growing and developing opportunities is seen as an interesting employer. Managing a diverse workforce and including people are important factors in retaining employees.

3 Empirical Part

This chapter presents the research design of the thesis research. It will present how the sample for collecting the data was selected, what research method was used and how the research data was collected.

3.1 Research Design

A qualitative research investigates the meanings and relationships of the sample on certain topic. Qualitative data is collected by using one or several data collection techniques. (Saunders, Lewis & Thornhill 2016, 168.) The researcher chose qualitative research because the research investigates, what people experience at their work.

Sensory impressions were investigated in data collection (Andersen & Kragh 2010). Collecting data with qualitative method brings insights to the perspectives, values, feelings and opinions on the subject of the research. Qualitative method allows the conversation to flow freely, which can also bring unpredictable areas to discussion. (Saldana, Leavy & Beretvas, 2011, 32.) In the interviews people shared their stories, which brought insights on the research topic.

The researcher chose semi-structured interviews. In semi-structured interviews the themes covered were set and interview framework was written down (Saunders & al. 2016, 391). Still the order of the questions varied from interview to interview. Flow of conversation caused the need for additional questions and explaining the questions during the interview. All the interviews were audio-recorded, to be able to get back to data in the analyzing phase.

The researcher chose exploratory study to research insights on a designated topic. Exploratory studies are used when a phenomenon or a problem is researched. The questions presented in exploratory study begin with "how" or "what". (Saunders & al. 2016, 174-175.)

Thematic analysis was used in the analysing stage of the research. It can be used for analysing smaller or larger sets of qualitative data. In thematic analysing themes and patterns are analyzed. It offers flexibility to process the data. The researcher can draw and verify conclusions. Thematic analysis proceeds phase by phase. Analysing begins by becoming familiar with the data and making summaries of it. After familiarising, the data is categorized, which means that the data is sorted with similar meanings and by organizing the data. Next, the themes can be searched, and the relationships recognized. Finally, the

researcher can refine themes. (Saunders& al. 2016, 579-587.) Riessman (2008, 53) explains that in thematic analysis, the focus is on what is said during the interviews. Tools used for the analysis in this study were excel, audio-recordings and the researcher's notes. First, the researcher collected data and then followed the steps of thematic analysis. Excel was used in the analysing phase to categorize the data. By using excel the themes and relationships were easier to recognize.

The data was collected through semi-structured interviews. The respondent group was non-Finnish speaking employees, who have worked in the IT field in Finland. The interviews were done one by one via video calls. After the interviews, the data was analyzed in order to find answers for the research question and investigative questions. The research plan is presented in table 2 below.

Table 2. Research design

Interviews	Phase 1
Sample selection	Requesting voluntary people attend the research.
Respondent	Interviews from non-Finnish speaking employees, who have worked in the IT field in Finland during the last year.
Data collection method	Semi-structured interviews.
Data analysis method	Thematic analysis. Analysing the answers of the interviews and finding similarities and answers for the research question.

3.2 Data Collection

The researcher designed the study based on the areas that were relevant in order to answer the research question. Therefore, areas of interest investigated in the interview were orientation, values & culture, atmosphere, language, team spirit / community spirit, tasks, feedback, organizational structure, compensation and faculties of work.

The sample was selected through the researcher's post on Talented Solutions network Slack channel, with a request for voluntary people to take part in the thesis interviews. The message contained information about the anonymity of the interviews and the requirements of the sample (appendix 2). The attendees were able to book a time for the interview themselves through the researcher's calendar. The interviews were held via google meet because of the coronavirus epidemic. The interviews lasted between 30-45 minutes.

To provide answers for the research question, the interview framework was formed so that they served the purpose and areas of research. The questions were formulated as clearly as possible in order to avoid misinterpretation. The interview was piloted before conducting it to the target group. This was done in order to see how the interview framework worked and what questions might have been hard to interpret. Even though the pilot was held, there were situations, where questions had to be elaborated to the interviewees.

In the beginning of the interviews the researcher repeated what was said in the request message: the anonymity of the interviewees and that the interview was going to be recorder in order to get back to the data in the analyzing phase.

