



JAANA SÄVEL

Should I stay or should I go?

Why SAMK's International Students too often leave Satakunta after graduation and what should be done about it?

MASTER'S DEGREE PROGRAMME IN
BUSINESS MANAGEMENT AND ENTREPRENEURSHIP
2022

Author(s) Sävel, Jaana	Type of Publication Master's thesis	6 th May 2022
	Number of pages 90	Language of publication: English
Title of publication Should I stay or should I go? – Why SAMK's International Students too often leave Satakunta after graduation and what should be done about it?		
Degree Programme Master's Degree Programme in Business Management and Entrepreneurship		
<p>Abstract</p> <p>Statistics show that the population in Finland will start decreasing in 2034, despite migration, which has for several years already been the basis for the population growth. Satakunta is one of the Finnish regions of depopulation, as especially the educated young tend to move to regions bigger, more attractive, more international friendly. On the other hand, Satakunta is a highly industrial region, offering plenty of jobs requiring higher education, therefore, jobs and enterprises might be moving as well to other regions, if not finding sufficient staff resources.</p> <p>The study focused on the reasons why the international students of Satakunta University of Applied Sciences, SAMK, often leave Satakunta after graduation, and what should, or could, be done, so they would decide to stay. Employment was envisaged to have a major role in the decision-making; therefore, the research questions emphasised employment. To complete the statistics, previous studies and projects within the topic, this study had a qualitative approach, using interviews to collect the research data. The viewpoints were found important to represent different perspectives, thus there were four target groups interviewed – international students, employers, internship supervisors, and stakeholders.</p> <p>Altogether 50 interviews of the representatives of the target groups, and eight additional interviews to reflect the outcomes of the actual target groups, were done online in 2021, a year of the pandemic. The selection of the participants was partly tendentious, to ensure a sufficient coverage of the target groups and versatile viewpoints.</p> <p>The interview questions and the tabled, organised responses of the transcribed interviews were summarised by each of the target group with seven key factors: Finnish language, Cultural differences, Internships, Custom pathway, Hidden jobs, Participation, involvement, and Regional international friendliness.</p> <p>The suggestions and wishes from the target groups to the students, the employers, the commissioner, and the region, were collected as lists of recommendations, and based on the lists, a Recommendation Proposal was presented for SAMK for further elaboration to support the international students to stay in Satakunta after graduation.</p>		
<p><u>Key words</u></p> <p>International students, International employment, International recruitment, Satakunta, Integration, Finnish language</p>		

All SAMK students will be employed.

- SAMK's vision -

TABLE OF CONTENTS

1 INTRODUCTION	6
2 PURPOSE AND OBJECTIVES OF THE STUDY	9
2.1 Commissioner with a vision.....	9
2.2 Objectives and research questions	10
3 FORMER RESEARCH AND INITIATIVES	13
3.1 Completed research.....	13
3.2 Governmental involvement.....	15
3.3 Related development projects in Finland.....	16
4 EMPLOYMENT ENVIRONMENT.....	18
4.1 Employment – and unemployment	18
4.2 Recruitment and selection	20
4.3 International employment in Finland.....	21
4.4 Work culture with international employees	22
4.5 Need for international recruiting.....	23
4.6 Entrepreneurship and self-employment among the international target group	25
5 METHODOLOGY.....	27
5.1 Research strategy	27
5.2 Let them speak!	28
5.3 Interview questions	29
6 TARGET GROUPS - WHO WERE THEY?.....	31
6.1 International students	31
6.2 Employers	32
6.3 Internship supervisors	32
6.4 Stakeholders	33
6.5 Additional interview groups.....	33
6.6 Selection of the interviewees	34
7 RESULTS	36
7.1 How was it done?	36
7.2 Breakdown and valuation.....	38
7.3 Key factors	39
7.4 Students’ responses (n=18)	40
7.5 Employers’ responses (n=13).....	42
7.6 Internship supervisors’ responses (n=7)	45
7.7 Stakeholders’ responses (n=12)	47
7.8 Additional interviewees – reflection to target groups	49

8 RESULTS COMPARISON AND ANALYSIS.....	52
8.1 Finnish language	52
8.2 Cultural differences	53
8.3 Internships	54
8.4 Custom pathway	55
8.5 Hidden jobs	56
8.6 Participation, involvement	57
8.7 Regional international friendliness	58
8.8 Additional interviewees	59
8.9 Comparison to the research objectives.....	60
9 RECOMMENDATION PROPOSAL.....	62
10 SUMMARY AND DISCUSSION.....	64
10.1 Credibility of selecting the participants	64
10.2 Ethical evaluation.....	65
10.3 What if it was done in another way?.....	66
10.4 Next steps	67
REFERENCES	
APPENDICES	

1 INTRODUCTION

The Roadmap for education-based and work-based migration 2035, published in September 2021 by the Finnish Government, sets a vision: Finland will be an international competitive and attractive place for education, work, business, and living. The Government seeks to at least double the current volume of work based migration, and to triple the number of new foreign students by 2030. Furthermore, the goal is to have 75 percentages of the foreign students finding employment and staying in Finland. (Finnish Government, 2021, p. 22.) Internationalisation has also been a cross-cutting priority in the Satakunta Regional Development Programme 2018-2021, which in a short time will be followed by the next programme for 2022-2025 following the guidelines from the Ministry of Economic Affairs and Employment of Finland (Satakunnan maakuntaohjelma 2018-2021, 2017, p. 5). These next 4-year development programme guidelines most likely do not emphasise the meaning of internationalisation to regions and regional growth any less than the closing programme.

Statistics show that the population in Finland will start decreasing in 2034. For several years already, the population growth has been based on migration; in the year 2021, the envisaged number of immigrants arriving in Finland is around 20.000, and after that, 15.000 annually. But even this will not stop the population decreasing. (Lapintie, 2021.) Like many other regions in Finland, Satakunta is a region of depopulation and rapid ageing of the remaining residents as average (YLE, 2019a). However, Satakunta is also a highly industrial region, offering plenty of jobs in industry, technology, logistics, maritime related business or technology, and different supportive services (Satakuntaliitto, 2012, p. 4). A significant number of these jobs require higher education and advanced competences, as Satakunta already has solid facilities and vast reputation in robotics, automation, and artificial intelligence (Prizztech, 2021a). The contradiction between these facts is alerting, as it hinders the economic growth of regions and companies, but it may actually cause the jobs and enterprises moving to

other cities, and even other countries (YLE, 2021a; ELY centre, 2019; Ministry of Economic Affairs and Employment of Finland, 2021a).

While Finland is a bilingual country (Finnish and Swedish), there were only 0,37% Swedish-speaking citizens in Satakunta (Statistics Finland, 2020a), thus the county is considered as a Finnish-speaking county. Therefore, it is not surprising, that every fifth international student emigrates from Finland already at the year of graduation, as being employed is more challenging to them than to those with a Finnish background. Still, even 61% of the immigrant graduates were employed in Finland one year after graduation, and more were employed after staying for more years in the country. (Loukkola, 2020.) This may refer to learning better Finnish after staying and living in the country.

In the Satakunta region, with population close to 220 000 (Data Commons, 2021), and of which 3,5% with a foreign background (Statistics Finland, 2019), there were 11 300 enterprises already in 2016 (Yrittäjät, 2018) and annually more enterprises set up than ceased (Statistics Finland, 2020b). Already in 2017, more than 40% of the Small and Medium-size Enterprises, SMEs, operating in Satakunta in international markets aimed at growth through even stronger internationalisation. Moreover, almost two thirds of the internationally oriented SMEs in Satakunta were in export and half of them were highly committed to expand their international business. (Finnvera, 2017.)

At the same time, Satakunta University of Applied Sciences, SAMK, the major university in the Satakunta region, annually has around 300 international students, and practical training and internships in each of the curricula, including those held completely in English (Satakunta University of Applied Sciences, 2021). It has been a strong will and trust in the university, that these international students will find internships and jobs from Satakunta, they could integrate into this region, after completed tertiary level education, and stay to contribute to the society and economy. Furthermore, there expectedly are plenty of companies in Satakunta interested in international markets although not entered there yet, making the international bachelor graduates, as future experts in their field, valuable in stepping to these new markets. (Nurmi, 2021.) Disturbing is, that not all international students are easily finding an internship, nor a job after graduation. Whereas being committed to further

internationalisation, the companies, and public institutions in Satakunta, being employers, are not overwhelmingly recruiting these internationally-focused, competent young talents with a university degree, even when this group already exists in Satakunta. Following Loukkola (2020), Finnish language skills are the main influencer to this situation. But not all fields are equal in the first place; the occupations in health care are the most obvious examples of language proficiency, as National Supervisory Authority for Welfare and Health, Valvira, has set a requirement for all health care professionals to be able to perform their duties either in Finnish or Swedish, both orally and in writing (Valvira, 2021).

Nevertheless, the international students in SAMK are following the degree programme curricula, and when graduating, they are not only highly educated, but their competences are matching with the Finnish standards. To a major extent, the international students of SAMK already are in Satakunta, but in order to stay, they need economic security. If not offered, it is only natural to consider moving out, as not all are either willing to become entrepreneurs, being self-employed – and staying in Satakunta.

2 PURPOSE AND OBJECTIVES OF THE STUDY

International bachelor degree students are generally seen as a valuable resource of competent, highly educated labour. Satakunta has plenty of employers which could benefit from these students offering them an internship already during the studies, and a job after, or occasionally even before, graduation. Some of the employers are even proactive with having students, and contact the university themselves to find the students who could best contribute to these companies. (Nurmi, 2021.) Still, a gap obviously exists between the international students as an available resource, and the available jobs in Satakunta, as the students too often don't stay in Satakunta. Furthermore, occasionally some struggling has been noted, to find a practical placement of sufficient quality to the international students, especially in fields where Finnish language competences are mandatory. Having internships in placements which do not motivate highly, are not supporting the students' willingness to stay in the region, whereas offering highly motivating placements may decrease the risk of the region in losing the future experts at other regions, or even at other countries.

2.1 Commissioner with a vision

The commissioner of this study is Satakunta University of Applied Sciences, SAMK, a medium-size (ca. 6.000 students, 400 experts) regional university located in the west of Finland, in Satakunta county. Following the law of universities of applied sciences, SAMK has responsibility to develop and cooperate with regional economy, conduct regionally relevant research, and ensure the needs in regional employment being addressed by relevant educational programmes (Universities of Applied Sciences Act 14.11.2014/932, 4 § 2 mom., 6 §). Since there are 14 degree programmes offered full in English, the annual intake of international students in SAMK is significant, being 168 in 2020 but even 246 in 2021 (Vipunen.fi, 2021).

The main vision, "All SAMK students will be employed", is supported by activities in all the faculties of SAMK, through the strategic goals, focus and emerging areas, and cross-cutting strengths. Both education and Research, Development, and Innovation

activities are to ensure each student being employed after graduation. (Satakunta University of Applied Sciences, 2021, section “Strategy”.) Thus, it has been a concern, that not all international students are actually employed in Satakunta, but they leave the region for good. This is especially alarming, as the regional need for well-educated, job-oriented labour is utterly recognised, and there is an increasing number of open jobs, with too few applicants (Satakunta Centre for Economic Development, 2021). The international students are found as an asset to labour in Satakunta, potentially filling the gap between the lack of educated, competent employees and the high numbers of available jobs requiring higher education. Any activity improving the level of international students choosing to stay in Satakunta would be valuable and worth investing. (Nurmi, 2021.)

2.2 Objectives and research questions

The purpose of this study was: to recognise the support and actions needed from SAMK by and for the international students during and after their studies, to have the students stay in Satakunta region after graduation more often, and; to recognise the support in cultural understanding, the practical training process, or awareness in international recruiting, needed by and for the employers in Satakunta, to employ more the international students.

To reach the purpose, four research objectives were recognised, and to be complemented by four research questions:

- O1. To study and understand the factors influencing the students' decision
Research question 1: What are the factors that influence on the willingness of the students to stay in Satakunta; which factors could be affected by SAMK's operations?
- O2. To study the views of employers about international recruitment
Research question 2: What are the conditions to manage without fluent Finnish language skills in Satakunta employment environment?
- O3. To screen the option of a custom pathway to studies, training and thesis on each degree programme
Research question 3: How a custom pathway could be utilised more to support bigger employment?
- O4. To support international students to stay in Satakunta by increased employment
Research question 4: What are the experiences and expectations of the target groups on international students being employed in Satakunta after graduation?

This thesis was commissioned to have a proposal for a set of actions addressing not only the international students and the employers in Satakunta, but also SAMK, the commissioner itself, to understand the steps expected or suggested by the parties involved. Therefore, the final objective of the empirical research was to create a Recommendation Proposal as such a set of actions for SAMK's use.

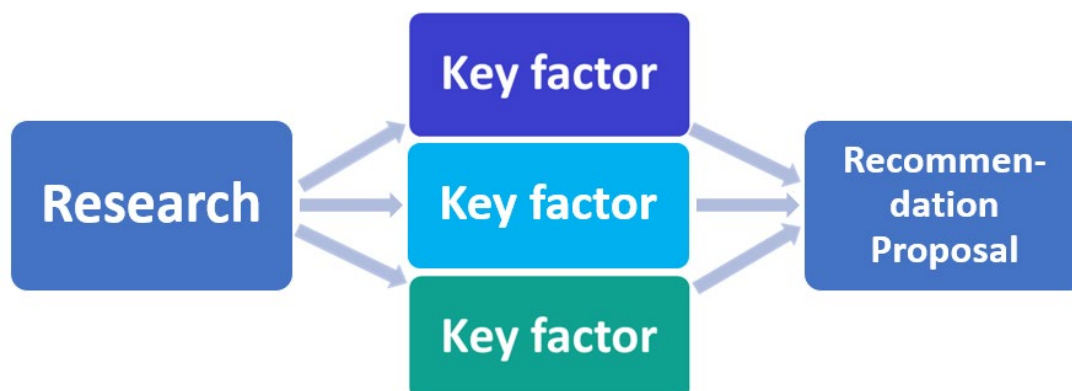


Figure 1. The envisaged process to achieve the final objective.

From the empiric research and the results it was expected to detect a list of the most often commented, emphasised or highlighted topics as *key factors* presenting a set of suggestions, wishes or activities as *recommendations* that would then form the core content of the Recommendation Proposal (Figure 1).

The Recommendation Proposal will introduce *committing actions targeted or activities offered to the international students*. These activities or actions could be either 1) provided by SAMK, 2) provided in cooperation with other providers in Satakunta, or 3) promoted while not provided by SAMK.

An assumption in this study was that employment plays a significant role, when the international students decide whether they should stay in Satakunta, or go (leave). This employment-factor is to a great extent understood being influenceable, and activities precisely targeted to this factor should thus be in the focus of SAMK, and of Satakunta as an inclusion-oriented county. Therefore, a Recommendation Proposal for *supporting the employers in recruiting international students*, will be introduced for further development.

In order to have these introduced committing activities eventually being of high quality, their further development and completion will particularly be offered to the pedagogically competent SAMK's teaching personnel, the staff of the International Office, and the Continuing Education Office.

Furthermore, an additional target for the Recommendation Proposal was the general society, or the Satakunta county (region) although even here, SAMK as a major operator in the region, and the main implementer of this Recommendation Proposal, has a recognised role and opportunity to supplement the issue. To address the general society, the Satakunta county, the study results will be used also for recommendations to Satakunta. Since additional, monitored changes in the county will be limited, and influencing on the society will largely happen by increasing awareness and showing impact on employment, the Recommendation Proposal will not focus on activities in the region, but still introduces a list of recommendations.

3 FORMER RESEARCH AND INITIATIVES

Although the recognised challenge described in chapter 2 is fairly new, some research has already been done. Moreover, there also are quite a few projects, programmes, and initiatives, to tackle this situation, to find solutions or suggestions how the challenge could, or should, be addressed.

3.1 Completed research

International students in Finland and their staying or leaving the host country was studied in 2020 (Mathies & Karhunen). Family ties and labour market opportunities were three years after graduation found to relate to an increased probability of international students to stay in the country. Former research had already shown Finland is a challenging place for migrants and international students due to racism and difficulty of learning the Finnish language. In this study of Mathies and Karhunen, it was significant to notice that especially staying of the *bachelor graduates*, than other degree types, were more related to job quality. It was furthermore stated that most higher education institutions and degree programmes have a difficulty fitting Finnish language studies in a curriculum with very limited space for additional course content. The study then says the difference between the language of instruction (studies in English) and labour market (job requiring Finnish) lowers the otherwise positive affect of being employed with a degree from Finnish education institution. (Mathies & Karhunen, 2020, section “Discussion”.)

The report of the VALOA survey on international graduate employability conducted in Finland in 2011-2012 and focusing on students who graduated between 2009 and 2010, showed 10 percentage point increase in university of applied sciences graduates’ employment rate, being 68%, compared with the investigation of Majakulma with students graduated between 2002 and 2006 (being 58%). Interesting was, that the VALOA survey found the employment rate being highest among the graduates who settled in Finland (72%), second highest among those who returned to their home country (70%), and lowest among those who moved elsewhere (55%). Concluding the

report, it was found evident that if the graduates have the relevant skills and qualifications, it was not too difficult to find a job. (Shumilova et al., 2012, p. 88.)

Employability of foreign graduates in Finland was studied in the master's thesis of A. Adam. Disturbingly this study reported other studies of the Centre for International Mobility, Helsinki, in 2012 showing more than half of the international graduates working in Finland one year after their graduation, but only less than 5% being employed exactly in their qualified fields. Most of the engineering and business international graduates were working in restaurants, bars and in cleaning; most of the nursing international graduates were working in home care services for the elderly, and not in hospitals. (Adam, 2016, p. 35.)

Komppula (2018) studied in his master's degree programme thesis the impact of gender, mother tongue, and education level on employment of young immigrants in Helsinki. The quantitative study collected data through a project during 2013-2016 from 812 unemployed young (18-30 years) immigrants. The target group was able to speak or understand Finnish at least at some level. Based on the analysis, gender had no remarkable significance to employment, whereas education level was highly significant, as well as mother tongue (Figure 2). The highest rates of getting employed were with those immigrants who had vocational or higher education, and with those speaking English and Estonian as their native language.

