



“SELF-INITIATED EXPATRIATES’ (SIE) PERCEPTIONS ON DIVERSITY INITIATIVES IN FINLAND – EFFECTIVE OR ROOM FOR IMPROVEMENT?”

An extensive multiple case study on expatriates in Southern Finland

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Abstract

The thesis is about diversity initiatives by Finnish corporates to utilize and integrate self-initiated expatriates (SIE) at work. SIE means foreigners who come to Finland voluntarily and are different from assigned expatriates, sent to Finland by companies. The research was a multiple case study of semi-structured interviews of four expatriates in various Finnish companies in Southern Finland. The study explored how SIE perceived diversity initiatives by their companies and suggested recommendations in practice.

There had been research topics on diversity management for minorities (Dinwoodie, 2005), leadership for every employee to motivate him or her to perform more extra-role behaviors cited by Noermijati and Azzuhri (2018) and other researchers, social support to alleviate acculturation stress for foreign workers (Ward and Kennedy, 1993) and cross-cultural training for assigned expatriates (Morris and Robie, 2001). All of those initiatives were to aim at maximizing workers' capabilities for organizational benefits but none of those research papers were applied for SIE in Finland. Research about integration and utilization of SIE is important for Finland because currently the country needs more workers to maintain the highly-praised social welfare Nordic model in the future.

My qualitative research study generated several important findings. Diversity management helped erase stereotypes and discrimination at surface level but might not be very effective in deeper level. Not every leadership (transformational, social exchange based and Path-Goal theory leadership) was effective the same way for every expatriate and personalities or cultural identities might be the explanations. Social support were very effective for expatriates but in fact (very) limited in practice. Expatriates in Finland all needed an interactive Finnish language training (not yet implemented in practice) to overcome the barrier of a more challenging tongue than many others. Recommendations of corporates were based on those findings. My main contribution throughout the Thesis, therefore, was to build a framework of how to utilize and integrate SIE better in organizations. The managerial implications were concerning better understanding from corporates about the law in Finland for SIE, more joint activities, better evaluation of expatriates' ideas, improvement on teamwork based on more communication, how to take advantages from difference in cultural identities, and more Finnish cultural training for expatriates.

Keywords self-initiated expatriates, diversity initiatives, diversity management, leadership, cross-cultural training, social support, discrimination, extra-role behaviors

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I. INTRODUCTION

1.1. Background

Overall, there have been some signs that Finland needs foreign workers in general at the moment and the need is probably more acute in the future.

Foreign labor could be a valuable resource to Finnish economy. Finland's sovereign credit rating was downgraded from the best possible level of AAA to AA+ by Standard & Poor's (S&P) due to the main economic growth challenges which include the ageing and dwindling workforce (S&P,2018). After several years of depression with minus GDP growth, Finland has experienced economic growth again of from 2016 with +2.2% (S&P, 2018). The employment situation has improved noticeably and there are more available vacancies and sometimes employers have difficulties to fill up vacancies in 200 fields for example in construction industry (engineers and managers), healthcare (general practitioners and nurses), mechanics (mechanical experts) (Duunitori, 2018). This problem of the lack of labor workforces in various industries could be alleviated by SIE workforce (Korpela, 2015).

In 2018, Finland saw the record low birth rate, which has been a challenge to the Nordic welfare model. Low birth rate means less working people to pay taxes in the long run as the major source of incomes to finance public services and keep the pension fund in balance. Fast aging population also causes heavy pressure on the public health care system which is also run by the taxes. That fact obviously suggests that Finland may now need more foreign workers in general than before (de Fresnes, 2019) because Finland faces the budget pressure of dwindling income from taxes from future workers (less working adults) and growing expenditure on medical care and pension for the older generations. The issue has been featured widely in international press, which has referred to the situation as "a demographic time bomb" (Laikola, 2019).

The issue of foreign workers has attracted much attention in Finland recently. In April, 2019, a state funded organization Uudenmaan liitto published the research "Muuttaja ja

Uudemaan talous”, of which one of the results was that in the metropolitan area, the potentials of foreign workers have not been fully utilized yet in most cases; only in the high tech fields, they might be better utilized. Thus, my research topic of incorporating foreign workers is timely and highly relevant in Finland.