During the interviews the researcher used neutral body language and reacted to the interviewee's stories actively with a supportive way but stayed as a listener in the conversation. At times the researcher used sequel questions or asked the interviewees to elaborate their answers to explain what they meant with their answers. The interview questions needed to be elaborated and explained to the interviewee a couple of times. This was done to get the right kind of data and to avoid misinterpretations.

All of the interviews were held in English. English is not the first language of the researcher nor in most cases the interviewees. There was only one interviewee, whose native language English was. In some cases, the researcher had to explain the questions in more detail.

The sample were non-Finnish speaking employees, who have worked in Finland during last year, in the IT field. The sample was not picked up by region, nationality, years of experience or sex. The sample were non-Finnish speaking IT professionals, who are working in Finland. They were voluntary to take part in the research and were reached via Talented Solution network Slack.

3.3 Ensuring Receiving Enough Data

The sample was from Talented Solution's talent network. The aim was to find 10 interviewees, who wanted to participate in the research. That number ensured enough data, even if some of the interviews happen to be cancelled on the last minute. The minimum of interviews were five for the research. At the end ten interviews were held.

Sample selecting must be done when the whole population cannot be studied. By collecting data from fewer cases leads to the data being more detailed. The data must be able to answer the RQ. The researcher has to define the sample population, then the target population and after which the selected sample can be chosen. Selecting the sample saves time from the researcher. Probability sampling means choosing between how accurate data is collected and the time and money available to invest for the data collection. (Saunders & al. 2016, 274- 279.) The researcher used probability sampling. The sample was defined to be non-Finnish speaking IT professionals, who are working in Finland in the IT field and are voluntary to participate. Because of time and monetary reasons this group was selected instead of all non-Finnish speaking IT professionals working in Finland.

Volunteer sampling is a way of selecting the sample. In volunteer sampling the participants volunteer to participate in the research. There are two types of volunteer sampling: snowball and self-selection. In self-selection sampling individuals are volunteered to take part in the research. Usually people, who want to participate feel that they have something to give on the research topic. Collecting volunteers is done by publishing the need for a case in a proper channel. (Saunders & al. 2016, 303-304.) The researcher chose self-selection sampling. In the research the channel to reach the sample was Talented Solutions network Slack. There were ten volunteers to take part in the research.

The sample size of the research depends on the research question and the objectives of the research. In qualitative research data is recommended to continue collecting until data saturation is reached. Data saturation means that the data collected can offer new insights or recommend new themes to be studied. For a general qualitative study five to thirty interviews are recommended. If there will not be any comparison between two groups in the study, the sample size can be smaller. In semi-structured interviews the sample size is recommended to be between five to twenty-five. (Saunders & al. 2016, 297-298.) There was no comparison between two groups in the research. The sample size was ten people.

With the sample of ten people data saturation was reached and the research question was answered.

3.4 Reliability and Validity

In order to ensure reliability and validity in the research, the data collected has to reflect the subject that was aimed to be measured (Vilkkä 2015). Reliability in semi-structured interviews does not necessarily mean the research must be repeatable. The data reflects the reality at the time it was collected. The data may be subject to change in different time and situation. The value of semi-structured interviews lays in the flexibility of the research method. The interviews are dynamic situations and they offer the chance to explore complexity of the topic. (Saunders & al. 2016, 398-399.)

Validity in semi structured interviews can be reached if they are carefully conducted. Clarifying questions should be used during the interviews when needed. Exploring the meanings and responses from different angles is important. (Saunders & al. 2016, 400.)

4 Research and Findings

In this chapter the findings of the data collection are presented. First the international aspect of the survey is discussed and after the experiences of working in Finland. The data is presented with quotes supporting the statements from the interviews.

The data was collected from non-Finnish speaking IT professionals, who have worked in the IT field in Finland. There were ten respondents in the interviews. The respondents participated free willingly to the interviews and were reached from Talented Solutions network Slack. After ten interviews, it was already easy to see coherence of the answers and find general opinions. Ten interviews were enough data for the research.