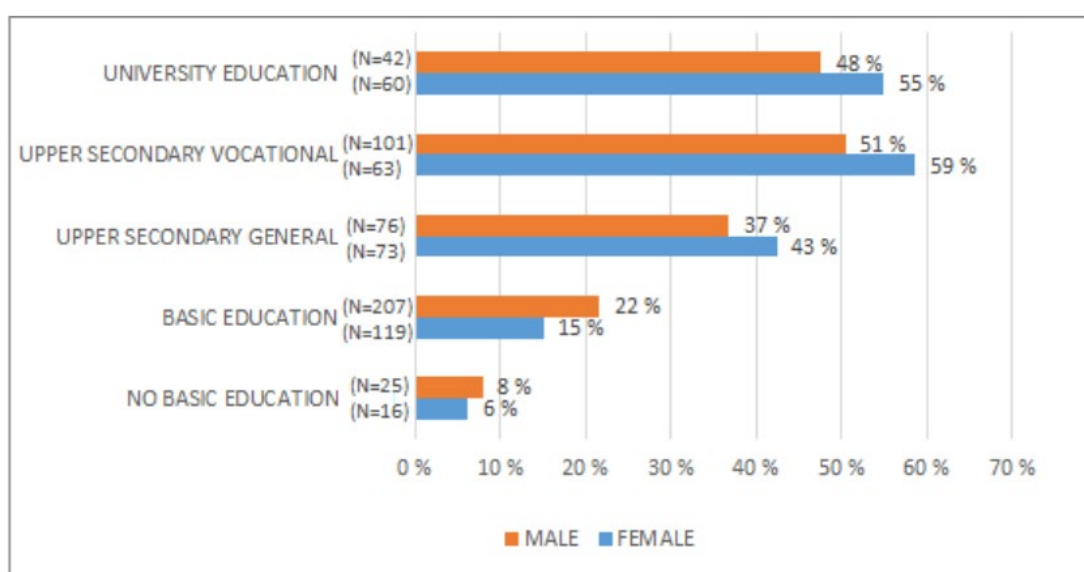


Figure 2. Employment percentage by gender within education level. (Komppula, 2018).

Management of an intercultural team was studied in a master's thesis of Valavuo (2020, pp. 35-36), with the aim to find out if different national cultures cause misunderstandings in a team, how they could be avoided and how to improve understanding, coherency and cooperation of the team. Additional guidance was found to be needed, as intercultural teams have participants with different expectations in hierarchy, power distance, social distance, and comfortableness with small talk. Even the practises with meetings were found to benefit from a different approach, for example online meetings should be organised with a visual connection; virtual coffee breaks could soften the meeting atmosphere. Together with those employees less familiar with the corporate language being encouraged to speak as much as possible using simple phrases and expressions, these activities were suggested to smooth the team integration and help with managing an intercultural team.

3.2 Governmental involvement

One of the most significant running programmes in the field of this research has been the national Talent Boost programme. This programme is a cross-administrative programme of Prime Minister Sanna Marin's Government designed to boost the immigration of senior specialists, employees, students, and researchers. It focuses on attracting the talent who will be instrumental to the growth and internationalisation of Finnish companies, and for Research, Development and Innovation (RDI) in the leading growth sectors. It also targets sectors suffering from a labour shortage. The programme aims to raise Finland to a new level in terms of its attractiveness to specialists and their families. The programme supports the Government's 75% employment rate target. (Ministry of Economic Affairs and Employment of Finland, n.d.) Implementing this programme regionally, Satakunta has chosen *robotics* as the focus on activities, following the thematic high interest in the region (Prizztech, 2021b).

Talent Boost has a piloted activity SIMHE, which stands for Supporting Immigrants in Higher Education. Four academic universities and five universities of applied Sciences have SIMHE status, meaning they are tasked with developing guidance and services which support the integration of immigrants. It includes identifying

appropriate educational and career paths as well as language studies, validation, and supplementation of competence. Started as a project from 2017 to 2020 funded by Finnish Ministry of Education and Culture, SIMHE piloted and later established the activities collaborating with regional partners such as employment offices and integration training organisers. (University of Jyväskylä, 2020; Finnish National Agency for Education, n.d.; Arcada University of Applied Sciences, 2020.)

3.3 Related development projects in Finland

The European Social Funds funded project Kokka kohti Suomea has been running from the start of 2019 to the end of 2021, with supplementary request for additional funding for prolonging the project time-span until 2023. The main goal of the project has been to secure the economic growth especially of companies in clearly growing regions and cities by promoting international recruitment to Finnish labour market. The project consortium consisted of all Finnish Centres for Economic Development, Transport, and the Environment, with the objective to support the growth of Finnish companies by promoting the international experts being recruited into Finnish labour market. The project was designed to support the national Talent Boost programme delivering a practical handbook of international recruiting, and a brochure of essential and practical topics with useful tips and links for any employer interested in international recruiting. (Kokka kohti Suomea, n.d.) Both documents are available for free in Finnish, Swedish, and English from the Business Finland websites (Business Finland, n.d.).

Some criticism has been appointed to the Finnish Immigration Service, MIGRI, as the residence permit applications also for labour-based immigrants have taken unexpectedly long to be processed (YLE, 2018; YLE, 2021e). Recognising the issue, MIGRI started a project called “Finnish Immigration Service of the Future” in November 2020, funded by the Ministry of the Interior, to study the resources of the migration administration, the impact of their activities on immigration, and clarify the general vision of immigration to Finland. Changes in digitalisation and new tasks in MIGRI have changed the existing working scheme, and the advanced allocation of

resources are needed to address to the recognised challenge. (Ministry of the Interior, 2020, November 25.)

The project *Opin portailta työelämään Satakunnassa* (From education to work life in Satakunta, free translation) has supported immigrants and Romani as degree students and in transition to work life. Furthermore, the project has an aim to strengthen the working life representatives' multicultural and tutoring competences. Cultural and linguistic education, coaching, and networking has been offered both to the job seekers and the available jobs (employers), helping them to meet better. (DIAK, n.d.) Together with all other regional education providers, SAMK participated in this project too, with the degree programme of Nursing and Physiotherapy. To a wide extent, the outcomes have been supporting the objectives, as the recognised main result was change in attitude of the employers and supervisors. The international students were more often found as complementary resources supporting the employer and the variety of services offered to customers or patients. (Rautava-Nurmi, 2021.) The 3-year project will finish at the end of 2021.

To summarise the former actions within the topic, the challenge has, to some extent, already been addressed with different approaches, to related target groups, nationally and regionally, by the Finnish government, by different project consortia, or other interest groups. Each of these former activities contributes with their outcomes to the recognised challenge, assisting to formulate the framework for this thesis research after defining the target groups and the environment where the study was carried out.

4 EMPLOYMENT ENVIRONMENT

Employment, recruitment, international employment and work culture are elements formulating the theoretical framework in this study; therefore, those concepts are here approached. Additionally, self-employment and entrepreneurship are considered supporting the understanding of the theoretical perspective, also as entrepreneurship services are available to all SAMK's students, national and international.

4.1 Employment – and unemployment

Economist John Maynard Keynes (1883-1946) has strongly led the conversation in economics and employment after his monumental opus “The General Theory of Employment, Interest, and Money” published already in 1936. Keynes suggested that increases in government contribution, cuts in taxes, and monetary expansion could be used to counteract depressions (Keynes, 1936). Keynesian economics disputes the notion that lower wages can restore full employment because the labour demand curves slope downward. Instead, he argued that employers will not add employees to produce goods which cannot be sold because demand for their products is weak. (Barnier, 2020.) Full employment was always to be the main goal in all long-term political decision-making, which in turn was strongly dependent on the public capacity to make investments (Keynes, 1980, pp. 321-322). Following the Keynesian thoughts, investments and increasing the number of employees would support growth, earnings, and welfare at any economic stage. However, in Finland, Keynesian strategy has been found both implemented and not implemented, thus bringing controversial aspects on discussion how to frame Finnish economic policies in future (Ahokas, 2016, pp. 35-36).

There are two main types of remedy for unemployment available: those who seek to diminish the number of unemployed, and those who seek to increase the number of people employed. In popular discussions about unemployment, the vital distinction between these two types of remedy is not always perceived with perfect clarity. (Pigou, 1968, p. 7.) Both remedies are in active use, but increasing the number of the employed

is usually directly related to already gained competences. The difficulty of filling some genre vacancies has raised concern; for example, those involving science, technology, engineering, and mathematics (STEM) skills. While STEM-skilled worker availability is a real concern for education and migration issues, and so for trend employment issues, it is not apparent how this has relevance for a discussion about current stimulus policy. It is not as if STEM vacancies were the dominant source of vacancies in the economy nor that the appearance of additional hard-to-fill vacancies would dominate the effect of a stimulus on vacancies. (Diamond, P. A., 2013, p. 33.)

Employment and unemployment have regularly been a topic in public discussion throughout the years, but recently it has turned more to discussion about labour demand and mismatch between skills and available labour force. Restaurant and food services is one of the biggest fields currently suffering from lack of employees. Temporarily, the jobs were few due to the Covid-19 pandemic, partly forcing the staff to change career, but after opening the services again, the shortage of labour has been even drastic. But the situation was not originally caused by the pandemic, as the shortage of labour causing problems in recruitment in Finland had been recognised already some years before (Figure 3).

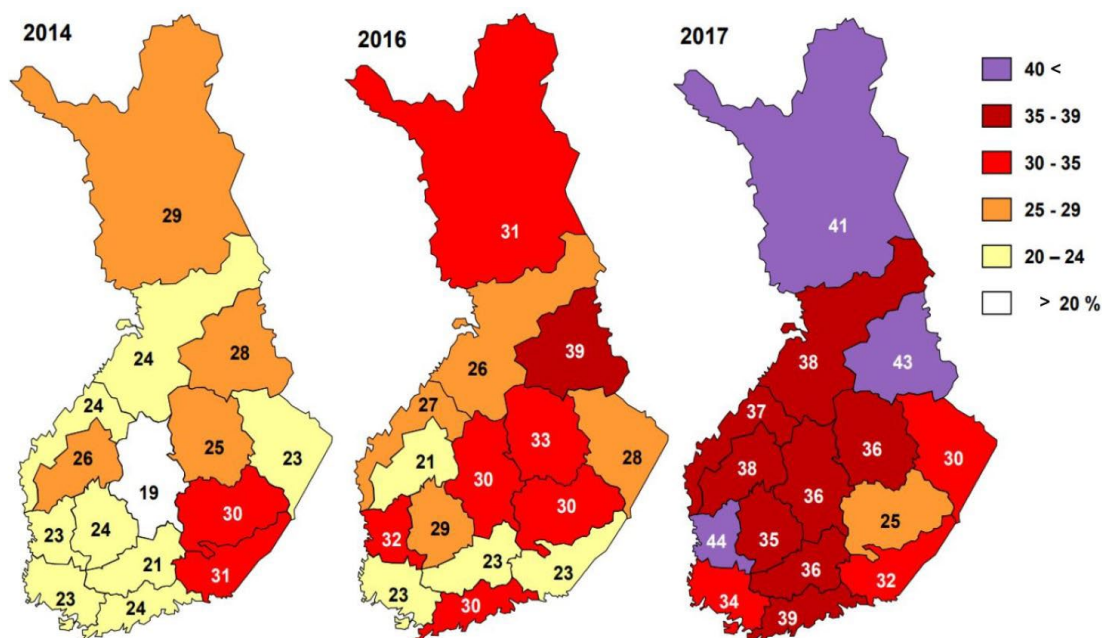


Figure 3. Recruitment problems in Finland 2014-2017. Proportion (%) of the offices in the Finnish districts of employment and economy facing problems in recruiting. (Finnish Government, 2018).

The shortage is well-known also in the building sector, but somewhat generally; up to 75% of the enterprises reported of at least some shortage of skilled staff in the inquiry of the Chambers of Commerce. (Welling, 2021.) In Satakunta, there is a clear surplus on some sectoral labour market, causing unemployment in a few precise occupations, such as secretaries, graphic and media designers, marketing specialists and musicians. On the other hand, there is also a great demand in Satakunta on different social and health care specialists, and cleaning staff. (Occupational Barometer, 2021a.) Both the surplus and demand go respectively hand-in-hand with the statistics of the whole country; out of the 15 most demanded occupations in Finland, 10 are different social and health care specialists, whereas the biggest surplus is among secretaries and different experts in marketing, media design, and arts (Occupational Barometer, 2021b).

4.2 Recruitment and selection

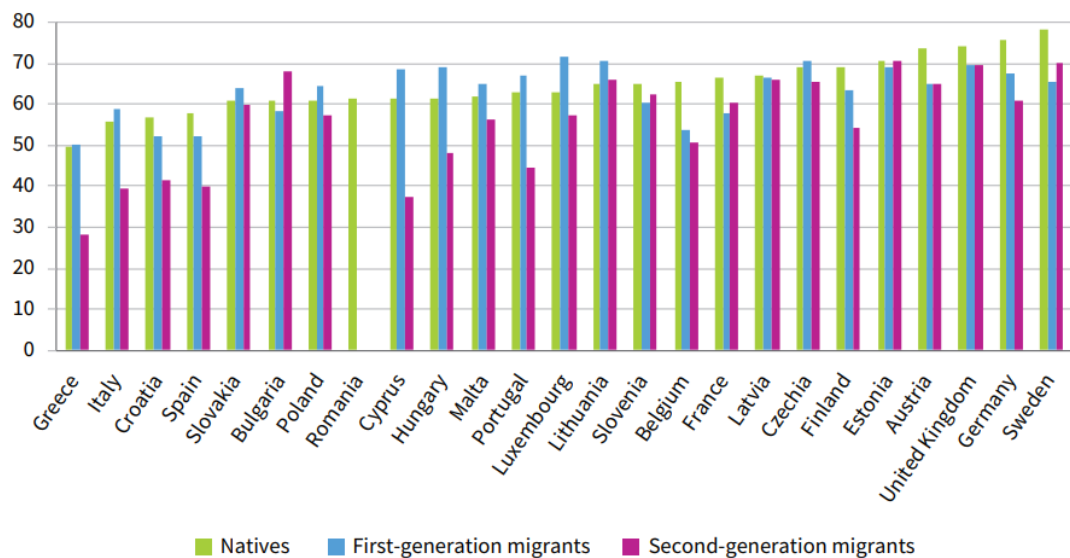
The strategy in recruiting should align policies on an organisation; the need to recruit should be defined based on the basic existence of the organisation in the markets, and especially the exact tasks of the unit or team, to which the recruiting is targeted, should lead the decision-making process. Furthermore, the concern should be in the missing skills in the organisation, what are the competences the organisation wishes to have, and what are the responsibilities and specific tasks the new employee is needed for. (Viitala, 2013, pp. 50-51; Österberg, 2014, pp. 25-27.)

Recruitment is the first stage in the process which continues with selection, and ceases with the placement of the candidate. It is the discovering of potential applicants for actual or anticipated organisational vacancies. (Kumar & Sharma, 2000, p. 141.) An organisation needs staff who can locate, identify, and appoint the people who have the competence, knowledge, and capacity to help the organisation achieve its goals in the future. It is recognised that staff brings more than competence to an organisation. They bring knowledge, talent, potential, contacts, networks, and experience with them. (O'Meara & Petzall, 2013. p. 4.)

Kumar and Sharma present the subjective factor theory, which emphasises the congruence between personality patterns and the ‘image’ of the organisation, leading to choices on highly personal and emotional basis (Kumar & Sharma, 2000, 142). This suggests that a company may recruit staff to support the company image, for example, international capacity. Content validation may furthermore be appropriate when assessing observable job behaviours via social media, such as when searching for particular skills, e.g. foreign language fluency (Nikolaou & Oostrom, 2015, p. 68).

4.3 International employment in Finland

While second-generation EU migrants outperform natives on the labour market (Eurofond, 2019), the first-generation immigrant seeking a job in Finland, but not speaking Finnish, is not always a simple formula (Figure 4).



Notes: People aged 15–64. No data for the Netherlands, Denmark and Ireland; no data on first- and second-generation migrants in Romania.

Figure 4. Employment rates (%), by migration status. (Eurofond, 2019).

There are jobs, where an immigrant can cope with pure English, living in a linguistic bubble, but this is not most ordinary in Finland, and Finnish language is often an expected competence at least at some level. Especially Finnish grammar might be challenging, hence, immigrants can wish for example more studies of spoken Finnish than grammatic, to be able to communicate in their work society. (Lee-Setälä, 2021.)

Immigrants are sometimes ready to take a job not corresponding to their education just to get on the first step of the labour market and through this integrate into society. Another problem for immigrant job-seekers is that foreign degrees are not valued by employers, despite the fact that they are officially recognised. (Heikkilä, 2016, p. 20.) The international employees in Finland often work in manual jobs, requiring less customer services and communication. The biggest fields in Helsinki (APPENDIX 1) employing most those with a foreign background, were management and supportive services, which include cleaning and property management; tourism, accommodation, and food services (i.e. restaurants); and building (City of Helsinki, 2021).

This is of particular concern to the international students in SAMK, as a university of applied sciences offers tertiary level degrees, thus providing experts and knowledge workers, rather than manual workers for occupations well managing with less educated staff. Moreover, as health and social services is the second biggest field employing immigrants, it is also challenging due to the mandatory competences in Finnish language (Valvira, 2021). This might refer to assistive tasks in health and social services, occupations not being responsible for patient guidance and reporting, thus again referring to secondary level education instead of tertiary level degrees.

4.4 Work culture with international employees

Finnish Institute of Occupational Health published a report based on the study “Compatibility of Competence and Work at the Multicultural Workplace”, funded during 2015-2018 by the Finnish Work Environment Fund and the Finnish Institute of Occupational Health. The study, that was to a great extent based on the population-wide survey, assessed the over-education of immigrants and its relationship to their well-being. The study showed that there is more over-education in the immigrant labour and poor exploitation of their skills, compared with other sections of the population. In addition, the report presents immigrants as highly motivated employees, according to the employers; immigrants found their jobs particularly important for their well-being, as work strengthens autonomy, ties a person more strongly to the host culture, and expands competences in several level. (Toivanen et al., 2018, pp. 42-43, 84.)

Well-being at work has been strongly related to human resources management (HRM) and strategic decisions in multicultural work community. The community requires diversity management, immigrants' working-life knowledge, bi-directional cultural adaptation, and skills to handle conflicts. The employer or the supervisor should be able to support the integration, orientation, and job-related skills of the immigrant; furthermore, the work community should be oriented to meet the new employee. Multicultural work communities challenge both the official and unofficial organisational cultures, which makes it essential to have the native employees and the immigrants meeting and adapting. (Kujanpää, 2017, pp. 130, 154.)

Korte and Lin studied the orientation and socialisation processes of newly recruited staff. They found that, rather than into the organisation, the newcomers were socialised into work groups and the society of colleagues. New staff gained access to social structures and developed a shared understanding about workplace culture. (Korte & Lin, 2013, pp. 408, 423.) This implies to inviting and involving newly started colleagues in the social conversation, so they may better orientate themselves, familiarise with the work society. However, there is a more common and fundamental clash of cultures when a person moves to another country and seeks employment or where a person joins a foreign organisation in his or her own country. (O'Meara, Petzall, 2013, p. 198.) According to a report of adapting exercises among students with a multicultural background, the students recognised that the multiculturalism challenged those universalising norms, which regulate meaning and determine truth and value, to be neutral. Therefore, working in a multicultural-multilingual environment is real and challenging for them. (Henry et al., 2011, p. 26.)