4.1 English as a Work Language

Figure 5 below presents the results of what was the official work language of the respondents and what was the division of language users in the companies. The official language of the companies was in all cases English. “Official language is English, definitely” was stated by interviewee no. 5. Interviewee no. 8 on the other hand was the only one of the interviewees, who was the only foreign in their company.” All my colleagues are Finnish, I am the only foreign”

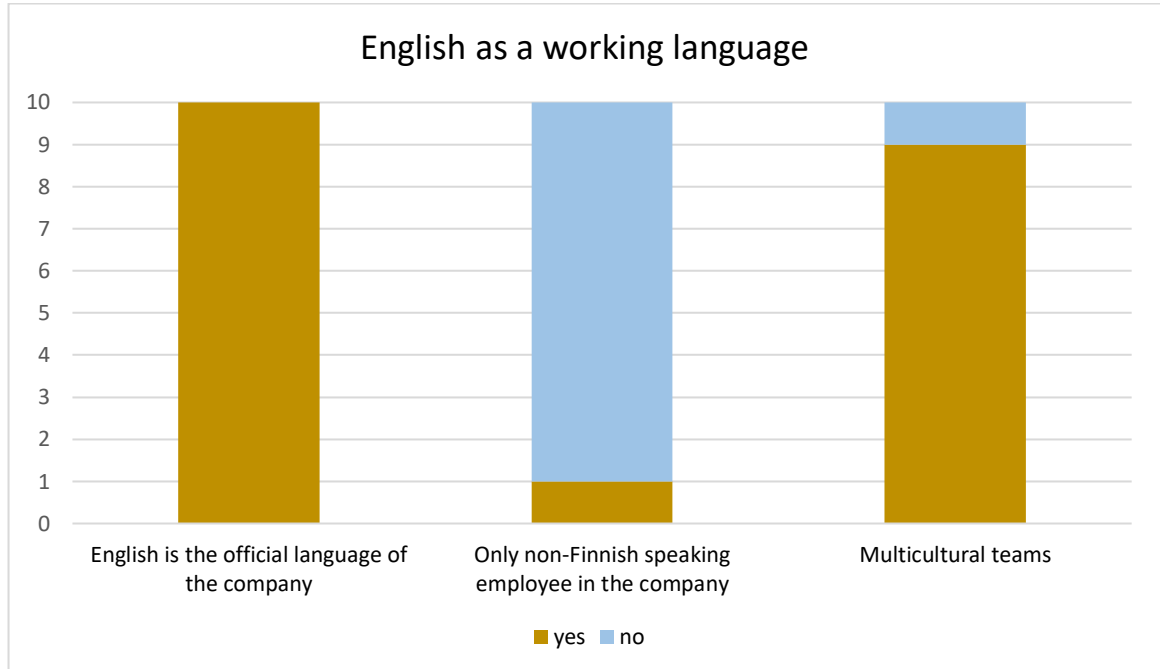


Figure 5. English as a work language

Others had multicultural teams or at least one other non-Finnish speaking employee working in the company. Interviewee no.7 stated that” I am fortune enough to work in a

multicultural environment” And interviewee no.6 told that “I worked in a company that has a lot of nationalities there, so they are used to foreigners”

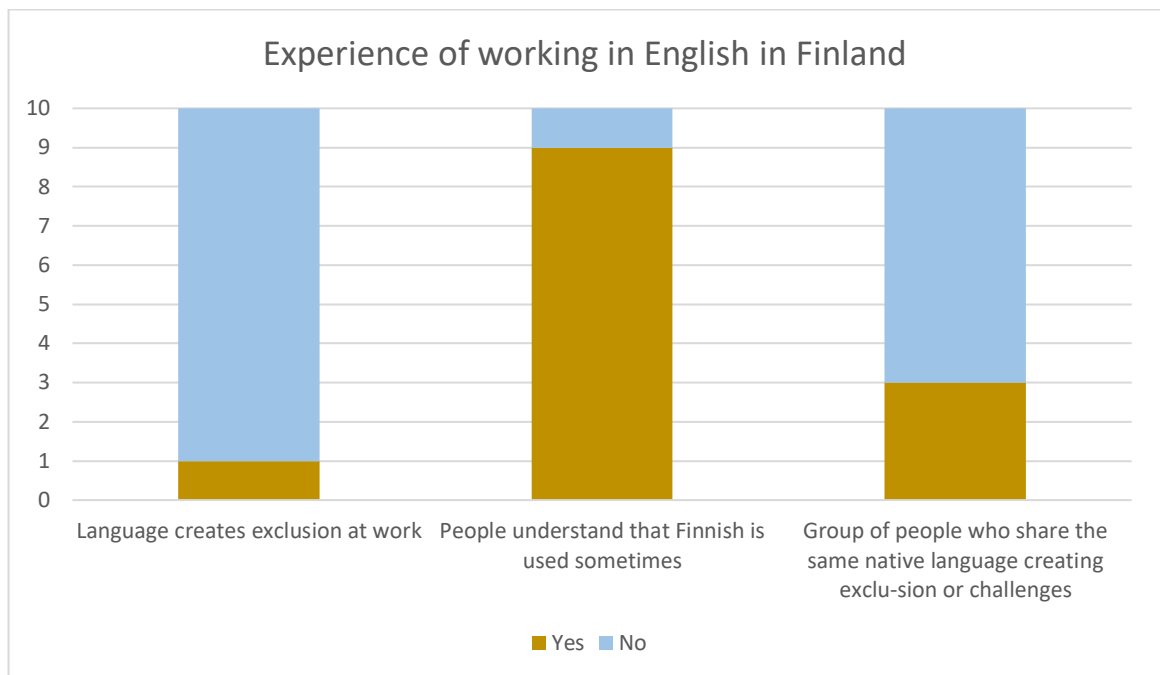


Figure 6. Experience of working in English in Finland

Figure 6 above presents how the sample felt about working in English in Finland. Not speaking Finnish made one respondent feel excluded from the other employees and did have an impact on socializing at work. Interviewee no.4 stated it like this: “It was making us feel really excluded. I stayed within my team” Others stated that the language never has created the feeling of exclusion for them at work nor on work related topics. Interviewee no.6 told that “I have never felt exclusion because of the language, definitely not.” Interviewee no. 8 stated similarly “No impact on socializing nor work related stuff.”

Two of the respondents said that they feel the cultural differences play a much bigger role than the challenges of not sharing the same native language. Three of the respondents said that groups, wwhich share the same native language have much bigger impact on causing exclusion or social difficulties than the Finnish speaking ones. Interviewee no.6 told how the subject was taken into account at their work. “We try to avoid other languages so that everybody knows what is going on.”

Eight of the respondents said that they understand that people occasionally communicate in Finnish at work, since it is their native language and that this does not make them feel excluded. Interviewee no.7 described it like this” Whenever I am not there, they speak

Finnish and it is fine, when I get there they change to English” Interviewee no.8 told “If I join a meeting later I notice they have already started talking in Finnish but most of them switch immediately to English and they say what has been talking.” Interviewee no.3 described the situation as follows: “Sometimes it happens that if you see that there is a professional discussion between several Finns it may change to Finnish. But if anyone joins, who does not speak Finnish they switch”

One of the respondents said that they feel Finns just do not enjoy speaking English that much but that they do not have actual issues on communicating in English. This is how interviewee no.5 described the situation “I do not think they have issues with English. I think that they feel somehow more comfortable speaking in Finnish.”

They also stated that these conversations usually do not have anything to do with work related matters. The language skills have never created exclusion on work related topics. Interviewee no.10 said: “All work-related information was provided in English, which was helpful” Interviewee no.3 described “I do not remember any meetings, where English wasn’t spoken” Interviewee no.7 concluded that “The language has not been a challenge at any point”

4.2 Findings and Analysis

The language itself does not play a role in switching employer. The occasional use of Finnish at work does not bother or make people feel excluded from the work community. It was stated that work related discussion was always in English. People, who share the same native language or the cultural factors, were told to be factors that caught attention. Therefore, the language itself does not play a role as a factor to change employer. The interviewees also stated that they were prepared that English is not the first language of Finns and that they are not surprised that Finnish is used sometimes at work. Interviewee no. 2 stated that “I completely understand that they want to speak with each other in their mother tongue.”

The official work language was English in all the sample cases. As it was stated by the respondents that they understand if the native Finns speak in their native language every once in a while.