4.5 Need for international recruiting

Labour migration has recently been a popular topic in discussion in Finnish politics and media (Ministry of the Interior, n.d.; YLE, 2021b), as there are more retiring people than new job applicants. To be solved, this challenge is considered requiring labour migration, as the level of birth is not a solution (YLE, 2019b). On the other hand, there already are international labour in Satakunta, of which 18,1% were unemployed while the percentage of Finnish unemployed was only 9,4% (Ministry of

Economic Affairs and Employment of Finland, 2021b, pp. 2-3). While there were 155 300 open jobs, there were 281 000 unemployed in August 2021 in the whole country (Ministry of Economic Affairs and Employment of Finland, 2021c). Consequently, either the unemployed represent fields not offering jobs, they have no satisfactory education for the fields offering jobs, or the unemployed and the open jobs are not located in the same region, and the unemployed are not willing to move, due to families or other reasons. The lack of lust for moving for work may not be a primary problem (Finnish Government, 2020, p. 86), but a clear *concentration* in domestic labour moving is (Aro, 2020).

The International Labour Organization ILO is highly active in supporting labour migration. In 2022, they have 38 ongoing projects forging policies to maximise the benefits of labour migration for all those involved (Figure 5.).

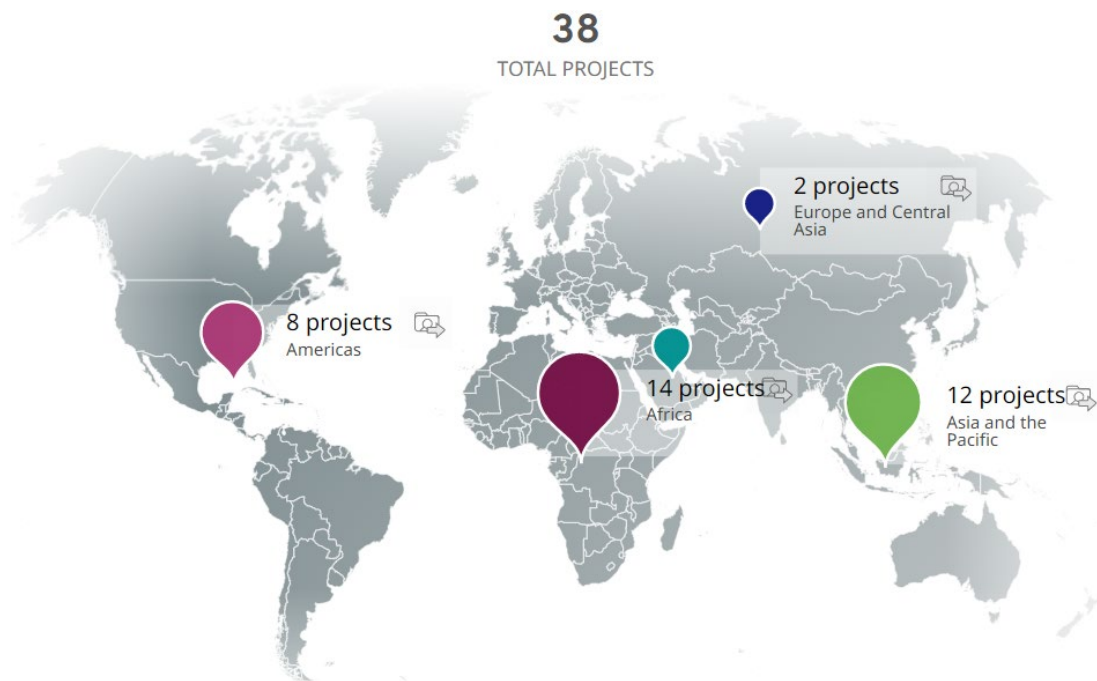


Figure 5. The International Labour Organization ILO projects in labour migration in 2022. (The International Labour Organisation, 2022a).

Migrant workers are seen as contributors to the growth and development of the destination countries although ILO well understands the complex challenges not only in governance, but also in migrant workers' protection and international cooperation, thus giving their global impact on the policies, rather than being implementing on national level (The International Labour Organisation, 2022b).

Some activities have also been taken in Finland, to increase the number of international recruiting making the processes simpler, smooth, and especially more rapid (Ministry of the Interior, 2021). Even with no perfect political consensus of the need for international recruiting, a majority of the decision-makers do support labour migration (YLE, 2019c; Ministry of the Interior, 2020). It is worth noticing, that labour migration is topical in other countries as well (Rundgren, 2019). Some activities, such as offering municipal services in English, might therefore be necessary to make Finland and Finnish regions more interesting to well-educated immigrants (YLE, 2021c) and their families (YLE, 2021d). Although being a fairly new issue in Finland, the topic of this thesis is hence not without former research and development initiatives.

4.6 Entrepreneurship and self-employment among the international target group

According to the Overview of integration 2019 of the Ministry of Economic Affairs and Employment of Finland, the relative number of entrepreneurship of migrants is equal to the number of entrepreneurship of native Finnish although the migrants are more seldom employers, but self-employed. It is noteworthy, that migrants as entrepreneurs often operate in fields where income and profitability are lower. (Fornaro, 2019) In 2016, every fifth of restaurants and other food service enterprises were run by those with a foreign background, being the biggest field of entrepreneurship of migrants (Statistics Finland, 2018).

A synthesis for the employment of a non-Finnish student is not as clearly formulated in real life as in the wish and need described more in chapter 2, as there are variables in different influential dimensions – from individual to organisational, from societal to governmental. Based on the employment environment, the expertise of the graduated student should match with the existing open jobs; there should be interest and even courage to employ non-Finnish staff; the student should be able to communicate in Finnish; or the existing work society and staff should be open for international colleagues. And, if not found a solution already, entrepreneurship should be considered.

SAMK offers the Enterprise Accelerator (EA) services for all students, to mentor and help with establishing a start-up or an enterprise. Annually, some 50-60 EA agreements are signed and 15-20 enterprises founded. However, in 2020, only three were founded by an international student, in fields related to advanced services to companies (applications, licences, import, export). In this sense, the years are not too different, as the EA agreements seem not to be of high interest to international students. Moreover, even fewer are eventually realised into actual business, and of those, most are related to solo-entrepreneurship i.e. self-employment, such as physiotherapy services. (Lundell, 2021.) Based on this, entrepreneurship is not highly popular among the international students in SAMK. This is therefore not bringing a solution to raise the number of students staying in Satakunta after graduation. Furthermore, being self-employed or an entrepreneur gives freedom to choose a location most beneficiary – perhaps also a location that is the most international friendly.

5 METHODOLOGY

The vision of SAMK is to have all SAMK's graduates to be employed, while a respectively alarming need clearly exists for more well-educated employees in several fields of industry in Satakunta. As *paid work* is obviously a powerful reason to choose the location to settle in, relation to employment was chosen as the core viewpoint for the topic. Moreover, in a university of applied sciences practical training, or *internship*, is mandatory, but also an essential way to study and gain skills, and a smooth way to introduce the employers and the students to each other. *Theses* are another frequently used channel to raise the students' interest to the commissioner as well as to introduce a student to an employer. These commitments are recognised as viable paths to the employers to link the international students to the regional economy. It was therefore essential to choose the research strategy well, to complement the already existing data and knowledge about the topic with advanced material and supporting knowledge. The final goal in the approach was after all to understand what should be done in order to have the international students to stay in the region, and not go, after graduation.

5.1 Research strategy

A research strategy is the overall plan, which a researcher uses to conduct a research project. A research strategy includes those methods of research with particular rules and aspects, which apply to a particular research project. (KOPPA, 2010.) Research methodology is a specific procedure applied to find, carefully select, process, and analyse the data in a particular research topic. Advantages of one method are not obvious disadvantages of another; there is no method better than the other, as the strength and distinction for each method depend on different factors such as the study nature, participants' honesty, seriousness, concerns, awareness and aims of the study. (Aldhaen, 2020, p. 91.) While quantitative research wishes to quantify data and extrapolate results to a broader population wishing the sample size of representative cases being large, qualitative research is interested in purposively selected participants to gain contextualised understanding about behaviours, beliefs, and motivation (Hennink, Hutter & Bailey, 2020, p. 16).

To a major extent, statistics and other clearly quantitative values are already collected and regularly monitored in SAMK concerning the employment of international students during the studies as practical training or internship, and after graduation. Thus, added value was seen to be gained from qualitative research, especially to study and outline in words the motivation of the target groups in contributing to the study topic. Quantitative research was nevertheless considered to be included in this research, as it might bring content easier to analyse, and numeric i.e. steady results hopefully confirming the possibly interpreted qualitative results. Mixed method, combining quantitative and qualitative methods, was then planned to be selected as the research strategy, yet later rejected, as after all no significant added value was envisaged to be eventually received from it, compared with a completely qualitative research.

5.2 Let them speak!

Interviewing was selected for the method of collecting data, as opinions, expectations, and experiences of the challenges in employment of international students were of utmost interest to the commissioner. It was considered easiest to let the target group speak for themselves to avoid hypotheses and assumptions, as long as the target groups are willing to contribute, and a sufficient number of interviews could be reached. There nevertheless still exist many decisions which must first be carefully considered, such as who to interview, how many interviewees will be required, what type of interview to conduct, and how the interview data will be analysed - and learn established techniques for ensuring that the interview data are unbiased (Doyle, 2004, p. 26).

While *unstructured* interviews have a rough agenda but no pre-defined structure, *structured* interviews allow no flexibility, as all the questions are pre-established. A *semi-structured* interview combines these two, giving a focus and key questions, but being flexible to ask subsequent questions. (Milton, 2003.) But choosing the correct strategy is not only related to technical structuring, but also is a matter of the interviewer's skills. In their article of qualitative research interview, Sandy and Dumay (2011, pp. 259-261.) find three particularly important skills for the interviewer; 1. Stepping back from a particular viewpoint; 2. Stepping in and out of the interview – to

reflect how environmental factors, including the interviewer him/herself, may have influenced the data collected; and 3. Developing discourse – about the research method used by the researcher, to further develop the research method and researcher skills. These three steps help the interviewer to take a critical perspective in the process of collecting and examining interview data.

Both the extremes; structured and unstructured interviews most probably require expertise in research and experience on those precise methods, as it might not be easy to keep the focus on the subject and collect the needed data, or some highly valuable information might be lost if lacking additional questions and remarks. Therefore, semi-structured interview was chosen for this study, to avoid any consequences resulting from errors made by the researcher.

A questionnaire was originally planned to be sent to the target groups, being formulated after interviews to add quantitative information, and to confirm some responses received from the interviews to increase reliability in the research. Later, a questionnaire was not found to bring additional value to the study and was therefore omitted.

5.3 Interview questions

The research objectives O1 and O2 (see: chapter 2.2) offered the two first groups to be involved in the study – the international students, and the employers. It was then considered necessary to also have answers to the interview questions from other representatives who are well aware of the challenge of this study. The university internship supervisors were involved, as they were seen matching the best to the O3. On the other hand, it was recognised, that in the region there already is a significant group of representatives, who already have at least some experience on the study topics, and who could bring major value to the study. They, as well as the other groups, were seen addressing well to O4.

Considering the four research groups, more precise interview questions were then formulated. Based on the theoretical material studied for this research, in semi-structured interviews the key questions are necessary to hold the discussion in the topic. Three key interview questions were then seen to form the interview framework:

1. Why the international degree programme graduates so often leave Satakunta?
2. Why don't these students get jobs or internships here?
3. What should be done to increase the level of international graduates to stay?

Additional adapted questions were formulated based on the discussion, and the assumption to which exact *research questions* (see chapter 2.2) each target group could contribute the most. Experiences, expectations and current aims were asked from students to have impact especially on the *research objective* O1 and O4; from employers especially in O2 and O3; internship supervisors in O3 and O4; and from stakeholders in O2 and O4. Nevertheless, each target group brought mainly all the topics and research objectives into discussion. As the experiences of the research topic were heterogenic between the interviewees, and not always comparable between the different target groups, also the additional questions, remarks and comments were varying. More complete set of interview questions per target group are presented in the appendices 2a-2d.

6 TARGET GROUPS - WHO WERE THEY?

The study comprises four main target groups: two primary - ‘International students’ and ‘Employers’ - and two supportive - ‘SAMK’s internship supervisors’ and ‘Stakeholders’ (Figure 6). Furthermore, to reflect the outcomes of the primary and supportive target groups, two small groups were additionally interviewed: native Finnish students studying in English degree programmes, and SAMK’s additional experts relevant to the topic.

International students	Employers
Supervisors	Stakeholders
Finnish students	SAMK experts

Figure 6. The research target groups.

Each target group is here defined to clarify who were the representatives invited to participate in this study.

6.1 International students

The target group of ‘International students’ refers to those SAMK’s English curricula bachelor degree students, who are originally from other countries, and are not native Finnish speakers. There are native Finnish students in each of these degree programmes, but those students were not in this target group, due to highly different ability to get employed in Satakunta. The study is not using the term ‘international graduates’ although the thesis refers to staying in, or leaving, Satakunta after graduation, as the interviews were done with students of very different state of their studies (from 1st year to almost graduated), and because of the recruiting challenges are already recognised during the studies, not only after.

The exchange students were not involved in this target group, as their direct interest is not in staying in the host country, but to travel back to the sending country. Master programme students, and students in continuous learning courses or in complementary studies, were also all excluded. In most cases, these students already have a job; furthermore, English Master programmes in SAMK are to major extent offered online, thus, the students may not even be available in Satakunta, or in Finland.

6.2 Employers

The target group of 'Employers' refer to any institution or organisation, that is employing in Satakunta. The group representatives were then either SMEs, large companies (even transnational, with a unit in Satakunta), municipal, or regional actors. It was considered irrelevant whether the selected organisation had, or had not, international employees recruited, international students occupationally visited, or if the standard language in their work society was Finnish or English (or other). It was nevertheless relevant, that the employer had experience on SAMK's students in general, for example as part-time workers, internship trainees, case-study project workers, or through any other forms of cooperation, such as making a thesis for the organisation.

6.3 Internship supervisors

In the different degree programmes, SAMK has teachers, who also work as practical training and internship supervisors. The activities in this task are in supporting the students with their internship and practical or clinical training; supervising the process and progress of these internships; and occasionally, also seeking an internship placement to students who have challenges finding one themselves (the definitions of the activities are brought from the interviews). There are internship supervisors nominated in SAMK especially to contribute to English curricula and to international students' internships. These teachers were the third target group, as they have vast experience on supervising international students in their practical training, or being moreover well aware of the challenges in finding placements for non-Finnish students.

6.4 Stakeholders

Since a wide group of additional people with significant experience on this thesis topic exists, while not being an actual representative of any of the three first groups, one more group was recognised essential to be included in the study. They represent relevant previous or currently running projects or programmes, activities, and initiatives related to international students, international recruiting and employment, education, or regional economy development with recognised interest in international dimensions. As their position, current tasks, and all background are very heterogeneous, but each being involved in the thesis topic, they are called 'stakeholders', to describe the relevancy of this interest and experience as a group.

6.5 Additional interview groups

The four main target groups were understood to address to the thesis topic, each with a different point of view, approaching the issue from different angles. Being aware of the versatile challenges e.g. in studying, finding internship placements, getting employed or performing complementary activities, and societal demands in Finland and especially in Satakunta, some complementary contributions were found essential to this research, to increase the validity and reliability of the analysis and conclusions. Therefore, additional interview groups were included in the research, with minor impact on the Recommendation Proposal, but still with influence on the analysis of the interview results, by reflecting the views of the additional groups at the main target group views.

Additional experts of SAMK in different services related to English education or service development were invited to the research to reflect the target groups' interview outcomes. This was pursued also to bring an objective vision of the dilemma, needed actions, or the actually available resources. Moreover, native Finnish-speaking students studying in English degree programmes were interviewed in reflection to the outcomes of the non-native Finnish-speaking students, as their challenges in employment environment are not equal, which in turn has an effect on the willingness to stay in the region of the studies. With these two additional interview groups it was

expected to notice, if their experiences and observations of the topic were supporting the outcomes of the actual target groups.

6.6 Selection of the interviewees

The candidates to be interviewed were considered already during autumn 2020. Distinct approaches were seen needed to find the correct representatives of each main target group; the primary target groups – students and employers – being substantial to be represented well, and requiring the most effort being comprehensively reached.

The international SAMK bachelor degree students were contacted and encouraged to participate in the research by their group tutor teacher. Each English bachelor degree programme was of equal interest; therefore, some focused search was made to have interviewees from more degree programmes. The age, gender, country of origin, or native language were not significant nor used as selection criteria. Incidentally, one Finnish degree programme was included, as the invited student was originally from abroad, but being motivated and speaking Finnish enough to manage in Finnish degree programme studies. The additional native Finnish, Finnish speaking bachelor degree students were introduced by their English degree programme tutor teachers based on the made request.

The employers were the most challenging target group to reach. Rather than to send a generic invitation to all regional employers regardless of the field or size of business or the number of staff, it was found more valid to tentitiously contact companies which have a recognised employing volume and reputation in business and economy, and potentially with international orientation. Furthermore, it was vital to have employers representing different fields and industries, corresponding to the degree programmes represented by the students (and the internship supervisors). Satisfactory results were received by utilising the already existing contacts of degree programme coordinators to precisely targeted companies.

In the supportive target group of stakeholders, the first representatives were selected highly tentitiously, based on their influence in the region. In these interviews, a few

additional persons were recommended to be involved in the study. Some of them were then invited to participate, and when being interviewed, more names were given as suggestions for additional interviews. Furthermore, a few relevant regional development projects were recognised already during the theoretic material collection; representatives of these projects were then searched and some of them invited to the research.

All the seven teachers as coordinating practical training and internship supervisors for international students in SAMK, were invited to the study without selection. Each represented a different degree programme. Additional non-teaching SAMK experts in (international) education development were found valuable to be interviewed. These staff members were tendentiously chosen due to their experience on related topics, and their availability to participate in the research.

7 RESULTS

The initiative for the thesis was received from the commissioner in early 2020, and the background material collected and studied during the year. The interviews, which were held online, took place at the spring semester in 2021, with the subsequent transcriptions. The analysis defining the outcomes, with comparison and reflection to the research objectives, and conclusions to the research results, was time-consuming due to the significant number of interviews. The report was finally written from November 2021 to April 2022.

7.1 How was it done?

After getting acquainted with the challenge and first determining the research objectives and then defining the research questions, the relevant published and other available material was collected and studied in order to expound the theoretical framework. Alternative research methods were carefully considered, as added value was wanted to be found in this research to complete the already existing data. When the choices for the research methodology were done and semi-structured interviews selected, the research process continued with outlining and conducting the interviews and continued to transcribing, and organising the responses to have them comparable more easily. Analysing the responses was done with manual calculation, going through the interview transcriptions several times – a method also bringing up the topics and the discussion in general well in mind again. The process (Figure 7) ended with the conclusions of the research outcomes, with the suggestions as the Recommendation Proposal, that will be the tangible deliverable to the commissioner.