4.3 Reason to Switch Jobs

Most of the respondents identified lack of interesting tasks as a motivator to change employer. Interviewee no.8 said that “Most likely reason to switch is if I get bored, if I get the feeling, I am not learning anything.” Interviewee no.10 described the situation as follows “I like the feeling of solving a task or when you finish a product. I think that what motivates me. It is a really nice feeling to come to work and solve something that you have been struggling yesterday. That does push me. Make the world a bit of a better place. By making better products and helping people”

Three out of ten said that lack of learning opportunities would lead to changing the employer. Interviewee no.5 described the learning to be the most important motivator as follows “I like to learn and most people in IT want to solve problems, so one of the reasons I have changed so often is that at some point, there was no learning to be done.” Interviewee no. 5 also stated that they feel learning new things is a common need in the IT field within the employees “In IT, If the person does not feel that they learn, they leave. “

Four out of ten respondents stated that bad management including problems in internal politics and bad communication would lead to changing the employer.

Interviewee no.5 described the situation like this “For me it is when you stop learning that is one thing. When the management is bad, and you do not learn anymore those are good indications for a person might change. The learning is the biggest factor for me. Those two, disagreeing with management and lack of learning” These results are presented in figure 7 below.

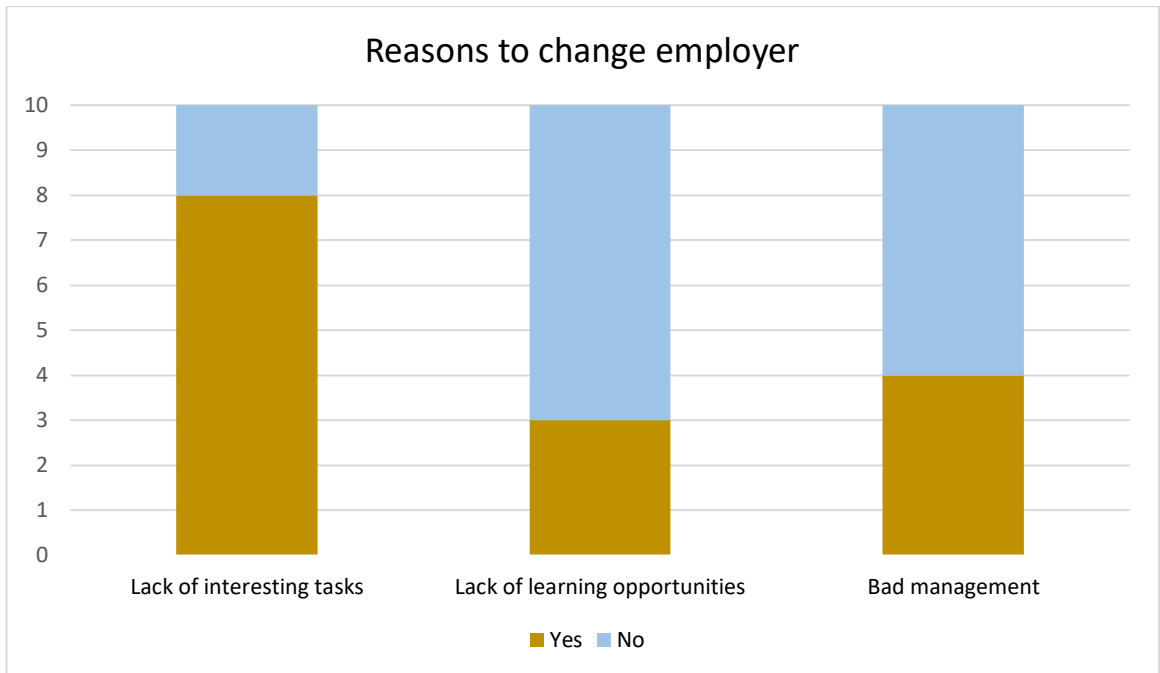


Figure 7. Reasons to change employer

4.4 Findings and Analysis

The findings indicated that in order to retain employees in IT field, the work must be interesting. The work has to offer learning opportunities, possibilities to develop and the tasks must be interesting. The impact of the management is evident. The management has to be good and support working. Bad communication and politics of the company have an influence on people to look for a new job.

5 Discussion

This chapter discusses the findings and summarise the main points of the research. The key findings for the research question “How have non-Finnish speaking employees experienced working in Finland in the IT field?” will be presented through the investigative questions and analysed with the theory presented in chapter 2. Further in the chapter, the reliability and the validity of the research and the findings will be discussed. These are followed by recommendations on how to ensure the employees retention in the IT field and suggestions for further research.

5.1 How Non-Finnish Speaking IT Professionals Felt about Their Work

The first investigative question was what are the reasons non-Finnish speaking IT professionals give for staying with/leaving the client companies. As chapter 4.3 presented the lack of learning and developing opportunities at work, were the main reasons why the interviewees would want to change employer and made them unmotivated. Few people also said bad management has an impact in staying in the company.

In chapter 2.3.2 was stated that learning is embedded in the everyday living and more learning happens outside the actual educational institutes (Jarvis & al. 2003, 4-6). Like Maslow’s theory presents in chapter 2.3.3, the goal of learning is self-actualization, which brings the feeling of satisfaction for the learner. (Merriam & Bierema 2013, 30.) As the research showed, learning and developing opportunities were seen as the most crucial motivators at work. And as the interviewee no.10 told, the greatest feeling at work is to solve something you were struggling with yesterday.

Chapter 2.2.3 presented that there are two types of motivation: intrinsic and extrinsic. When the employees become unmotivated at their work, motivation shifts from intrinsic to extrinsic. This will not serve the employee nor the employer long term and should be acknowledged in the companies. Extrinsic motivators are such as money, acknowledgement or the prize, for instance (Haaga-Helia 2020). When the motivators shift to externals the employee will perform the job until achieving the motivator. This should be seen as a signal that new challenges should be offered for the employees. Whereas, when motivated by intrinsic motivators the employer performs in order to learn new things, to achieve individual satisfaction in solving the problem and working for the common goals in the company. (Haaga-Helia 2020.) Intrinsic motivators facilitate also well-being and development of oneself (Deci & Vansteenkiste s.a., 25-28). They derive from one’s own interests and the will to gain knowledge of something (Haaga-Helia 2020). As told by

Seppänen in chapter 2.2 (2018, 33-34, 93-98) intrinsically motivated people reflect to their autonomy, which produces motivation, whereas external motivation decreases the feeling of autonomy. The feeling of autonomy is essential for motivation and through that in one's wellbeing. Therefore, these motivators last longer and usually bring more value for both: to the employee and employer. As it was said in the study by Achor & al. (2018) employees, who find meaningfulness in their work, are motivated and are more likely to spend an extra hour per week on their work and perform better in productivity.

Self-determination theory is closely related with intrinsic motivation. Competence, relatedness and autonomy are the basic psychological needs that the theory builds on. These are important factors for a person to be proactive and to be able to develop. They also support psychological health. People tend to gravitate towards situations that fulfill these needs. (Deci & Vansteenkiste s.a., 25-28.) For example, performing a meaningful work creates fulfillment and through that fulfills these needs.

As the theory chapter 2.3.1 presented, motivational factors and learning opportunities are seen vital at work. These factors keep up the intrinsic motivation and the need for self-improvement and getting satisfaction of the work performed. (Thomas 2009, chapter 2.)

Like Martela (2020, 8-14) told, the quality is more important in the IT field than quantity of the work. He stated that quality is hard to be increased by external factors. To conclude, it is more beneficial for companies in the IT field to have employees, who are intrinsically motivated for their work.

Herzberg's motivation theory divides motivational factors at work to satisfiers and dissatisfiers. Satisfiers are factors such as the work itself, advancement and growth. This supports keeping up the motivation at work. Dissatisfiers are factors like company policies, working conditions and relationship with peers. (Forsyth 2006, 22-23.) One of the findings in the research was that bad management and company politics have an impact on people looking for new challenges, whereas people told that the most important factor in staying is to develop, learn and keep motivated. These factors in staying are the satisfiers according to Herzberg's theory (Forsyth 2006, 22-23). It should be noted as well that the satisfiers especially, mean different things for different people. Growth in a company means different things for employees. For someone it might indicate growing vertically and achieving higher and higher positions. For someone else it means trying out different positions and expanding the knowledge of work in various teams at work.

All these above-mentioned factors come down to retention and retaining the employee in the company. Like chapter 2.1 presented retaining an employee is a sum of various factors and includes the whole lifespan of the employee in the company. Retention should contain attracting the best people, clarifying expectations, showing appreciation, developing employees, rewards and recognition and communication. (Garber 2008, chapter 1.) Organizations, which are retention-focused create an environment, where employees have resources to develop and fulfill their career goals. By creating these opportunities, it creates value for the employee and the organization both and through this grows retention. (Reitman 2007.)