Figure 7. The study process.

The interviews took from 45 to 70 minutes each. There were altogether 50 target group interviews – 18 international students, 13 employers, 7 SAMK’s internship supervisors, and 12 stakeholders were interviewed. Furthermore, four Finnish students and four additional SAMK representatives were interviewed to reflect the target groups’ interview outcomes. Already at early stages there were similarities and repetitions in responses in each of the target groups, and clear support was observed from the additional eight interviews to the core groups’ interview outcomes.

A considerable amount of time was also saved with the interviews each being online. Due to Covid-19 and the restrictions or inconveniences in meeting face-to-face, the interviews were held online using the Microsoft Teams meeting portal, or the CISCO Webex Meetings portal called HILL (designed especially for SAMK). Not all the interviewees were in Satakunta or in Finland in the first place, therefore, online interviews were practical and quite often even the only option. To be able to concentrate on each interviewee and reliably collecting all precise data, the interviews were held as one-to-one. Only one employer interview had two representatives as interviewees, as the topic was not familiar as such to either of the two, but complementary, different parts of it were for both. The interviews were recorded, except three of the 58, based on those three interviewees’ requests, which were naturally respected. Notes on paper were made from these three during the interviews, and afterwards these notes handled equally to the recorded and transcribed interviews.

7.2 Breakdown and valuation

All the transcribed interviews of one separate target group (four in total), each group being in their own folder, were tabled per interviewee per comment. Then the comments of one thematic subject were distinguished with colours to ease collecting the comments of each subject (snapshots of students' and employers' interviews; APPENDIX 3; for example, yellow-marked comments being about language skills, green about internships). The topics clearly stressed and repeated with emphasis were then chosen as *key factors*, and all the relevant comments were put under each key factor (Figure 8). The exact moment of the key factor appearing in the individual discussion, nor the order of different key factors, was given no significance, only the appearance and repetitions were. This was also noted when reorganising the transcribed interview topics to be comparable easier between the four interviewed target groups.



Figure 8. Stressed, repeated topic in interviews chosen as a key factor; an example.

As the main purpose of the study was to initiate a Recommendation Proposal for SAMK activities with later detailed and developed suggestions for committing activities both for the students and the employers, *repetitions* were carefully followed when tabling the topics. When one topic was more frequently repeated, it was considered being of higher value, and therefore added into the list of activity suggestions. These repetitions were found fairly easy already from the early stages of

interviews, as some topics were repeated by almost each interviewee and some at least by several interviewees. Nevertheless, few topics which were singular, were not left out from the activity suggestions list, as they were fairly easy to be adopted and assumed to be well located in the range of interest of the target groups in general.

7.3 Key factors

Altogether seven key factors were identified from the interviews, based on emphasis and repetitions in the total of 50 interviews. These key factors together with the three most dominantly recognised topics are presented in the table 1.

Table 1. The key factors and three topic examples per each key factor.

	Key factor	Examples of topics
1	Finnish language	<ul style="list-style-type: none"> * Finnish customers – customer service in Finnish * national occupation-based requirements in language proficiency * unexpectedly high requirements in jobs which could manage with lower linguistic competences
2	Cultural differences	<ul style="list-style-type: none"> * deficiencies in understanding causes misinterpretation of will, practises and rules * concern if the existing Finnish staff members integrated themselves into international colleagues * stereotypes occur, both ways
3	Internships	<ul style="list-style-type: none"> * appreciated highly in each target group * employers' courage to offer placements for international students
4	Custom pathway	<ul style="list-style-type: none"> * high programme-dependence from zero interest to already existing implementation * tailored routes suit some students and employers * theses in English not valued
5	Hidden jobs	<ul style="list-style-type: none"> * potential applicants and available jobs not meeting * unawareness where and how to apply * anonymous recruiting wished
6	Participation, involvement	<ul style="list-style-type: none"> * any participation in societal activities are appreciated * a way to learn the Finnish work life, silent rules * high threshold to participate if info only in Finnish
7	Regional international friendliness	<ul style="list-style-type: none"> * municipal info and signposts are mainly in Finnish * translations help, but often contextual knowledge would still be needed (where, when, how) * societal service; integration counsellor

The more completed set of key factor topics (non-exhaustive list) per target group are as appendices 4a-4d. The numbers of the recorded responses of all the target groups per each key factor, are presented in the table 2.

7.4 Students' responses (n=18)

The first primary target group was the SAMK's international students (n=18). The language used in the interviews was English. None of the students were Finnish of their origin nor having Finnish as their native language. Ten of them lived in Finland or even in Satakunta already before starting their degree studies at SAMK. Six out of seven (in the spring of 2021) English bachelor degree programmes in SAMK were represented, plus one Finnish degree programme. One of the students was skilled enough in Finnish to choose a Finnish degree programme. All students had already had at least one practical training or internship during their ongoing studies.

The complete number of responses per key factor of the interviewed students is presented in table 1. One student found the *Finnish language* still being a secondary skill for personal employment, while two-thirds mentioned that they had expected to manage well with English in Satakunta, but noticed this was not true, even though the English programmes are promoted well, with evident internships to be completed mainly in English, at least with the very first ones. Fifteen (83%) understood the lack of interest of employers to hire staff incompetent in Finnish language, but all except one had a clear wish for the employers, that the requested level of Finnish skills should not be unreasonably high. Ten (56%) did anyway mention that they will continue in studying, self-studying or actively using the language, in order to get employed at Satakunta, mainly because of already existing family obligations.

Two students were hopeful to find a job from Satakunta even without skills in Finnish, whereas six either lived already in, or was going to move to, other regions or even abroad. Four students mentioned that a problem bigger than the language, is actually the lack of experience of employers in recruiting international staff, but even fourteen interviewees wished the employers could be bolder in recruiting, willing to take the chance, even if stepping to the discomfort zone. Two students claimed that the

international students have even better competences than the Finnish students, due to previous studies in the home country, a harder approach to the studies and thesis, and taking the studies more serious to increase credibility and employment opportunities.

Table 2. The number of responses per key factor, per target group, and in total.

	Key factor	Number of responses				
		Students n=18	Employers n=13	Supervisors n=7	Stakeholders n=12	Total n=50
1	Finnish language	18	9	7	12	46
2	Cultural differences	9	3	3	10	25
3	Internships	14	11	7	7	39
4	Custom pathway	9	6	3	7	25
5	Hidden jobs	15	0	0	0	15
6	Participation, involvement	11	3	3	9	26
7	Regional international friendliness	5	5	3	10	23

Cultural differences with the recognised challenges were mentioned in half of the students' interviews; mainly the interviewees had had some personal (negative) experiences, including prejudice, stereotyping and the impact of their foreign name in contacting and applications. Five hoped the Satakunta region could be more willing to communicate in English, as at least at the early stages of the studies, the Finnish language was really hard to adopt even with translator apps. *International friendliness* was negatively noted not only on regional level but also somewhat wider; one student gave an example with having a bank account, online user ID, and a bank card, that took several weeks to get. Another student mentioned challenges making an apartment rental contract, with which the landlord did not play fairly, utilising the student's unawareness of one's legal rights.

Eleven students (61%) did understand the value of *participating* the societal activities in order to get more acquainted with the local and national interests, however, only

two had already acted this out while half of the students were not fully aware how, where, and by which channel or institution. On the other hand, altogether eleven mentioned that their own attitude towards challenges is of the biggest importance; they saw that while they cannot directly change the attitude of the employers, or the society, they need themselves to be active, persistent, and positive in order to make a change.

The *custom pathway* – having one employer providing an internship placement, a summer job, a thesis topic and a full time job after graduation – was of interest to half of the students. This was clearly related to the degree programme, as the students in health and welfare degree programmes understood they are not allowed to have such a pathway in the first place. Moreover, three other students found it more vital to have different experiences to gain better skills than to stay at one single employer although they also recognised the benefit of focusing on one field and thus almost certainly getting employed after graduation.

Hidden jobs was a key factor only appearing in the students' interviews; only three had found it fairly easy to contact the employers for available jobs/internships, but even then, mainly with the already existing contacts, with a direct assistance of SAMK or some fellow students. When asked about applying for jobs after graduation, one third mentioned that they would need support to find the available jobs in the first place, as they had already searched for internships, summer jobs or other, every time with complications either with the application system, job announcements being only in Finnish, or simply as it was difficult to discover the available jobs and the channels where to find them. Four were confident to find a job from the personal internship placements, thus having existing contacts with employers. Six students were already employed, four of them living outside Satakunta or even abroad, so moving to Satakunta was not an option for them in the near future.

7.5 Employers' responses (n=13)

The interviewed employers, or their representatives, were all located in Satakunta although not all of their administrative headquarters was in Finland. They represented SMEs, large companies (even transnational, with a unit in Satakunta), municipal, or

regional actors. One micro-size company was also included, as the employer already had solid cooperation with SAMK in employing international students, and offering internship placement to even more students. This micro company also gave some reflection to SME and large enterprise employers' views.

Due to the tendentious approach, the interviewed employers were in fields which SAMK has an English degree programme in, and each having jobs which require, or benefit from, an employee with a higher education degree. Having employers representing fields with no interface with SAMK's degree programmes was seen irrelevant to the envisaged Recommendation Proposal. In half of the interviewed employers, the range of activities were focusing locally or regionally, half were clearly internationally oriented. Excluding one, all employers had more than 40 employees, top figures being in thousands, and each interviewed individual person being experienced in recruiting and offering internships although not everyone being experienced with recruiting international students. Three of the employers were in public or private health care and social services, two in business in market and sales, and eight in technology, including automation and smart technology, maritime technology, manufacturing, and related customer service.

This second primary target group of employers seemed somewhat divided into two distinctive groups. The smaller one (four employers) found the Finnish language not overwhelmingly necessary or needed at all, and considered occupational competences, former experience and particularly enthusiasm, or attitude and human values, being of utmost importance. Substantially, they were interested in any higher education student of a relevant field, and were willing to employ anyone, who could contribute to the available job(s) regardless of any other linguistic skills but English. Three of these four employers English was already the working language, at least in some departments or units, and two had even built their web pages mainly in English.

The complete numbers of employers' responses per key factor are presented in table 2. The bigger group of employers (nine) was mainly willing to employ any skilled student having the interest in the offered job, but only if the student was able to communicate in Finnish. The required level of Finnish language skills varied from simple conversation between co-workers to fluent skills in writing, reading and

speaking. No employer was unwilling to hire students with a foreign background, as each employer did recognise the added value from their staff being a mix of national and international employees, and eight had already faced the lack of competent applicants per each open job. Nevertheless, five of them mentioned that they could not hire an applicant with too weak Finnish skills. The most important reason was the customer – even with the company management and staff members, poor Finnish and fair English would do, but when the customer is Finnish, the employer could not require the customer to be resilient with the language. Furthermore, three employers justified this even with the legal position and the national requirements, so practically for them there was no option to adjust. Two of them did admit that nowadays other languages than Finnish are more needed, but this does not require international employees, but a professional interpreter, which they usually hire for a single use. In the smaller group of employers, that found the Finnish language not compulsory, the customer was international, thus almost always using English. Three employers were also concerned about cultural differences, as even if the will was strong, the practice might be less fortunate due to for example misunderstanding, relating differently to superiors, or being sensitive to give or ask feedback, and the staff members' collegial cooperation would not succeed.

Internships of the university students in general were of major interest to eleven out of the thirteen employers, as it was seen as one of the most important ways to learn the field beyond the theoretical studies. Two were though not too interested in the first place to have non-graduates at all, or at least the students should be in their final stages of studies, as working in that company required already gained basic skills, but they were still very interested in recruiting when the students already graduated. Only four thought it was not difficult to find a placement for international students, and that they already have recruited several. The others valued high the practical training and learning the employer's exact field, and were highly willing to offer an internship also to international students, but only if the student spoke Finnish at least at basic level. One employer mentioned the only challenge tutoring an international student is when the university requires this tutoring to be given in Finnish, to support integration to the work team!

Custom pathways were of high interest to six out of the thirteen. Three already have some programme running, but only in two this included the international students. A custom pathway was seen to foster and develop students to grow in the exactly wished direction from the employer point of view – the student starting from easier tasks in practical training, choosing some perhaps relevant optional courses in the university, proceeding to a job requiring more skills, and consequently having a thesis contract with the same employer before graduating and being recruited with no separate application to the job already familiar to the graduate. On the other hand, five recognised the idea, but did not consider it valuable for their purposes. The reason behind this opinion being in national regulation or personal experience, such a route was seen monotonous or too homogenous, and not providing versatile experience and a broader view for the field. For one employer, more important than acquaintance to the employer was project working skills, as their work is mainly based on projects – often immense – which are always unique, thus the tasks, and sometimes even the staff, might change per project.

Participation at leisure time was valued by three (23 %) interviewed employers; voluntary work and showing interest to carry responsibility were very appreciated, but anything that relates the international student to the society was seen as a proof of commitment to the region, thus a contribution to the future career. Five wished in turn that the society was more international friendly; there are not too many signs in English even in the urban areas, not to mention the remote areas. Moreover, the public services and for example some mostly used offices are not easy to discover due to guiding only available in Finnish. One employer also mentioned that the public transportation is too much not supporting accessibility; the students should be informed more about the activities, jobs, and internships beyond the city centres, but the lack of transportation opportunities is an understandable reason for not getting acquainted with the rural areas.

7.6 Internship supervisors' responses (n=7)

The seven interviewed teachers, as internship supervisors, represented each a different programme: hospitality and tourism, technology, Robotics/AI, business, maritime,

nursing, and physiotherapy. Each of them also assisted with reaching and inviting the students for an interview. All the supervisors mentioned that finding suitable training placements for the international students is not obvious, but each admitted that even slight skills in Finnish language clearly increases the chances. However, only two mentioned that it was really challenging, due to the national requirements for Finnish language skills in their field of education. Two considered the challenge being mostly related to the fact that there are not too many companies in Satakunta, which use English as their working language; otherwise, the challenge was relatively acceptable for them. Three considered the cultural differences as an obstacle in international recruiting – not always the employer as the superior being the obstacle, but the staff, especially when consisting of several members with no other language skills but Finnish.

The complete numbers of supervisors' responses per key factor are presented in table 2. One supervisor did not think the students should be especially guided to stay at Satakunta, as the county does not have a sufficient number of jobs in the first place to offer, and of those jobs, also the Finnish graduates are competing of. Furthermore, should an English programme be international by nature, the graduates should be encouraged to go abroad to get experience, and with that experience, later to come back and contribute with high expertise. Another one also not overwhelmingly concerned for the students staying at Satakunta after graduation mentioned an alumni study 10 years ago, according to which the international degree students seem to switch countries – or even continents – every two to three years!

Students' attitude was found as one the most important factors in four interviews – there are students, who rely completely on SAMK finding them a high-class placement, which may be a really time-consuming task for one teacher. On the other hand, there also are students, who really give their own input, trying to actively find a job, studying actively Finnish even on their leisure time, and being less demanding on the job, as long as it is relevant. Moreover, the not all students show interest to get employed in the region; some students who have moved to Finland for their studies consider going back to their home country for the internship – an idea, that has probably been in their vision already at the beginning. On the other hand, four also mentioned, that according to their experience, most students would be willing to work

in Satakunta, if it was possible to find a job that is motivating. The ambition some students have, can, and even should, be high. Unfortunately often the offered jobs do not require higher education, or if they are, Finnish skills are necessary. Five internship supervisors brought up the importance of introducing the two counterparts – the international students (or students in general) and the working life representatives – to each other. Both were found beneficial; to have the companies and employers visiting SAMK campuses in order to meet as many students as possible, and the student groups visiting the companies to see and absorb the real environment and working facilities.

A custom pathway was found as a highly interesting or even already existing approach to three supervisors; not useful at all due to limited experience-gathering during the studies for another three, and the one thought it could be worth consideration, but was somewhat concerned if a student was already able to decide in the first year of studies, where to build all the first steps of the career. Nevertheless, six thought that it is reasonable to have the thesis commissioned by the employer of the last internship of one's studies.

Three mentioned the international friendliness, or the lack of it, of the region; they wished that there could be either an online service, or a person, to offer at least some practical assistance to the international residents in Satakunta. On the other hand, another three found it important that the students would participate in activities integrating them into the regional society, learning not only the language but societal skills. Four told that they had been involved in some international students' problems other than those actually related to the internship; one even felt like occasionally being parenting the student, being obliged to remain available for worries also on evenings and weekends.

7.7 Stakeholders' responses (n=12)

The whole interviewing process started from one stakeholder representative, from which responses the next persons to be interviewed were noted and invited to participate in the research. Furthermore, this first interview verified the methodology to be fruitful and contributing to the topic. The research questions were also found to

be accurate, as the first interview was highly informative and gave responses envisaged to contribute to the result analysis.

Six of the stakeholder representatives were mainly interviewed as leaders or participants in running or completed projects relating to the subject. Two represented regional or local chambers of commerce and two were from enterprise-sector. While three interviewees came from another educational institution with their focus on topics similar to this research, altogether four of the interviewees were working as teachers.

The complete numbers of stakeholders' responses per key factor are presented in table 2. All the stakeholders frequently repeated the meaning of Finnish, competences in and requirements for the language. None thought that the Finnish language was not necessary to learn, but nine mentioned that between the skills and requirements, the needed level was important to be understood, and that level might, or most probably will, not be equal between all jobs and employees. Four wished that Satakunta could offer more support to the employers; they had recognised the lack of the skills of employers in international recruiting and integrating international human resources in their staff. Additionally, four also referred to some support for the immigrants, this group including the young that move to Finland for their degree studies. The support was seen as available printed or web-based info material, open online lectures and courses, grouping the immigrants for having them to meet each other more, offering opportunities to participate in some societal activities offered by the municipality, associations or parishes, or personal assistance with any issues and challenges faced at their early stages in the region, from finding a place to live to opening bank accounts, mobile subscriptions, applying all the needed licences and so on.

Strengthening the internationalisation of the Satakunta enterprises and mainly the whole regional economic environment was seen highly important by ten interviewees. Naturally the smaller companies were understood to progress slower, or with modest steps, but the medium-size and large companies were already supposed to have taken some serious actions – while all of them still have not. Lack of skilled employees was recognised by each interviewee although not in every field of industry but in general, making international recruiting, and far better utilisation of the international resources already existing in Satakunta, unavoidable at least in the near future. However, as none

of the stakeholders found Finnish language skills irrelevant or unnecessary, the approach how and where the skills should be gained, was varying.

The non-teaching participants (n=8) found it the most important to offer more Finnish education in schools or in the university, and not only to offer, but to insist the international students to study Finnish, even if they were personally not overwhelmingly motivated to it. Not everyone was expected to learn Finnish, but if the international students wished, or were willing to, stay in Satakunta, there was no option seen. The four stakeholder representatives, who were in a teaching position, did not see it that way, as being concerned of limited resources for additional language courses, for personal student counselling, and for the efforts needed to have an unmotivated student to learn anything. Still, these interviewees did recognise the need for additional language studies or training; two of them suggested considering courses organised by another institution, such as Satakunta Multicultural Association, or purely training the language by getting acquainted with more Finnish people and participating some activities organised by associations and societies in Satakunta.

Surprisingly two of the stakeholders mentioned the competition of labour; whereas the employers did not bring it up, these stakeholders were wondering if the employers do not worry about the international skilled ‘future stars’ being recruited by their competitors. The stakeholders also brought occupational safety (n=4) in discussion, the idea being in either utilising the international students with theses in translating (and updating) the safety information in Satakunta enterprises; or, safety being an obstacle in employing the international students if the Finnish safety information was not understood well enough.

7.8 Additional interviewees – reflection to target groups

The interviewed four additional SAMK’s experts and four Finnish students were invited to the research to be able to reflect the outcomes of the actual target groups interviews. The Finnish students were not difficult to detect, as they studied in English degree programmes and their tutor teachers contacted them while also contacting the non-Finnish students to participate in the research. The choice of these participants

was not tendentious, but there was no actual selection of participants, as only five was presented to the researcher, and one did not eventually accept the invitation. When considering this set-up, it was then decided that four is sufficient, as their responses would not affect the final analysis anyway, but would give a view whether the non-Finnish students' interview responses were or were not supporting the outcomes of the actual target groups.

The additional four SAMK's experts were tendentiously chosen, even though there are several persons working with international students – in the International Office alone, there are nine employees of which some are permanently working abroad. Moreover, staff members with tasks related to international studies and international education development were plenty, but not more than four in total was considered necessary to have in the research. These four were purposeful to represent the field with as versatile approach as possible, therefore, all the invitees represented the thematic subject from different directions.

The SAMK's experts although each being unanimous with the necessity of the Finnish language especially in customer service and health care, fairly had a versatile approach to the subject. Whereas one mentioned that Finnish people tend to be impatient in listening to “broken Finnish” and then too easily changing the conversation into English, another pointed out the dialects in Finnish, which can be a real pain in the student's neck when trying to participate in a Finnish conversation and with English being more comfortable to the Finnish counterparts.

Another approach with different views was in marketing the English programmes; to one interviewee, the programmes and the requirements in employment in Finland should be more detailed and the necessity to learn Finnish more brought up. But according to another interviewee, the county could already see the value of international experts and start integrating *us* into *them*, not requiring *them* to be integrated into *us*. This did not though mean that no Finnish skills were needed from the international employees. Three mentioned some more Finnish studies could or should be offered to the students, but they admitted that finding the resources would most probably be an obstacle to this.

One of the experts mentioned inequality between the international degree programme students and the exchange students in the services provided by the university and the SAMK student board. Whereas the exchange students are considered as a group requiring more intention, tutoring and offered leisure time activities, the international degree programme students are mainly put into exactly the same level with the Finnish degree programme students. This was a concern, as the international degree programme students, albeit being responsible for managing with the processes themselves, have clearly shown some additional support in different stages before the process starts to run fluently.

One expert wished more emphasis and resources on study counselling, as the international students were more often left without sufficient support with the progress of their studies. Especially the students who have special needs sometimes loaded the other units with their issues the most benefiting from a study counsellor. A dedicated career and recruitment service was also found needed to be available for all SAMK's students. Such a service could not only assist the students with their career design, but contribute to cooperation between the university and the economic environment.

The four Finnish students, representing the degree programmes of Sea Captain or International Tourism Development – very international programmes already by nature – each recognised the issue of international colleagues having more difficulties in being employed in Satakunta, or even in Finland. On the other hand, the students did specify that most of their jobs and internships are anyway abroad and with international crew or customers using English in communication, but if working in Finland not to mention in Satakunta, the daily communication between co-workers or with standard customers is in Finnish, thus non-Finnish speaking co-workers mainly do not exist. Nevertheless, each of the four thought that their international degree-colleagues had no invincible problems in finding internships, at least with the help of SAMK, but they recognised the challenges of international students other than in their own degree programme in having an internship, or summer job, more often with lower requirements than the available students' skills. The Finnish students did not know any graduates to be unemployed, as those with lower opportunities, had already left the country, or at least the county.

8 RESULTS COMPARISON AND ANALYSIS

The results comparison and analysis were done using the key factors as topics. The additional eight interviewees as a reference group were not brought as such to the analysis, but the conclusions made from the core interview outcomes, were reflected at those additional responses, to have perspective – either supporting the analysis, or suggesting possible bias in them.

8.1 Finnish language

The Finnish language was unsurprisingly the most discussed theme in the interviews, and clearly connected with the students' options and willingness to stay in the county, or even the country. While the employers, who already operate in fields which use English as their business and working language were not interested too much in the Finnish language skills, even some students who were studying in a relevant field, still had faced issues finding internships and jobs if they were not able to speak at least some basic Finnish. This implies to a student's personal occupational interest not actually focusing on the same fields which are now offering the jobs.

Whereas some students found Finnish skills requirements far too high, and wished the employers braver to employ the non-Finnish speakers, the fact of being able to work in customer service using Finnish, when the customer is Finnish-speaking, could not be surpassed. Bravery was therefore not seen as the solution, as forcing the Finnish customer to understand, and reply, in English was not found as an option; not only based on the customers' willingness to have service in English, but also to prevent misunderstanding and discomfort, that may cause the customers even avoiding the service, taking their money to competitors. Then, especially in the fields with imperative requirements for customer service in Finnish (or Swedish, as the second national language), the language skills requirements are determining and not based on the employers' courage. On the other hand, also based on the material studied for this thesis, when the lack of employees was significant enough, the ways to tackle the

issues were eventually found, just requiring ambition and resources to duly address the challenges.

Whereas the employers, stakeholders and even some students wished the university could offer more courses and especially advanced courses in Finnish, the internship supervisors as teachers did although understanding the value, recognise the lack of resources in teaching. Therefore, the students should first of all be encouraged to complete all the offered Finnish courses, then to study more independently, and perhaps to take some additional Finnish studies for example in the other educational institutions and service providers.

8.2 Cultural differences

While all the students found themselves fluent or at least willing and capable of meeting new work societies even without profound Finnish skills, the other interviewed groups were concerned the students being too easily left outside the work teams, if there was no mutual language. The supervisors had already recognised the challenges of the students to gain a full experience from the internship, when the work team support was not sufficient due to a language barrier, even if the general working environment was positive and there were no other obstacles in participation. The employers were the most concerned of the newcomers and their welfare, but also some employers brought up the challenges in selection in recruiting, as if full integration to the existing work team was not found, a major impact could be lost due to uncovered skills, fresh ideas and questioning the current practises.

Some stereotyping thoughts were also recorded in the interviews although not so much in negative ways, but anyway rising concern if the cultural differences still could affect the integration to new work teams – and even mainly if the existing teams were capable to well integrate themselves into the international newcomers. Some stakeholders and supervisors found it then worth consideration to offer the employers support for integrating the non-Finnish employees into the work teams.

8.3 Internships

All the interviewees considered the internships as the most natural way of applying the theoretically learned into practise. Internships were furthermore seen as a useful way to better introduce the field with all the practical needs, additional skills requirements and work societies in the economic environment. Although not all employers were interested in having the newly started students for practical training due to the significant time required for their orientation, all employers were willing to have students as trainees and (part-time etc.) employees at least at the senior studying terms. One employer mentioned that the immigrants are the most motivated right after entering the country, and this motivation should be harnessed well, also within the international students in higher education.

The students highly appreciated the internships, but some were unsatisfied for their actual placements, as they felt being given only “leftovers” – the best and most interesting placements being given to Finnish-speaking students whereas the non-Finnish-speaking had to accept just what was then left. Especially in nursing, it was not understood why the students, who do not speak and understand Finnish well, were often placed in geriatric nursing, where the customer, or the patient, cannot always communicate even in Finnish, whereas the Finnish-speaking students were located for example in surgical wards, where there is not that much communication with the patient, but with the team, that is always highly educated and mostly competent in English.

The internship placement selection system in health care education, *Jobiili*, was too much not appreciated among the international students, as they often showed favour to students studying at the near location to the offered internship. Furthermore, some of the placements were available for booking in some precise hour, and then the competition was based on being the fastest in booking. On the other hand, the selection system was very appreciated in maritime education, as *Harjoittelumylly* was seen fair and easy to use. However, for the business students there is no special service designed, and some development for searching and selection of the internships should

nevertheless be considered generally to ensure equality among the degree students, not only in Satakunta but in the whole country.

8.4 Custom pathway

Although in each group the custom pathway – having internships, project tasks, summer jobs, a commissioned thesis from *one single employer*, so the student could grow to the business and being competent for that one employer after graduation – was found of major interest of some interviewees, this was not a generic interest. Even some employers valued high versatile working experience, a broader view of the field, and any skills related to the job gained from additional sources. In health care, this versatile experience was not even an option but mandatory, as the health care education officially requires experiences of different target groups, different employers, and different challenges in health care services.

Nevertheless, those employers who operated in fields already showing lack of employees, were the most interested in custom pathways. They felt the student could be more committed to this employer after the studies, as at least the employment could be ensured for them, and even with a decent salary and other employee's benefits, compared with trainee's benefits. This was also recognised by most students as an asset, as they could then rely on being employed after graduation, since completing all the tasks for that one employer, and being able to form firm relations with this employer. The students, who found this path very interesting, also linked it strongly to their own or their colleague students' willingness to stay in the region after graduation. On the other hand, also those students who were not allowed to follow a custom pathway due to the requirements of their degree programme, understood the value of such a programme, and linked it to the willingness of staying in the county.

The use of a custom pathway could anyway be considered more broadly, as it was mostly taken with positive reactions, at least in those fields where the official regulation is not precisely an obstacle. A custom pathway although if being a primary strategy, would not need to be followed when some adverse circumstances appeared. If not being a complete story from the very beginning of the studies to graduation, a

custom pathway could still be adopted at least partly, to link the students to the employers more strongly, thus supporting the decision of staying in the region.

8.5 Hidden jobs

On top of the challenges in finding internship placements, students brought up the difficulty in finding the available jobs (part-time, fixed-term, seasonal, summer job, permanent) from their own experience. The Finnish employment office has services, but using them had not always been found easy and functional, the newspaper ads are mainly in Finnish. Open written applications for any available jobs, or applying for an internship, were too often found as a waste of time, especially if written in English. One student had called an employer asking if she was to have any respond to her email, as she was very motivated to contribute to this company. She was then given an answer that her email was deleted before being properly read, as it was in English.

As those employers being willing to employ anyone with related studies and showing attitude despite their language skills, other than English, are not many in Satakunta, it seems to refer to having too few students in those fields in general, and to having poor channels to find the available jobs. The employers though did not find the channels as the issue, as to them, the open jobs were on those channels they have used to operate with. Not too many employers had yet searched for new employees, not to mention trainees, through social media or other interactive channels, but not too many either had utilised the Finnish employment office, as newspaper ads and ads in their own web pages were found the most suitable, easy and profitable. However, even when some job ads were indeed in English, the requirements for applicants were always high, thus not supporting novices to consider applying. On the other hand, available jobs advertised in the companies' own web pages are not easy to detect, as one needs first to know the company and their web pages, to be able to visit those. If with no knowledge of this company, it is almost impossible to detect the open jobs. The internship supervisors and stakeholders also recognised this as a challenge, and a system that could support the available jobs being found by the international students, was of a mutual interest. Furthermore, even if the final goal was in having the international labour to be skilled enough to manage with the Finnish language, the

texts often used in job ads or in the application system process is not simple every-day language, thus the job application system to be developed would be preferred to be in English, at least partly.

8.6 Participation, involvement

Whereas the students were mostly focused on the education and services which the university could offer them even for the leisure time by the student board or the peer group activities, other interviewed groups considered any participation in societal activities external to the university and involvement in for example sports clubs, associations, hobby groups, or charity organisations being of utmost importance. Especially integration to Finnish-speaking groups was generally found as a strong sign of commitment – both to use the learned language, and to learn more about the people and society, instead of staying at the comfort zone with English-speaking people. The more participation in societal activities, the bigger the possibility to stay at the region after completing studies.

Not many students had additional hobbies and even fewer had participated in any societal activities unless they already had lived in Satakunta before the studies at SAMK. Mainly the reason for this was inadequate awareness of the options, as the associations or other non-governmental organisations (NGOs) have not been introduced to them, and since with only Finnish (online) information available, no details were found or understood how, where and when to participate. Unfortunately only a few students recognised Satakunta Multicultural Association (Satakunnan Monikulttuuriyhdistys ry.) and their services, through which they could find new activities for their leisure time, in low threshold groups. Moreover, in the association the students could have more Finnish studies – among other languages offered – and even find something to which they could contribute themselves, such as offering their assistance in different events and organising courses to immigrants. In general, cooperation between the university and the operators external to the university could be strengthened to introduce the different options in Satakunta better.

8.7 Regional international friendliness

Only those students who had lived in Finland, or in Satakunta, already for a while before their studies at SAMK, were not critical to the international friendliness of the region although even they still admitted having difficulties when entering the country, or county, and thought that improvements should be done. The region mainly received negative comments on its international friendliness, when mentioning the municipal services, guides, regional websites – anything that could be considered as “public” information. A few private actors had though been active in translating their information in English, some even in other languages (Russian, Chinese) to make the non-Finnish reader more comfortable. This led some stakeholders to consider if support was needed for the Satakunta enterprises to more promote their field and business to international students.

While the students wished to have assistance for their societal integration from the university, the other interviewed groups mentioned municipal integration service to be in their wish list. Especially the stakeholders found it important to have an office, a team, or even just one person to be nominated as an *integration counsellor*, or alike. Already in former projects, activities and initiatives the stakeholders had been involved in or followed closely, such a service had been in consideration, but never implemented due to lacking resources. Satakunta Multicultural Association on the other hand has some related services to assist the immigrants to integrate into Satakunta with low-threshold participation in any offered activities, but this was not recognised too well in the interviewed groups. Their services are introduced to the students annually, but as not many recalled such an event, it may have taken place in a stage when there already is a great number of things to remember with the beginning of studies, new accommodation, and all the facilities requiring input.

The stakeholder group also found important to develop services not only for one in the immigrant family but to the whole family. This may not apply to all SAMKs international students, who often are single when entering the country, but as there anyway are families and family members who move to Finland or to Satakunta for studies and for improved opportunities to be employed, this needs to be taken into

consideration. The municipal services for example in health care, the day care of children, public transportation and leisure time activity offerings are not easy to find and understand when no assistance is available. Translation of the service info would be the start, but using the public services is also a matter of cultural and practical understanding, at least to some extent, for which a plain translation is not always sufficient.

8.8 Additional interviewees

The additional interviews of the four Finnish students and four experts of SAMK were not included in the final target group analysis, since not directly representing the main target groups. Nevertheless, their responses were collected to reflect at the outcomes of the target group interviews of internship supervisors and international students. These were found needed to increase the reliability of the results' analysis, in case of non-recognised biased responses, or just to verify the challenges being recognised also in other groups related to the topic.

The most similar comments and views were for the key factors "Finnish language", "Internships" and "Regional international friendliness". Both the SAMK experts and the Finnish students found the language skills crucial if wishing to integrate into the society in Satakunta; internships were the best way to introduce the local and regional economy and link the students to the employers; and the region was found not supporting the international students, or immigrants, in integration to the region enough.

The SAMK experts strongly supported the outcomes of the main target groups in key factors "Cultural differences" and "Participation, involvement"; the companies in Satakunta were found traditional and introverted, with few exceptions, and participation in any activity strengthening the international students' integration to the society was found necessary. The Finnish students also supported the key factors "Internships" and "Hidden jobs", as they had recognised their international student colleagues occasionally struggling with these topics. Nevertheless, they mentioned that the challenges obviously had not been overwhelming, as they did not recognise

any fellow student being left out from the internships, and all graduates were, to their understanding, employed although not all in Satakunta.

For the key factor “Custom pathway” there were no comments from the four Finnish students, but among the SAMK experts, there was generic understanding about such a programme being utilised with success by some international students whilst not being available to every student due to different regulation and requirements in curricula. So, there were no contradictions between the outcomes of the actual target groups and the additional interviewees although not all key factors were not mentioned by the latter group. Therefore, the reflection of the additional interviewees’ responses at the main target group interviewees’ responses showed support to each key factor, even though not all key factors were brought into discussion by all additional interviewees.

8.9 Comparison to the research objectives

In order to evaluate the chosen key factors and their topics and comments per interviewed target group, as next providing content for the final outcome – the Recommendation Proposal – the results were evaluated through the four research objectives and the consequent four research questions presented in Chapter 2.

SAMK’s international students gave a great number of responses to the first research objective concerning the decision whether to stay at the region, or go. Most of the responses referred directly to getting employed, the self-esteem by being independent with one’s own income, especially if finding jobs related to the studied degree programme. These responses were also followed by wishes, suggestions, and even requirements for SAMK to improve the supportive operations to encourage the students to stay.

The third research objective concerning the custom pathway was precise with its output; based on the interviews, a custom pathway is not thoroughly known in the employers’ field, but still it is not usable in each field due to the official requirements of gaining experience on versatile internships. This method should nevertheless be

brought more into daylight, as it was often found interesting – also to some interviewed students – and even already benefiting some employers.

Plenty of responses were received from all the target groups to the fourth research objective concerning the experiences and expectations on international students being employed in Satakunta after graduation. Unfortunately many had negative expectations although some positive experiences were nevertheless already gained, and with the suggested interventions, most often appointed to SAMK to complete, even more positive options were seen highly possible. For the students, the region was anyway found peaceful, nice, or even beautiful with the seaside and beaches, forests and all the needed opportunities for leisure time activities, meaning that staying in the region was a very viable option for the most – but only if being employed.

Based on the significant number of interviews, the similarities in the responses and even repetitions noticed already at the early stages of the research, the results were found valid to answer the set research questions. Also, as there were four different target groups interviewed, and the two additional groups with whom the actual responses were reflected with, the research objectives were seen addressed sufficiently, as the responses per target group assessed the research objectives from different – even to some extent, from opposite – viewpoints.

9 RECOMMENDATION PROPOSAL

Based on the responses' comparison and analysis, a selection of topics per each of the key factors as the final outcome is taken as recommendations (APPENDICES 5a-5d), for the two main target groups – international students, and employers in Satakunta; but also for the commissioner, SAMK; and for the Satakunta county. The collective Recommendation Proposal – a single list of the suggested activities, four per each key factor – will be introduced to the commissioner (APPENDIX 6). Unnecessary repetitions have been removed from the lists. The recommendations for SAMK given by the supervisors in the appendix 5c are furthermore combined with the recommendations given by the additional interviewed groups (representing SAMK's staff, or SAMK's Finnish students), to avoid pointing any small-sized group or their members out.