5.2 Competencies a Company Should Have Retention Wise for Foreigners

The second investigative question was based on the first IQ and investigated answers to what competencies should a company have in order to retain and engage non-Finnish speaking IT professionals.

Companies should put effort in managing well their employees. This helps the companies to retain the employees' long term. As it was mentioned in chapter 2.1 managers who are interested in their employees and who want to build relationships with them are appreciated, whereas micromanaging is seen as a red flag. (Reitman 2007.)

Learning and developing opportunities were mentioned several times by the interviewees as an important factor to enjoy their work. The interviewees told that if there would not be more learning or developing opportunities and no more interesting tasks, it would lead to looking for new challenges. As discussed about retention in chapter 2.1, learning and growth opportunities offer value for the employee and the organization, both. It builds retention and shows the employee that the employer is able to offer growth in the organization. Employees want to be trained and developed in order to achieve their individual goals. (Reitman 2007.) Companies should be able to offer learning, developing and growth opportunities for their employees. This shows the employees that they want to be kept in the companies they are working at.

Deci & Vansteenkiste (s.a., 25-28) explained that an important factor for intrinsic motivation is goal setting and it facilitates the employee's well-being on long term. It is important for the employer and the employee to discuss if they have common goals and if the employee's goals can be facilitated in the company they are working at.

5.3 Working in Foreign Language in Finland

Third investigative question focused on the language aspect of the research. The question was stated has working in English had an impact on your work and the feeling of inclusiveness at work. It was found in the research that the actual working in a foreign language does not cause hardship at work. The interviewees were prepared that English is not the native language of Finns and knew what kind of situation they were entering to.

All work-related matters were performed in English and the fact that the interviewees do not speak the language, which the Finns share does not have an impact on performing their work.

For the respondents to state this way it means that the diversity management and inclusion are working. As it was presented in the theory, diversity management and inclusion should go hand in hand. It was said that inclusion is including people and making sure that everyone shares the feeling of belonging. (Miller & Katz 2002, chapter 5.) For the companies it is important to create a culture of inclusion since it supports diversity policies. It is hard to have only one or another of diversity management and inclusion.

The building of the feeling of inclusiveness starts in the recruitment phase. Inclusiveness should be part of the retention strategy of the company as well as diversity management. These two must be taken into action on the onboarding phase of the employee. Good communication and open conversations were stated as good means of building retention in the theory chapter 2.1 by Garber (2008, chapter 1) and these create the basis for the feeling of inclusiveness and thereby retention within the employees. Everyone in the company should take responsibility of performing good communication and open conversations. If these competencies are emphasized right from the beginning it builds on the feeling of inclusiveness. After all, as Sirbu (2015, 405-406) stated language is an important mean of communication. Good communication is evident in retention (Garber 2008, chapter 1).

Secondary dimensions of diversity include communication style and language for instance. As said in chapter 2.1 the secondary dimensions are such that are harder to recognize from people than the primary dimensions. (Hubbard 2004.) If the official language of the companies is English, as in all cases of the samples, it makes it easier to decrease exclusion language wise. Still, if English is not the native language of people using it, it might cause misunderstandings when people translate work related matters from their mother tongue.

5.4 Assessment of Reliability and Validity

Chapter 3.6 discusses the reliability and validity of the research. In this research, the careful designing of the interview framework, was made to ensure that the research is as valid as possible. The interview was piloted before conducting it to the sample. The pilot helped to form the interview framework to the form as it was conducted to the sample. During the pilot, the questions were re-worded so that misinterpretation was avoided in the data collection. The nature of semi-structured interview also brought its own twist to the interviews, depending on if people wanted to describe broadly or give short statements.

The research was conducted when Finland was recovering from the first wave of the coronavirus, which might have had an impact on the data. The epidemic was mentioned many times during the interviews. The respondents had been working remotely, which might have affected how people felt at the moment about their work.

The survey cannot be reproduced as it was now. The data was collected anonymously, and the sample did not represent the entire population so the same respondents cannot be repeated. Also, the method used in the research was semi-structured interview, which makes it impossible to reproduce the same survey, because of the freedom the semi-structured interview offers for the interview.