The recommendations for the *international students* include e.g. studying the Finnish language also taking additional courses, participating actively in societal activities, showing interest to Finnish working life culture, and being tenacious with their studies and practical training. However, getting excellent grades is not in the suggested activities, as this was not found relevant, whereas *attitude* has all the importance.

For the *employers*, the list contains being more open-minded for cultural challenges, finding support for their international recruiting process, making their open jobs more visible and accessible including anonymous recruiting options, and for example, offering tailored jobs if standard occupations require more Finnish language skills than is available.

According to the recommendations, *SAMK* should offer more Finnish language courses, or organise them together with other institutions; even a course introducing the local dialects is in the list. A study counsellor is needed, as the internship supervisors cannot always be available to all issues related to studies. Furthermore, if possible, any new application system more equal, transparent, and frequently updated for internships, jobs and theses, would be highly appreciated among the international students.

The Satakunta *region* is found nice, but the support offered to international students or immigrants is not rich. Translated digital and printed info – also in shops and services – and English signposts would be helpful especially at the early stages of settling in. Smoother processes with the official matters such as with banking and all different contracts or licences would furthermore be highly appreciated. An integration counsellor or occupation alike would be welcomed to guide and supervise with different challenges when moving to the county or using its services, as not all customs and practises are clear even with translation. Introduction of the Satakunta Multicultural Association should be given not at the very first stages of the studies, but somewhat later when the hectic start has somewhat been stabilised.

Each of the lists is directly collected from the interview responses, thus representing the voice of the different target groups. The actions taken to implement the indicated suggestions will completely be a choice of the commissioner. The Recommendation Proposal has no suggestions for indicators or follow-up. Any further elaboration and exploiting the Recommendation Proposal is suggested to be assigned to the professionals in methodology and pedagogy of Satakunta University of Applied Sciences.

10 SUMMARY AND DISCUSSION

The main objective of this study was to find out why the SAMK's international bachelor students so often leave Satakunta, and not stay there to contribute to the region after graduation. Furthermore, the goal was to recognise the actions which could be done to encourage the students to stay. The studied topic is evidentially strongly related with getting employed. When competence building, practical training, introduction to the employers and applying jobs lead to employment, the student tends to decide to stay, whereas unemployment – including employment in an irrelevant field or in a job not requiring competences gained from the chosen degree programme – may eventually lead to leaving the region.

Among being employed, there are a set of activities which could take place to support the students to stay at the Satakunta region after their graduation. Some of them may indicate a strong wish of the whole region and society to not only welcome the immigrants, but also to show a clear interest to have them stay. However, since circumstantial factors still have their place although they may not be affected easily, it is obvious that not everything can be assured, or done by others. For example, if an international student finds social relations – like love – not located in Satakunta, the external authorities or factors have no additional great power. The more home-like feeling we nevertheless give to the immigrants, the more likely they will stay in the region. It means that all the actors and authorities should have a common goal to support this decision.

10.1 Credibility of selecting the participants

In the *selection* of the students for the interviews, the sources (internship supervisors) which were used, directly represented the commissioner, thus somewhat compromising the credibility. This could imply the selection being biased, as the tutor teachers tendentiously suggested those students, who were recognised being talkative, active, and most likely, in good relations with their tutoring teacher. However, all the interviewed students had information fairly equal in the means of criticism to share

with the researcher, with no recognised indicator to be pleasant or polite with no reason. The selection of students might have been tendentious to a teacher, but not to the researcher, and the approach to the topic was similar to all participant students. Furthermore, the students did not show too much ingratiation, as some, quite the opposite, gave even somewhat critical feedback.

There could have been an open call for applications, or open registration, to the research and the interviews, from which either everyone, or randomised groups, were selected to participate. This was originally considered with the employers, to have a wider set of employers represented, and to increase credibility in the participant selection. However, since been advised by the representatives of the chambers of commerce, such an approach might not bring the expected results, and the number of participants remained few.

With the internship tutors, no actual selection was made but all of them were invited to the research, despite the number of their tutored *international* students. Each of the tutors anyway had experiences on working within the subject, therefore, bringing the expected value with their points of view. As there were only seven tutors, the number was not significant enough to make exclusions. But with the stakeholders representing the field with highly versatile experience, the selection could have been various. When introduced the project idea in the first place to a few actors, more participants were suggested by these first-interviewed. The selection of the stakeholders was therefore a “network”, that could indicate similar views to be expressed. This was taken as a risk, compromising the credibility, however, being a risk reduced at least to some extent with the fact that there was not only this stakeholder group represented, but three more groups, and the eight additional interviewees. The selection of stakeholders was therefore not seen as severely compromising the credibility.

10.2 Ethical evaluation

There were interviewees who wished not to have their answers to be recorded, and this was respected with making only handwritten notes, which was accepted by the interviewees. Furthermore, two of the employer representatives agreed on the

interview only with a complete confidentiality on the company name, the field of operation, and any info that could reveal their identity. Therefore, to respect the requests, all references concerning the employers' names or their fields of operation are excluded in the report.

Two international students felt they could be recognised based on their nationality, therefore, any referring to nationality and even continent, was decided to be excluded in the report. A few interviewed students were quite open with telling their experiences including the unfortunate incidents, and some sensitive outcomes were noted. These were however not included in the transcription nor tabling or analysis, to respect their wishes.

All the interviews, recordings, transcriptions and notes are in the possession of the researcher. Any individual-related material collected during the research will be destroyed after the publication of this thesis report, also because their further use is irrelevant to any other research. Moreover, most of the students who participated in this research, already have graduated at the time of publication of this report.

10.3 What if it was done in another way?

Qualitative methodology and interviews were selected as the main approach to the study. Quantitative elements were considered in the preliminary stages of the research, to increase the credibility and reliability of the results and analysis. This would have been done through a questionnaire, that was to be based on clearly shorter interviews, which were to find the key questions for the questionnaire. This was found unnecessary fairly soon after the interviews started, as quite all the relevant information was considered being received already.

Interviews were done online, first of all due to the pandemic, that was circumstantially limiting all face-to-face meetings and gathering. On the other hand, had live meetings been organised to all the total of 58 interviews, the time spent would have been enormous on top of going through the recording and memos, which now were available

as Microsoft Teams recordings, and the notes written simultaneously by digital note tools.

The total number of interviewees is substantial; however, in each target group the number is not exceptional. None of the target groups were wanted to be excluded from the study, as each of them represented the topic from their own point-of-view. Moreover, most of the results of each target group were supported by another target group – yet there were few showing contradiction, thus being highly interesting at the analysis stage. While searching for the students to the research, requests to assist with this were presented to the SAMK's internship supervisors. As each supervisor was very cooperative, there were plenty of students suggested and then invited to the study. Fairly similar results could perhaps have been received even with fewer participants, but on the other hand, each interview provided some new information that contributed to the Recommendation Proposal.

The digital availability of most of the used reference material was highly supporting the study, as it was also time-saving – and avoiding risky (pandemic) live visits in physical libraries. However, not all the material found digital although being easy to use and even considered valid and valuable, were clear how to cite, with which the SAMK guidance was essential to be followed, even though still with a need to interpret.

10.4 Next steps

The researcher wishes to see the Recommendation Proposal of this thesis to be implemented at some level, after being elaborated by the methodology and pedagogy experts of the commissioner. This is considered vital to thoroughly evaluate the resources needed especially from SAMK, and the reality or reasonability to achieve the outcomes which the commissioner wishes to have. Organisational and regional cooperation must take place to reach wider results, as the impact is not reached with single actions or by single actors. Even if, or when, all the possible is done, there is a possibility, that the international student as a future expert and a new contributor to the

society decides to settle in other region than Satakunta. But if not all the possible were done, the risk of losing this potential contributor remains high.



(Figure 9). Traffic lights illustrating ‘Should I stay or should I go’.

Already now, in 2022, Satakunta is showing lack of skilled employees, therefore, serious actions need to be taken. To illustrate the situation, figure 9 shows the traffic lights of employment and staying. When entering to the local working life is inhibited, the international student stands in front of the red light, and often decides to move out to find a place employing better. Should self-employment or entrepreneurship be a true option, staying is possible (yellow light), but then at least the region needed to show international friendliness, giving reasons why this location for one’s new business is the best or at least beneficial. But when given a real opportunity to enter to the working life in Satakunta, the traffic lights show green to the international student, who may then stop singing the song.

REFERENCES

Ahokas. (2016). John Maynard Keynesin talouspolitiikka ja suomalaiset keynesiläisen talouspolitiikan määritelmät. Poliittinen talous 4(2016), 15-41.

<https://journal.fi/poliittintalous/article/view/96129>

Aldhaen, M. (2020). Interview Versus Questionnaire from the Perspective of CBE Members. International Journal of Education, Learning and Development. Vol.8, No.2, 71-94.

<https://www.eajournals.org/wp-content/uploads/Interview-versus-Questionnaire-from-the-Perspective-of-CBE-Members-1.pdf>

Arcada University of Applied Sciences. (2020, November 10). Arcada supports integration in Swedish – becomes the first Swedish-language SIMHE educational institution in Finland. Retrieved October 27, 2021 from

<https://www.arcada.fi/en/article/press-release/2020-11-10/arcada-supports-integration-swedish-becomes-first-swedish-language>

Aro, T. (2020, November 5). Muuttovetovoimaisimmat kunnat maan sisäisessä muuttoliikkeessä tammi-syyskuussa 2020 verrattuna viiden... [Tweet]. Twitter.

<https://twitter.com/timoaro/status/1324250631759110144/photo/1>

Barnier, B. (2020). Keynesian Economics. Investopedia. Retrieved October 2, 2021 from

<https://www.investopedia.com/terms/k/keynesianeconomics.asp>

Business Finland. (n.d.). Material bank for Talent Boost Finland. Retrieved November 2, 2021 from

<https://mediabank.businessfinland.fi/1/JQWn2SGF98rB>

City of Helsinki. (2021). Population with foreign background in Helsinki. Kaupunkitieto-yksikön julkaisut. Based on statistics of Statistics Finland in 2021. Retrieved October 25, 2021, from

<https://ulkomaalaistaustaisethelsingissa.fi/en/content/population-foreign-background-helsinki>

Data Commons. (2021). Satakunta, Eurostat NUTS3. Overview, Demographics. Retrieved October 26, 2021 from

https://datacommons.org/place/nuts/FI196?utm_medium=explore&mprop=count&point=Person&hl=en

DIAK. (n.d.). Monikulttuurista ammattitaitoa Satakuntaan. Retrieved November 8, 2021, from

<https://opinportaila.diak.fi/hankkeet/opin-portailta-tyoelamaan-satakunnassa/>

Diamond, P. A. (2013). Cyclical Unemployment, Structural Unemployment. Working Paper 18761. NBER Working paper Series. National Bureau of Economic Research, Cambridge. https://www.nber.org/system/files/working_papers/w18761/w18761.pdf

Doyle, J.K. (2004). Introduction to interviewing techniques. In D.W. Wood (ed.), Handbook for IQP Advisors and Students. Worcester Polytechnic Institute.

ELY-keskus (Center for Economic Development). (2019, September 27). Retrieved September 20, 2021 from <https://www.ely-keskus.fi/-/korkeasti-koulutettujen-osaajien-saatavuudessa-edelleen-vaikeuksia-satakunnassa-satakunta->

Eurofond. (2019). How your birthplace affects your workplace. Publications Office of the European Union, Luxembourg.
https://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef19004en.pdf

Finnish Government. (2018). Julkisen talouden suunnitelma (The Public Economy Plan). Prime Minister Juha Sipilä. Retrieved April 16, 2022 from <https://valtioneuvosto.fi/documents/10616/7660589/Julkisen+talouden+suunnitelma+PMI+Sipil%C3%A4+11042018/1d5368ba-e2bf-4894-85dd-b94adc4292aa/Julkisen+talouden+suunnitelma+PMI+Sipil%C3%A4+11042018.pdf>

Finnish Government. (2020). Työn ja työvoiman alueellinen liikkuvuus ja monipaikkainen väestö. <http://urn.fi/URN:ISBN:978-952-287-928-8>
Finnish Government. (2021). Roadmap for education based and work based immigration 2035. Valtioneuvoston julkaisuja 2021:74.
<http://urn.fi/URN:ISBN:978-952-383-666-2>

Finnish National Agency for Education. (n.d.). SIMHE services at higher education institutions. Retrieved October 27, 2021 from <https://www.oph.fi/en/simhe-services-higher-education-institutions>

Finnvera. (2017, October 21). Satakunnan vientiyrietykset panostavat kansainvälistymiseen ja innovaatioihin – viennin arvon odotetaan kasvavan. STT Viestintäpalvelut Oy. Retrieved October 20, 2021 from <https://www.sttinfo.fi/tiedote/satakunnan-vientiyrietykset-panostavat-kansainvalistymiseen-ja-innovaatioihin-viennin-arvon-odotetaan-kasvavan?publisherId=3752&releaseId=62772133>

Heikkilä, E. (2016). Immigrants contribute to the Finnish labour market. Nordregio News 3/2016. Nordic Council of Ministers. Retrieved October 10, 2021 from <https://nordregio.org/nordregio-magazine/issues/migration-and-integration/immigrants-contribute-to-the-finnish-labour-market/>

Hennink, M., Hutter, I. & Bailey, A. (2020). Qualitative Research Methods (2nd edition). SAGE Publications Ltd.

Henry, S., East, J. & Schmitz C. (2011). Social Work with Groups. Mining the Gold. The Haworth Press Inc. USA.

Keynes, J. M. (1980). The Collected Writings of John Maynard Keynes XXVII. Cambridge: Cambridge University Press.

Kokka kohti Suomea. (n.d.). Project summary, Kokka kohti Suomea – Kansainvälisistä osaajista kasvua ja kilpailukykyä kasvukeskuksiin. Retrieved November 2, 2021 from <https://www.ely-keskus.fi/varsinais-suomi-kokka-kohti-suomea>

Komppula, S. (2018). Employment of young immigrants in Helsinki: Impact of gender, mother tongue, and education level [Master's thesis, Jyväskylä University of Applied Sciences]. Theseus. <https://urn.fi/URN:NBN:fi:amk-201803193540>

KOPPA. (2010, March 9). Strategies [Mapping Research Methods / Method Map]. The University of Jyväskylä. Retrieved November 11, 2021, from <https://koppa.jyu.fi/avoimet/hum/metelmapolkuja/en/methodmap/strategies/strategies>

Korte, R. & Lin, S. (2013). Getting on board: Organizational socialization and the contribution of social capital. *Human Relations*, 66(3), 407-428. <https://doi.org/10.1177/0018726712461927>

Kujanpää, K. (2017). Henkilöstövoimavarojen johtaminen ja monikulttuurisen työyhteisön työhyvinvointi [Doctoral dissertation, University of Helsinki]. HELDA. <https://urn.fi/URN:ISBN:978-951-51-2586-6>

Kumar, A., Sharma, R. (2000). *Personnel Management – Theory and Practice*. Volume I. Atlantic Publishers and Distributors India.

Lapintie, L. (2021, October 1). Ennusteen mukaan väestö vähenee lähes koko maassa. *Satakunnan Kansa*.

Lee-Setälä, Y. (2021, 42/2021). Kielikuplassakin pärjää hyvin. *HS Viikko* (Helsingin Sanomat).

Loukkola, A. (2020, May 20). Kuinka moni Suomessa tutkinnon suorittanut ulkomaalaistaustainen jää tänne töihin? Tilastokeskus (Statistics Finland). *Tietotrendit, Asiantuntija-artikkelit ja ajankohtaisblogit*. Retrieved October 20, 2021 from www.stat.fi/tietotrendit/artikkelit/2020/kuinka-moni-suomessa-tutkinnon-suorittanut-ulkomaalaistaustainen-jaa-tanne-toihin

Lundell, T. (2021, October 26). Interview with Senior Lecturer of SAMK, Teppo Lundell.

Mathies, C. & Karhunen, H. (2020). Do they stay or go? Analysis of international students in Finland. *Globalisation, Societies and Education* 2021, Vol. 19 (3), 298-310. <https://doi.org/10.1080/14767724.2020.1816926>

Milton, N.R. (2003). *Personal Knowledge Techniques* [Doctoral dissertation, University of Nottingham]. <http://eprints.nottingham.ac.uk/13122/1/275971.pdf>

Ministry of Economic Affairs and Employment of Finland. (2019). *Kotoutumisen kokonaiskatsaus 2019. Tutkimusartikkeleita kotoutumisesta (Overview of integration 2019. Research articles of integration)*. <http://urn.fi/URN:ISBN:978-952-327-487-7>

Ministry of Economic Affairs and Employment of Finland. (2021a). Strong growth in regional economies and employment but availability of labour tempers development prospects. Retrieved October 22, 2021 from <https://tem.fi/-/talous-ja-tyollisyys-ovat>

[vahvassa-kasvussa-mutta-tyovoiman-saatavuus-himentaa-alueellisia-kehitysnakymia](#)

Ministry of Economic Affairs and Employment of Finland. (2021b). Työllisyyskatsaus (Summary of Employment), Satakunta, Elokuu 2021. Retrieved September 19, 2021 from

https://www.temtyollisyyskatsaus.fi/Textbase/Tkat-14/Pdf/Tkat_fi.pdf

Ministry of Economic Affairs and Employment of Finland. (2021c). Työttömiä työnhakijoita elokuussa 281 000. Employment bulletin. Retrieved October 22, 2021 from

<https://www.temtyollisyyskatsaus.fi/graph/tkat/tkat.aspx>

Ministry of Economic Affairs and Employment of Finland. (n.d.). Talent Boost programme. Retrieved October 2, 2021 from

<https://tem.fi/en/talent-boost-en>

Ministry of the Interior. (2020, November 25). Sisäministeriö selvittää maahanmuuttohallinnon voimavaroja ja vaikuttavuutta. Retrieved September 1, 2021 from

<https://intermin.fi/-/sisaministerio-selvittaa-maahanmuuttohallinnon-voimavaroja-ja-vaikuttavuutta>

Ministry of the Interior. (2021, September 16). Lakiesitys pitkäaikaisesta D-viisumista helpottaa työvoiman maahanmuuttoa. Retrieved September 20, 2021 from

<https://intermin.fi/-/lakiesitys-pitkaaikaisesta-d-viisumista-helpottaa-tyovoiman-maahanmuuttoa>

Ministry of the Interior. (n.d.). Finland invests in labour migration. Retrieved October 19, 2021 from

<https://intermin.fi/en/areas-of-expertise/migration/labour-migration>

Nikolaou, I. & Oostrom J. K. (2015). Employee Recruitment, Selection, and Assessment. Contemporary issues for theory and practice. Psychology Press UK.

Nurmi, C. (2021, September 9). Interview with Vice President for Research of SAMK, Cimmo Nurmi.