5.5 Recommendations for Further Research

A recommendation for further research would be to study a larger group, in two phased research. First a quantitative research, to figure out what are their motivators to stay in a company and then research these answers in depth with qualitative methods. This could be implemented on a company level or in different sized companies; small, medium or large. The size could be defined by the number of employees in the companies. The study could be divided also by gender, nationality or years of experience in the field. These modifications could be done according to the interest group of the study. This kind of study would collect data in more detail. It would divide people in groups and produce results that could be used in companies by the definitions defined in the research group. This would produce more detailed information on motivational factors for different groups of people. It would be beneficial for companies to learn on the topic and grow in the sense of being able to offer motivators to a diverse group of people.

The language aspect could be studied from the point of view how different nationalities feel about performing their work in English in Finland. An interesting point of view would be also to study how Finns experience working in Finland in English. As it was stated by

the interviewees that sometimes groups, which share the same nationalities seem to be a bigger challenge than the language itself. This could be studied that does the cultural heritage have an impact on how they feel about the language. The study regarding Finns working in English in Finland could produce data on how Finns feel that they do not work in their mother tongue in Finland and what kind of feelings and hardship that evolves in them regarding their work. This could also produce information on how communication practices could be improved in diverse work communities.

5.6 Reflection on Learning

The thesis project was a learning experience for the author. Time management was hard to evaluate in the beginning and how much time each phase would take. The coronavirus epidemic and working remotely for more or less the past six months had an impact on the motivation of the author. The epidemic caused challenges in finding literature since libraries were closed during the first wave of the epidemic in Finland. At times, it took a lot of time for the author to find relevant literature from the Internet.

The thesis process deepened the author's knowledge on motivational factors and caused a lot of self- reflection on the topic. Conducting the research in qualitative method was challenging but also offered a good learning experience for the author. The theoretical framework and especially retention, diversity management and inclusion are areas, which the author would like work with, in the future.

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Appendix 1. Interview Framework

Orientation

- How did you feel about the orientation and introduction to work?

Atmosphere

- How do you feel about the atmosphere at work?
- No, what was lacking? What were you missing?

Was the atmosphere encouraging?/ Did you feel encouraged at work?

- Yes, what made you feel so?
- No, what was lacking?
- What would encourage you to do your best at work?
- What challenges were there at work?

Values & Culture

- What values are important to you at work?
- How did they materialize?
- How was the organizational culture?

Language

- What is the official working language in the company?
- What other languages were used and how much?
- How did the spoken language impact on socializing at work?
- How was it taken into account that you don't speak Finnish?
- What language did your colleagues speak English around you?
- Were there other non-Finnish speaking employees?

Team spirit /community spirit

- How was there community spirit in the company?
- How did the language matter at this point?
- How did you feel about the community spirit?

Tasks

- How were the tasks and responsibilities?
- Did the tasks meet your expectations?
- Were they challenging/motivating?
- Did you get new tasks /responsibilities if you asked for them?
- How was the workload?
- How were challenges solved at your work? How did you feel about it?
- What challenges did this have? How would you have changed it?

Feedback

- How was feedback given?

Organizational structure (hierarchy) and leadership

- What kind of organizational structure do you like? How was it?
- Is hierarchy important to you?
- How do you prefer working; independently/advice?
- How was the leadership ?

Other facilities

- How much does the location of the employer affect you? Was the location convenient to you?
- Work environment enjoyability? (Did you feel at ease in the work environment)
- What could have been better ?

What things made you want to look for a new job?/

What could be reasons that would make you want to look for a nother job?

Appendix 2. Request for Voluntary Interviewees

Hello Network!

Could you help me with my thesis? I am looking for people to interview for my thesis research, the people I am looking for are working in the IT field in Finland and do not speak Finnish.

I would like to hear about your experience working in Finland.

The study is conducted completely anonymously (your name or company won't be mentioned or can't be concluded from the study) The interview will be recorded but only for thesis research purposes and the audio-recordings will be deleted when the research is done.

Through the link below you can book a time from my calendar for the meeting. The interview will take about 30minutes.

Participants would be much appreciated!

Roosa-Maria, Talented