O'Meara, B. & Petzall, S. (2013). Handbook of Strategic Recruitment and Selection: A Systems Approach. Emerald Group Publishing Limited.

Occupational Barometer. (2021a) Occupational Barometer in Satakunta II/2021. Ministry of Economic Affairs and Employment of Finland. Retrieved October 2, 2021 from

[https://www.ammattibarometri.fi/Toplista.asp?maakunta=satakunta&vuosi=21ii&kie- =en](https://www.ammattibarometri.fi/Toplista.asp?maakunta=satakunta&vuosi=21ii&kie=en)

Occupational Barometer. (2021b). Occupational Barometer in Finland II/2021. Ministry of Economic Affairs and Employment of Finland. Retrieved October 31, from

<https://www.ammattibarometri.fi/Toplista.asp?vuosi=21ii&kieli=en&maakunta=suomi>

Pigou, A. C. (1968). *The Theory of Unemployment*. Frank Cass and Company Limited. 1968. ISBN 0714612421.

Prizztech. (2021a). RoboCoast. Satakunta on robottirannikko. Retrieved October 1, 2021 from <https://www.prizz.fi/kehittamisteemat/automaatio-ja-robotiikka.html>

Prizztech. (2021b). Talent Boost Robotics. Retrieved October 27, 2021 from <https://www.prizz.fi/kehittamisteemat/automaatio-ja-robotiikka/talent-hub-robotics.html>

Rundgren, A. (2019, November 7). Työvoiman maahanmuutosta kilpaillaan OECD-maiden kesken. Blog of the Ministry of the Interior. Retrieved September 1, 2021 from <https://intermin.fi/ajankohtaista/blogi/-/blogs/tyovoiman-maahanmuutosta-kilpaillaan-oecd-maiden-kesken>

Satakunta University of Applied Sciences. (2021). SAMK in figures. Retrieved October 10, 2021 from <https://www.samk.fi/en/education/international-samk/>

Satakunta Centre for Economic Development [Satakunnan ELY-keskus]. (2021). Työvoimapulasta kärsivien ammattien määrä Satakunnassa on kasvussa. STT Viestintäpalvelut Oy. Retrieved October 25, 2021 from <https://www.stinfo.fi/tiedote/tyovoimapulasta-karsivien-ammattien-maara-satakunnassa-on-kavussa?publisherId=69817886&releaseId=69919832>

Satakunnan maakuntaohjelma 2018-2021. (2017). Satakuntaliitto. <https://satakunta.fi/aluekehitys/strategiat-ja-ohjelmat/satakunta-strategia/maakuntaohjelma/maakuntaohjelma-2018-2021/>

Satakuntaliitto. (2012). Satakunnan Tulevaisuuskäsikirja 2035. <https://satakunta.fi/wp-content/uploads/2021/06/Satakunnan-Tulevaisuuskasikirja-2035.pdf>

Shumilova, Y., Cai, Y. & Pekkola, E. (2012). Employability of International Graduates Educated in Finnish Higher Education Institutions. VALOA project. University of Helsinki. https://www.researchgate.net/profile/Yuzhuo-Cai/publication/233426293_Employability_of_International_Graduates_Educated_in_Finnish_Higher_Education_Institutions/links/09e4150abe72e66a01000000/Employability-of-International-Graduates-Educated-in-Finnish-Higher-Education-Institutions.pdf.

Statistics Finland. (2019, updated June 19). Share of people with foreign origin by region in 2018. Appendix figure to report of Population Structure 2018 of Statistics Finland. Retrieved October 1, 2021 from https://www.stat.fi/til/vaerak/2018/02/vaerak_2018_02_2019-06-19_kuv_001_en.html

Statistics Finland. (2018, February 16). Ulkomaalaistaustaisten yritysten määrä kasvoi taantumassakin. Retrieved October 26, 2021 from <https://www.tilastokeskus.fi/tietotrendit/artikkelit/2018/ulkomaalaistaustaisten-yritysten-maara-kasvoi-taantumassakin/>

Statistics Finland. (2020a). Data by municipality. Municipal key figures. Satakunnan maakunta, Ruotsinkielisten osuus väestöstä. Retrieved 20.11.2021 from <https://www.stat.fi/tup/alue/kuntienavainluvut.html#?year=2021&active1=MK04>
Statistics Finland. (2020b, July 23). Aloittaneiden yritysten määrä kasvoi 10 prosenttia vuoden 2020 ensimmäisellä neljänneksellä. Retrieved October 25, 2021 from https://www.stat.fi/til/aly/2020/01/aly_2020_01_2020-07-23_tie_001_fi.html

The International Labour Organization ILO. (2022a). Development Cooperation Dashboard. Retrieved April 16, 2022 from: <https://www.ilo.org/global/topics/labour-migration/lang--en/index.htm>

The International Labour Organization ILO. (2022b). About the ILO. Retrieved April 14, 2022 from: <https://www.ilo.org/global/about-the-ilo/lang--en/index.htm>

Toivanen, M., Väänänen, A., Kurki, A-L., Bergbom, B. & Airila, A. (2018). Moni osaa! – työpaikkaosaaminen monikulttuurisilla työpaikoilla. Finnish Institute of Occupational Health (Työterveyslaitos). <http://urn.fi/URN:ISBN:978-952-261-803-0>

Universities of Applied Sciences Act (Ammattikorkeakoululaki) 14.11.2014/932. Retrieved October 14, 2021 from <https://www.finlex.fi/fi/laki/ajantasa/2014/20140932#L1P4>

University of Jyväskylä. (2020, September 24). Higher Education Institutions responsible for SIMHE. Retrieved October 27, 2021 from <https://www.jyu.fi/en/apply/get-to-know-us/guidance-for-migrants/higher-education-institutions-in-responsible-of-simhe/view>

Valavuo, A. (2020). Management of an intercultural team in a case company. [Master's thesis, Satakunta University of Applied Sciences]. Theseus. <https://urn.fi/URN:NBN:fi:amk-202101191365>

Valvira. (2021, February 1). Professional practice rights. Language proficiency. Retrieved October 26, 2021, from https://www.valvira.fi/web/en/healthcare/professional_practice_rights/language_proficiency

Viitala, R. (2013). Henkilöstöjohtaminen. Strateginen kilpailutekijä (fourth edition). Edita Publishing Oy.

Vipunen.fi. (2021). Opetushallinnon tilastopalvelu. Korkeakoulujen hakeneet ja paikan vastaanottaneet / Satakunnan ammattikorkeakoulu. Retrieved November 23, 2021, from https://vipunen.fi/fi-fi/_layouts/15/xlviewer.aspx?id=/fi-fi/Raportit/Haku%20ja%20valinta%20-%20korkeakoulu%20-%20live.xlsb

Welling, R. (2021, 43/2021). Mistä lääkkeet työvoimapulaan? HS Viikko (Helsingin Sanomat).

YLE. (2018, July 4). Tervetuloa Suomeen – hallitus lupasi ulkomaalaisten työluville nopean käsittelyn, todellisuudessa työluvan saaminen voi kestää jopa vuoden. YLE news. Retrieved November 2, 2021 from <https://yle.fi/uutiset/3-10287179>

YLE. (2019a, September 30). Väestöennusteen synkät lukemat: Vuonna 2040 satakuntalaisia on 25 000 vähemmän. YLE news. Retrieved September 30, 2019, from <https://yle.fi/uutiset/3-10997143>

YLE. (2019b, September 30). Uusi väestöennuste vahvistaa synkät pelot – Tilastokeskus: maamme väkiluku lähtee nykykehityksellä laskuun reilun kymmenen vuoden päästä. YLE news. Retrieved October 12, 2021 from <https://yle.fi/uutiset/3-10996563> 2019

YLE. (2019c, November 4). Kysely: Suomalaiset suopeita työperäiselle maahanmuutolle – ”Ymmärretään, että suuri osa kynnelle kykenevästä porukasta alkaa olla töissä”. YLE news. Retrieved September 4, 2021, from <https://yle.fi/uutiset/3-11051388>

YLE. (2021a, September 21). Teknolohiateollisuus pelkää Suomen näivettyvän osaaapulaan – Nokia: Jos emme saa työvoimaa, työt tehdään sitten muualla. YLE news. Retrieved September 12, 2021, from <https://yle.fi/uutiset/3-12108445>

YLE. (2021b, September 14). Oppositiojohtajat Orpo ja Purra kohtasivat väittelyssä – suurimmat erimielisyydet EU-politiikasta ja työperäisestä maahanmuutosta. YLE news. Retrieved September 20, 2021, from <https://yle.fi/uutiset/3-12097226>

YLE. (2021c, October 5). Pirkanmaalaiset kansanedustajat kannattavat englanninkielisiä palveluita – ne houkuttelevat maakuntaan osajia. YLE news. Retrieved September 1, 2021 from <https://yle.fi/uutiset/3-12121920>

YLE. (2021d, September 9). Savolaiset metallialan yritykset eivät olisi kasvaneet ilman ulkomaista työvoimaa... YLE news. Retrieved October 10, 2021 from <https://yle.fi/uutiset/3-12091940>

YLE. (2021e, April 14). Miksi asiakkaat joutuvat jonottamaan ulkona päiväkausia? Yle esitti tämän ja yhdeksän muuta kysymystä Maahanmuuttoviraston ylijohojajalle. YLE news. Retrieved November 2, 2021 from <https://yle.fi/uutiset/3-11884223>

Yrittäjät. (2018). PK-yritysbarometri, Syksy 2018. Alueraportti, Satakunta (SME barometer, autumn 2018, regional report, Satakunta). Retrieved October 25, 2012 from https://www.yrittajat.fi/sites/default/files/alueraportti_satakunta_syksy2018.pdf

Österberg, M. (2014). Henkilöstöasiantuntijan käsikirja (fourth edition). Helsingin Kamari Oy.

APPENDIX 1

Employment fields of those with foreign background in the metropolitan region and in Finland in 31.12.2018. Publisher: City of Helsinki, 2021.

Toimiala	Pääkaupunkiseutu	Koko maa
Teollisuus	5,3	10,0
Rakentaminen	10,6	9,2
Tukku- ja vähittäiskauppa	8,3	8,6
Kuljetus ja varastointi	7,3	6,3
Majoitus- ja ravitsemistoiminta	9,8	9,5
Informaatio ja viestintä	6,6	4,6
Ammatillinen, tieteellinen ja tekninen toiminta	6,5	5,3
Hallinto- ja tukipalvelutoiminta	18,7	16,8
Koulutus	5,6	6,1
Terveys- ja sosiaalipalvelut	11,5	12,2
Taiteet, viihde ja virkistys	1,5	1,4
Muu palvelutoiminta	2,5	2,6
Muu ja tuntematon	5,8	7,5
Yhteensä	100	100
Lukumäärä	81 709	162 201

Interview questions – International students

Basic questions with number (1, 2, 3...)

Additional questions (not each appearing in each interview) with alphabets (a, b, c)

1. Name, degree programme, year of starting the studies (1st, 2nd, 3rd, 4th), home country or/and nationality, do you speak Finnish?
2. How did you end up to come to Satakunta or to Finland to study?
 - a. Did you move here to study / Did you already live here?
 - b. Did you move here with family / Did you already have some family here?
3. How did you end up with choosing SAMK and your degree programme?
 - a. Would you now have wishes or regards to SAMK?
4. Has the region / municipality welcomed you?
 - a. Did you need or get assistance with some official things – bank account, mobile phone card, housing etc.?
 - b. Have you already get acquainted with the regional / municipal services and Finnish people, or participated some local clubs, associations, other leisure-time activities?
5. Have you enjoyed your studies; has everything progressed as expected?
 - a. Did you need or get support at the starting stage?
 - b. Are you comfortable at the moment with the rest of your studies?
6. How did you get your first practical training placement, did you find it yourself?
 - a. Did you use some searching tools for finding it, was it easy to discover where to apply, or how?
 - b. Did you manage to have a placement you were happy with; did you find the system equal between students?
 - c. Would you know anyone from your class mates that was very successful / unsuccessful in finding the first practical training placement?
 - d. How about the next ones, was it any easier; did you have an internship in the same institution, did the previous experience help you in finding this new placement?
7. Were you satisfied with the content of the internship(s), with the hosting institution, with the professional colleagues?
 - a. In which language you managed at the internship; where there challenges in understanding or willingness to use English, did you learn some Finnish?
8. If an intensive programme, a custom pathway, was available in your degree programme for training, case-study projects, thesis etc., would you be (or have been) interested in one?
9. Do you already have a topic for your thesis, do you have a commissioner for it?
10. Are you confident in finding a job at Satakunta after graduation?
 - a. Do you already have such contacts that helps you with finding a job?
 - b. Would you know how to find the available jobs and how to apply one?
 - c. Which challenges you already have met in applying jobs, if having applied?
11. Do you think you are going to stay at Satakunta after graduation?
 - a. Why / why not – what is the most crucial factor in it?

Interview questions – Employers (interviewed representatives of employers)

Basic questions with number (1, 2, 3...)

Additional questions (not each appearing in each interview) with alphabets (a, b, c)

1. Name, company / employer institution name, location, field of operation
2. What is the standard language used in your business, or in daily conversation between the staff members?
3. Which cooperation formats you have with SAMK?
 - a. With which faculties/units you cooperate, could it be more than one?
 - b. Are you satisfied with the cooperation, would you like to strengthen the cooperation and how, any wishes or regards for SAMK?
4. Do you have international students as trainees, or in internships?
 - a. Are the students found valuable, would you find benefit from having them?
 - b. Do you easily find jobs and tasks for the students?
5. Would a student manage with pure English; is Finnish skills mandatory?
 - a. Which level Finnish language is required; would less than advanced do well?
 - b. Could a tailored job be found for a student not able to communicate in Finnish?
6. Do you easily find tutors for international trainees if they don't speak Finnish well?
7. Have you recognised some cultural differences that impact the situation?
 - a. Have you experiences on international employees or students facing challenges or even problems in entering the country, the region, your company, other?
 - b. Does the Satakunta region or Finland support immigration sufficiently, is it needed in your field?
8. Would you find a custom pathway (student's all training/internships, case-study projects, thesis, summer jobs etc. at your company) useful or interesting?
 - a. If already having such a programme running, what are the benefits from it, is it in a permanent use?
 - b. If not having one, could it be something to consider?
 - c. If not being interested, why not?
9. Have you commissioned theses; do you use them as a development opportunity? Do you recruit international students for summer jobs, part-time jobs, other (paid)?
10. What is the most important asset of a(n international) student, when applying for a job?
 - a. Are there a sufficient number of applicants in general, per available job?
 - b. Do the international students find your available jobs, do they apply?
 - c. Do you accept their applications equally, even if they were written in English?
 - d. Do you use anonymous recruiting?
11. Is it important that the international student is societally active; what is the meaning of general participation and leisure time activities for selection and recruiting?
12. What are the main activities we should do to have the gained competencies and the future experts to stay at Satakunta, are they valued in your field?

Interview questions – Internship supervisors

Basic questions with number (1, 2, 3...)

Additional questions (not each appearing in each interview) with alphabets (a, b, c)

1. Name, degree programme
2. Which challenges you have met with the international students, especially with finding a practical training placements or internships?
 - a. Is Finnish language skills the main and the major issue?
 - b. Are the Finnish language requirements irrational?
 - c. Are there other challenges different from the national students' challenges?
3. Are the employers in Satakunta willing to have international students as trainees?
 - a. Are the cultural differences in a major role in the students settling in to the employer's working environment and the work society/team?
4. Do you think the international students get good-quality placements?
 - a. Do the applying systems – Jobiili, Harjoittelumylly, other – work well?
 - b. Would anonymous recruiting be a better way to apply?
5. Are the students active themselves, or are they expecting strong support from the supervisors?
 - a. Are the national and international students in an equal level to your understanding, in applying for internships?
 - b. Do you think the international students know well the economic environment in Satakunta, do they know where and how to apply, where to find the jobs?
6. Have you encountered different opportunities between students in different degree programmes, are there programmes that have bigger challenges?
 - a. Are the challenges for both (national and international) student groups, or only for the international students?
 - b. Have you heard from other internship supervisors about similar challenges, are there differences between faculties?
7. Would you recommend a custom pathway to our students in your field?
 - a. If yes, have you noticed there's a clear benefit from it?
 - b. If not yet, how would you proceed with this idea?
 - c. If not, why?
8. What are your wishes and regards to the students and to the employers, or to SAMK as the owner of the process?

Interview questions – Stakeholders

Basic questions with number (1, 2, 3...)

Additional questions (not each appearing in each interview) with alphabets (a, b, c)

1. Name, company / stakeholder institution / former project name, relevant background information (e.g. project running time, funding programme, participants, target groups)
2. Describe your relation and interest to the topic.
 - a. If with former projects, what were the project objectives and how were they achieved?
 - b. If representing business support organisation, which fields or target groups in your area of activities are relevant to this topic?
 - c. If as a company, how this topic is relevant to you, are you active in employing, or offering internships to, international students / immigrants?
3. Which experiences you have of the international students or professionals, or immigrants in general, related to employment and applying for jobs?
 - a. Describe the challenges you encounter or have encountered the most.
 - b. When leaving out the challenge with languages and communication, would the cultural differences have a significant role – and to the immigrants, or to the Finnish (employment-related) society?
 - c. Would you have best practises to share, have your organisation – or another that you are aware of – built supporting processes for this topic?
 - d. If with best practises, do you think these could (fairly) easily be adopted by other institutions / stakeholders?
4. Is a custom pathway in studies familiar to you, do you find it useful?
 - a. If not, how does it sound, could you see it used in the field(s) you represent?
 - b. If yes, or finding it useful, could we support it somehow?
5. Do you think our region is internationally-friendly?
 - a. Are the challenges more in the region, in regional services, in employers' side, or are they more in the immigrants' expectations, or both?
 - b. Would you have some precise examples in mind, how the practises are / are not functional?
6. Where could we still improve our performance?
 - a. If with former projects, were there some objectives that were not met, or new initiatives that arose needing additional intervention?
 - b. If representing business support organisation, how the regional economy environment should be supported to exploit the international (student) resources better?
 - c. If as a company, which support would you envisage being the most benefitting?
 - d. Would you have wishes or regards to the region, employers, students, to SAMK?

Snapshots of the tabled interviews of the two target groups, students and employers, as examples.

Interview comments per interviewee, each comment in a separate cell, and coloured to ease detecting the same subjects (for example, yellow for language skills, green for internship).

1. Students' interviews

8 Name, country / nationality		Degree programme	year of studies		
1	wanted to study abroad, Finland was one of the options	2 has studied Finnish all the offered courses, also on Campus Online	3 the first internship was completely in Finnish, it was exhausting; later also English has been used, making it more comfortable for both sides	4 why SAMK advertises and offers English programmes, if English training placements cannot be guaranteed?	5
	native language: XXX, speaks also QQQ, progressing with Finnish	professional Finnish (occupational terminology) has not been taught, wishes more being offered	finding internships has been a true challenge, there's competition of same jobs with the Finnish students	thesis will only be timely later, not sure if an English report would be of interest for the local employers	
	would wish to stay in Satakunta, but it doesn't seem easy due to the language barrier	on the other hand, one full degree programme course given in Finnish was far too difficult	Jobiili system has not been functional, it's not fair to foreigners	after the second internship, the employer wished me welcome to work there after graduation	
	Satakunta has though appeared to be a friendly place to live, it's nice people hello's you at the grocery	some internship tutors have especially wanted to practise their English	the given training placements have not supported the training objectives, only lower quality offered		
9 Name, country / nationality		Degree programme	year of studies		
1	participated an Erasmus mobility programme in 20XX, came to SAMK and was so pleased that applied here in a degree programme	2 figured out the thesis topic by him/herself, found then a commissioner but only from the capital region	3 tries to use Finnish as much as possible, doesn't mind if making mistakes; boyfriend is a good teacher, and now has more Finnish friends too	4 the first expression of the university and the regional cooperation was a disaster; there were signs of this field of mine being not needed at all	5
	studying in Finland is less stressing, applied approach as the focus feels very effective and practical	internship in one place gave also part-time job opportunities in this place, but then it stopped due to Covid	occasionally it seems that XXXX management is totally missing here	some study material has been of higher quality in Finnish than in English (you need more than just the direct	
	found a Finnish boyfriend, thus most probably will stay in Finland but perhaps not in Satakunta	has completed all the Finnish courses available, even in the citizens' academy; would have taken more if just was available	in my own country, my field is really in the next level, that I could bring here too	applying jobs is discouraging, when not getting even to interviews	
	for some employers, only perfect Finnish language is good enough	in Satakunta the working environment is more relaxed and you can develop your own job	in SAMK, the mobility programme was so well handled, that could be something to export	SAMK should better contribute to finding internships of high quality, and those we could manage with English!	

2. Employers' interviews

3 Name, company					
1	lack of employees is already visible in Satakunta, top specialists in our field are rare	2 no standard routes used for internships, employment	3 bespoke pathway sounds really promising, we could adopt that	4 not easy to find thesis topics, as the projects come and go; time span is short	
	digital job application services are not interesting, we want to meet the applicant	a person eager to learn more, with good attitude is the most important	but not for the 1st year students, they are too fresh still	but there could also be some other theses topics than just this precise XXX field	
	so far we don't need international staff	could we teach the young more about how to apply a job? They really don't seem to know it anymore.	companies could benefit from some support in international recruiting	our staff must be able to communicate in Finnish, at least to some extent	
	international contacts most usually come together with the customer	we could perhaps have one trainee with whom we must speak English, just to train ourselves	ideas how we could benefit from international competences would be welcomed	we need staff skilled in English, for reporting, trade documents, contracts; but still also need to speak Finnish	
4 Name, company					
1	our business is strongly international, your students may step directly to the white collar level	2 our own RDI unit is highly active, a lot of commissioned theses have been done there; also in English	3 Robotics and AI are of this time; these will be all more in the focus and even our field is changing more to these	4 already 8 years we have had this bespoke pathway programme	
	if they are qualified and good, they could probably manage with good English	but mainly by Finnish students in English programmes, as they also speak Finnish	especially in the very top level expertise, lack of staff was already visible before the pandemic	nationality has no meaning in this programme	
	we wish to support heterogeneity of our staff	however, in RDI the daily language can actually be English, even though the work team is mainly Finnish	we have more applicants per job right now, but this will not continue for long, and there's few top professionals	occupational safety issues could have a meaning here, but most probably it would only be stressed bigger	
	one unit of ours would wish to expand, but we don't have specialists even to maintain the current level	especially project work competences are valuable, stress toleration is appreciated	the mechatronics degree programme sounds directly appointed to us	also our financial and environment units could use international competences	

Key factor topics per target group (selection; non-exhaustive lists).

1. International students

	Key factor	Topics
1	Finnish language	<ul style="list-style-type: none"> * unexpectedly high requirements in jobs that could manage with lower linguistic competences * more Finnish courses could be offered, also occupational vocabulary and phrases courses * the language; grammatics and pronunciation are far too difficult, couldn't we study simpler Finnish? * we study in English programme; why should we learn Finnish?
2	Cultural differences	<ul style="list-style-type: none"> * Finnish are shy, they are afraid of making mistakes with their English, although that would not play any big role * students are taken seriously, not in my home country * studying in Finland is so much more relaxed, I have been used to focus on good grades and following all the regulation instead of questioning teachers
3	Internships	<ul style="list-style-type: none"> * why the best places are give to Finnish students, while they could manage anywhere? * the application systems are not equal, we compete with the Finnish students * some jobs are in the system only for a few seconds before they are booked * some tutors wish to practise their English, it's a mutual benefit
4	Custom pathway	<ul style="list-style-type: none"> * I have made all my internships in this same company, and they have promised to hire me right after I have graduated * I have learned that in my field this is not even possible or a wish * I couldn't have known in the 1st year which company or field was the best
5	Hidden jobs	<ul style="list-style-type: none"> * is there no one single place where the available jobs could be? * I needed my Finnish friends to help me in finding the job announcements * SAMK should help us in finding the jobs, as the companies are not helping
6	Participation, involvement	<ul style="list-style-type: none"> * I wish to concentrate on my studies, not to play in the hobby-field * my friend introduced me this sports club and now I train some kid groups * I have no clue where are these opportunities introduced
7	Regional international friendliness	<ul style="list-style-type: none"> * it would help, if at least some street signs or office signs were in English * municipal services are not accessible, as not even all the young officers seem to speak English * why the official things are so difficult? I thought Finland was a simple country in that sense, but it has been really challenging and disappointing.

2. Employers

	Key factor	Topics
1	Finnish language	<ul style="list-style-type: none"> * our customers are Finnish, thus our staff must be skilled with Finnish * the work team only has Finnish members, so an English speaking staff member could be left out of the daily conversation * our business and company uses English already as the main language, thus anyone with skills and attitude are welcomed * tailoring jobs for a non-Finnish speaker would require extra efforts, it might be worth of trying - but what if it doesn't work out?
2	Cultural differences	<ul style="list-style-type: none"> * some cultures seem to avoid saying or taking 'NO' as an answer, not sure if they understand all assignments as they never admit they don't * I'm not sure if the cultural shock would be their, or ours; we are not used to totally foreign staff members, although we do use English in our work * the students need to be active, we don't want silent followers
3	Internships	<ul style="list-style-type: none"> * we wish all the students welcome, no matter which language or nationality they represent, as long as they are eager to learn and not expecting a manager position while being novices in their field * freshmen are not valid for us, we need gained competences, thus prefer graduates or even those that gained experience in other companies * all tasks should be of interest to the students, you learn everywhere
4	Custom pathway	<ul style="list-style-type: none"> * we have a programme for this, it's working very well * this could be something to consider, but we need SAMK's help in creating such a path * our field doesn't allow this, the students need various experience
5	Hidden jobs	<ul style="list-style-type: none"> * we use our own channels, the applicants have found them well
6	Participation, involvement	<ul style="list-style-type: none"> * any participation is a bonus, showing active and interested attitude * being active in the region and in the society means commitment to the region and to the society, meaning they are willing to stay and contribute
7	Regional international friendliness	<ul style="list-style-type: none"> * our region could do better; our international recruiting have had major issues with MIGRI and the other official parts in entering the country - hopefully this is going to change soon * we have our own integration councillor; the municipality could have one for all the companies in this region

3. Internship supervisors

	Key factor	Topics
1	Finnish language	<ul style="list-style-type: none"> * some employers require overwhelmingly perfect Finnish, although the job they offer could do with lower level skills * it could be worth to note, that the lack of competent staff is more and more generic, although not quite yet totally visible in all fields * some students have decided not to learn the language, they don't even try to get over the difficult parts and try to manage with what they can * more courses just don't fit into the curricula, as they already are full
2	Cultural differences	<ul style="list-style-type: none"> * students with some precise cultural background are first a bit afraid of bringing their own voice to be heard, but they grow during the studying years * also some seem to be with a bit unnecessary self-esteem, as they don't accept that the university cannot do everything on their behalf * work societies should at least try to accept different cultures
3	Internships	<ul style="list-style-type: none"> * the employers in Satakunta are very different; some will have international students with no objections, some will not even if paid * the internship systems are equal to everyone, but perhaps using the system is not too familiar to everyone and there we need to improve * most students appreciate each placement - at least after their training period, but always some wished a higher-class jobs, even if not available
4	Custom pathway	<ul style="list-style-type: none"> * this is not allowed in our field at all, the student need experience on several jobs and employers * we wish to have more these, as both the students and the employers are satisfied with it, and it's not complicated for us internship supervisors
5	Hidden jobs	<ul style="list-style-type: none"> * we don't follow the students' employment, only their practical training
6	Participation, involvement	<ul style="list-style-type: none"> * the students are informed about the Satakunta Multicultural association, other NGOs are also presented during the studies * it's clear the active students are active in many fields and get employed too
7	Regional international friendliness	<ul style="list-style-type: none"> * some improvements should be done, especially with the public transportation; the students don't have an easy access to most of the rural areas, while these areas have some very promising employers that are actually interested in international students * the same challenges are everywhere, Satakunta is not an exception in this

4. Stakeholders

	Key factor	Topics
1	Finnish language	<ul style="list-style-type: none"> * this is the never-ending story, there are factors that we just cannot neglect, and the language is one of them, just as it is a factor in any country * we have been in a numerous projects and initiatives to improve the Finnish language skills, but the progress is quite slow although still existing * the first-generation immigrants are not in a favourable situation, but their children as the second-generation employers are worth of gold * lower language skills requirements are beneficiary to both parties
2	Cultural differences	<ul style="list-style-type: none"> * the first-generation immigrants have a cultural identity often clearly different from the Finnish, occasionally this makes a difference * the second-generation have integrated the Finnish culture, thus supporting adaptation and making them very resilient in international working life * the Finnish should perform better, as the immigrants really try their best
3	Internships	<ul style="list-style-type: none"> * international students could be widely utilised to find strengths and opportunities in internationalisation and internationalise the existing staff * a little face-lifting of the companies in Satakunta would do no harm, the international students could be an easy way for it * exchange students of different education levels could be a low-threshold introduction for the companies for increased internationalisation
4	Custom pathway	<ul style="list-style-type: none"> * if established well, this route could be a success-story for the whole region * Satakunta as an industrial region probably could highly benefit from this * not all students know about the options already when they start their studies, this pathway should therefore be offered only at the second year
5	Hidden jobs	<ul style="list-style-type: none"> * there are plenty of options to find the available jobs, but have we introduced them all to the students?
6	Participation, involvement	<ul style="list-style-type: none"> * any participation is better than no participation * some should be introduced to the students at the start of the studies, but not all, as there already are quite a lot things to adopt and to remember
7	Regional international friendliness	<ul style="list-style-type: none"> * the whole country has improved quite a lot, several activities and projects have already completed and are currently running to support this * some services have been cut down that effect a lot to the immigrants and their opportunities, public transportation being one of the biggest * a regional immigration service, some councillor, would be needed

Recommendations

Recommendations for international students

- from employers

- 1 show attitude, be active, get interested
- 2 come to visit us, show yourself, make an impact
- 3 update your CV, don't leave empty spots
- 4 learn the basics of the employer you are meeting
- 5 be reasonable with your job demands; a freshman cannot start with a manager position
- 6 participate in different activities in the society, show commitment to the region
- 7 learn Finnish; at least some basics, polite phrases, job-related terminology
- 8 study, or get acquainted with Finnish working life regulations
- 9 competences in project management are ever more important
- 10 grade not important, only life important (you are the fifth element!)

- from supervisors

- 1 search the placements yourself too, don't only count on the internship supervisors
- 2 remember that not everyone in Satakunta speaks fluently English
- 3 study at least some Finnish, even if your employer uses English in business
- 4 participate in all the company visits and other meetings with employers
- 5 participate in the case-study projects and commissioned projects
- 6 get help to create appealing job applications, try to write them in Finnish
- 7 make Finnish friends, hang out with them
- 8 understand that you start from scratch, as the Finnish youngsters have started too
- 9 remember that not everything goes always smoothly, but you'll get over it!
- 10 as a senior student, give your support to younger international students

- from stakeholders

- 1 Finnish language skills are not optional, you must have at least some
- 2 remember that our work life may be different from that in your home country
- 3 any participation is better than no participation
- 4 accept that the steps to progress in working life takes a while, but you can achieve it
- 5 be active, also in your leisure time

Recommendations

Recommendations for employers in Satakunta

- from international students

- 1 be more encouraged to hire international staff
- 2 get acquainted with international students, we are not spooky
- 3 you could improve the internationalisation of your company with us
- 4 speaking English is a good skill for your existing staff
- 5 be patient with our Finnish language use, we need time to find the words
- 6 we wish to meet you, but don't know how - please come to SAMK to get introduced
- 7 your available jobs may be accessible for Finnish students, but not to us
- 8 we appreciate any jobs and tasks, but they should relate to our studies
- 9 we could help you to tailor a job where we managed well without fluent Finnish
- 10 try us at least once, you might get surprised and find us as an asset to your company

- from supervisors

- 1 the international students are in a very different position than the Finnish students
- 2 the Finnish students have several challenges similar to the international students
- 3 the education is just the same, requirements are equal to both student groups
- 4 the immigrants might need a bit more assistance first, but the rest comes easier
- 5 once you create a process for this, it can be used again and then it's simpler
- 6 consider to start a host programme; a custom pathway is a success story in some fields
- 7 Finnish work culture may significantly differ from what they are used to
- 8 open your company to the students, invite them to visit you, to see what's inside
- 9 SAMK could support you to develop your international recruiting process
- 10 this topic could even be suitable for a student thesis

- from stakeholders

- 1 if your field is not suffering from a lack of experts yet, it will sooner than you think
- 2 international staff might be the most simple solution for you
- 3 better be active now rather than when it starts to be too late
- 4 try to tailor your jobs to better fit the non-Finnish speakers
- 5 benchmark the industry, also beyond your own field; how is this done elsewhere?
- 6 get support from chambers of commerce, business accelerators, Business Finland
- 7 use simple Finnish when talking in Finnish to the international people

Recommendations

Recommendations for SAMK

- from international students

- 1 there should be more Finnish courses for those who are interested
- 2 if not available in SAMK, other education providers should be linked to our studies
- 3 also some courses of the Pori or Rauma dialects would be helpful (not a joke!)
- 4 we came for programmes in English, therefore we shouldn't have English courses
- 5 translating the study material is not enough, the context and explanations are still needed
- 6 don't share all the information in the first months, if so at least repeat it later
- 7 please find us internship placements of high quality, not only the left-overs
- 8 only one place to apply for a placement and job would be needed; not several
- 9 be fair and realistic with advertising; English is not obvious in internships
- 10 you should have more contacts and relations with companies offering English jobs

- from employers

- 1 invite us to visit you, organise student groups to visit us (after the pandemic)
- 2 require the international students to learn Finnish, offer them more courses
- 3 the students should have courses about Finnish working life, regulation, practises, law
- 4 guide the students with applying for jobs, and building up their CVs
- 5 we don't have time for administration; offer assistance for us with international recruiting
- 6 we could use information about cultural challenges, best practises, low-threshold actions
- 7 two weeks internship as a start would be more feasible to organise than two months
- 8 theses could be useful, if we receive the reports, or at least the outcomes, in Finnish
- 9 the custom pathway sounds interesting (not to all fields), please tell us more
- 10 we wish to have one-stop-shop contact in SAMK, some relevant tutor teacher

- from stakeholders

- 1 introduce the international students to the regional services and opportunities
- 2 benchmark the former programmes with the purpose of integrating the students better
- 3 Make more use of the available sources; Satakunta Multicultural Assoc., Winnova, Sataedu...
- 4 perhaps a project with external funding could be a source for adding other resources
- 5 both the employers and students could use a systematic process for meeting each other

- from supervisors and the additional interviewed groups

- 1 SAMK needs a recruiting and career services' unit
- 2 international education should focus on fields recruiting internationally the most
- 3 education should focus on fields employing well in the region in the first place
- 4 SAMK Alumni programme needs to be strengthened
- 5 SAMK Ambassador programme is worth to be stressed more
- 6 international students need study counsellor, not only tutor teachers or supervisors

Recommendations

Recommendations for Satakunta

- from international students

- 1 more support should be offered for immigrants for mandatory official tasks
- 2 signposts, office locations, general guidelines should be available in English
- 3 translations of info websites should already be a standard, but not yet very common
- 4 international visitors and residents are plenty, please offer your services in English, too
- 5 show us that you want us, that you care!
- 6 people are nice but silent or shy, could you organise something to bring us to the daylight

- from employers

- 1 public assistance for immigrants should be offered, like an integration counsellor
- 2 the current public transportation is unhelpful to carless students in reaching their jobs
- 3 social inclusion of the immigrants should be supported, free-time activities for foreigners
- 4 housing support cannot be given by employers, it should be done by the municipalities

- from stakeholders

- 1 international working resources are needed everywhere, even in Satakunta
- 2 forerunners in this field could be introduced, advertised as an example, benchmarked
- 3 internationalisation support is already available, but public decision-making is still needed
- 4 supporting international friendliness, this could be the leading region outside the capital

Recommendation Proposal

for SAMK to utilise and elaborate

	Finnish language
1	<ul style="list-style-type: none"> * offer more Finnish courses in general <ul style="list-style-type: none"> - including occupational terminology - including a local dialect course * require the courses to be well completed * organise additional courses in cooperation with other institutions * English language courses should not be needed, as English is already required
	Cultural differences
2	<ul style="list-style-type: none"> * organise a course of Finnish work culture, making a CV and job applications * bring the student groups to visit employers, invite the employers at the campus * support the employers courses in adapting to cultural differences * organise events to make the counterparts to meet
	Internships
3	<ul style="list-style-type: none"> * organise short-time introductory periods * help the employers in finding the placement and recruiting internationally * organise internships of higher quality * support the students in finding the placements themselves
	Custom pathway
4	<ul style="list-style-type: none"> * introduce the custom pathway option wider * find the employers interested in this option * offer the students study-counselling * offer a one-stop-shop contact for employers
	Hidden jobs
5	<ul style="list-style-type: none"> * offer one internship/job application system instead of several * improve the system to be more equal between students * support the employers to recruit international students * establish a career and recruitment service
	Participation, involvement
6	<ul style="list-style-type: none"> * cooperate with other institutions organising activities * encourage the Finnish students to get acquainted with the international students * don't offer all information during the first weeks, or repeat it later * develop the Alumni programme
	Regional international friendliness
7	<ul style="list-style-type: none"> * discuss with the regional authorities about the expressed needs * offer support to students for other issues than just with the studies * apply for a development project for this with external funding * publish articles about the regional internationally active forerunners