1.2. Research gap and question

From the statistics and information above, it is beneficial for Finland to utilize SIE in labor market for economic development purpose. In the smaller scale of organizations and companies, Human resource management (HRM) is pivotal to their existence and becomes a competitive advantage. There are many famous and successful companies in which their HRM practice contributes greatly to their achievements (Ulrich & Lake, 1990). Besides, there has been a noticeable interest in research in High Performance Organization (HPO), which is an organization that delivers excellent performance. After reviewing 91 articles regarding this phenomenon, Waal (2007) defined HPO as “an organization that achieves financial results that are better than those of its peer group over a longer period of time”. From the definition, it is obvious that many companies want to become HPO.

In his framework, Waal listed seven groups of needed characteristics of HPO which are organizational design, strategy, processes, technology, leadership, individuals and roles, culture. In the group of Leadership, one characteristic is “*Assemble a diverse and complementary management team and workforce*”. It points out that organizations have to recognize challenges in their operations and how to handle with them. To fulfill this goal, different organizations’ employees should have various abilities, backgrounds and capabilities. Organizations have to know how to recruit, select and nurture them. Eventually, different opinions on traditional ideas and processes should be encouraged (Waal, 2007). These points suggest that management of SIE employees as a part of HRM policies in a company well is one of characteristics of HPOs, because SIE employees have different opinions, abilities and backgrounds than native workers. If one company or organization can handle this issue well, it is on a closer path to become a HPO, which is clearly a desired goal for many companies.

Minorities could face some discrimination and stereotypes at work (Robbins and Judge, 2017). The solution to these types of issues is organizations' diversity management. Bassett-Jones (2005) defines the term as the process of companies in which employees from different backgrounds and capabilities are recruited and employed via leadership and group work. SIE (foreigners who come to Finland voluntarily without the support of organizations) is one type of minority so it is reasonable to apply that theme of discrimination, stereotypes and diversity management to SIE.

Besides, foreign workers may also be challenging to the organization as they have different cultures than native workers. Redfield, Linton, and Herskovits (1936) classically defined acculturation as "*comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original culture patterns of either or both groups*". When foreigners work in an organization of the host nation, acculturation stress gradually builds up from many sources, which in turn affects negatively to foreign employees' work results (Bhagat and London, 1999). It is beneficial to the existence and development of organizations if these negative effects could be moderated. This issue means that research into how organizations should integrate foreign workers at work is important for all countries in general, for Finland in specific and also for SIE. All in all, these above-mentioned reasons accounts for why the topic of how to benefit and integrate SIE should be studied for the benefits of Finland, organizations and SIE.

For the above topic, there have been numerous research papers for many developed countries, especially in Europe and the US but none of them are specifically applied for Finnish setting. The situation in Finland might be harder for SIE than in other European countries because Finnish language is famous for its complexity (Yle Uutiset, 2019). We can call policies of companies to benefit and integrate SIE as diversity initiatives (for instance social support to help SIE to overcome acculturation stress, or diversity management to make use of their abilities and prevent discrimination, among others). Besides, as mentioned below later in the literature review part, literature showed that

foreign workers in general have higher motivation to follow extra-role behaviors. There are several leadership styles to motivate all employees to perform more extra-role behaviors (transformational, social- exchange and Path-Goal theory leadership) but to my knowledge, there has not been a research in that field applied for SIE and for Finland.

Moreover, one effective method to integrate and utilize assigned expatriates at work is cross-cultural training. Landis and Brislin (2013) defined that method as a training of learning of behavioral, cognitive and affective capabilities in an inter-cultural communicative environment. Cross-cultural training has not been researched for SIE and for Finland.

Therefore, the diversity initiatives including diversity management, social support, leadership and cross-cultural training have been partly researched by numerous authors. Moreover, some discrepancy between what companies state officially in their websites and the way policies are implemented in practice may exist. Besides, there is presumably also room for improvement of diversity initiatives because companies are probably not fully aware of effective diversity initiatives or exercise them in the wrong way.

Consequently my research questions are 1) How do SIE perceive the diversity initiatives provided by their employers? and 2) What would make diversity initiatives more effective in SIE workers' perspective?. Effectiveness here means that diversity initiatives are capable of motivating SIE to deliver their best work for the benefits of organizations.

Understanding the discrepancies between the official diversity initiatives in companies' visions and how those initiatives are perceived by SIE allows us to understand what the most effective diversity initiatives are and provide suggestions for how organizations can better integrate SIE and thus utilize them for their full potentials.

1.3. Finland as a context

One important index of each economy is its sovereign credit rating, which is the credit rating of a country or territory. The index provides potential investors in that country or territory with quantified risk of investing (Investopedia, 2018). It is clear that every country

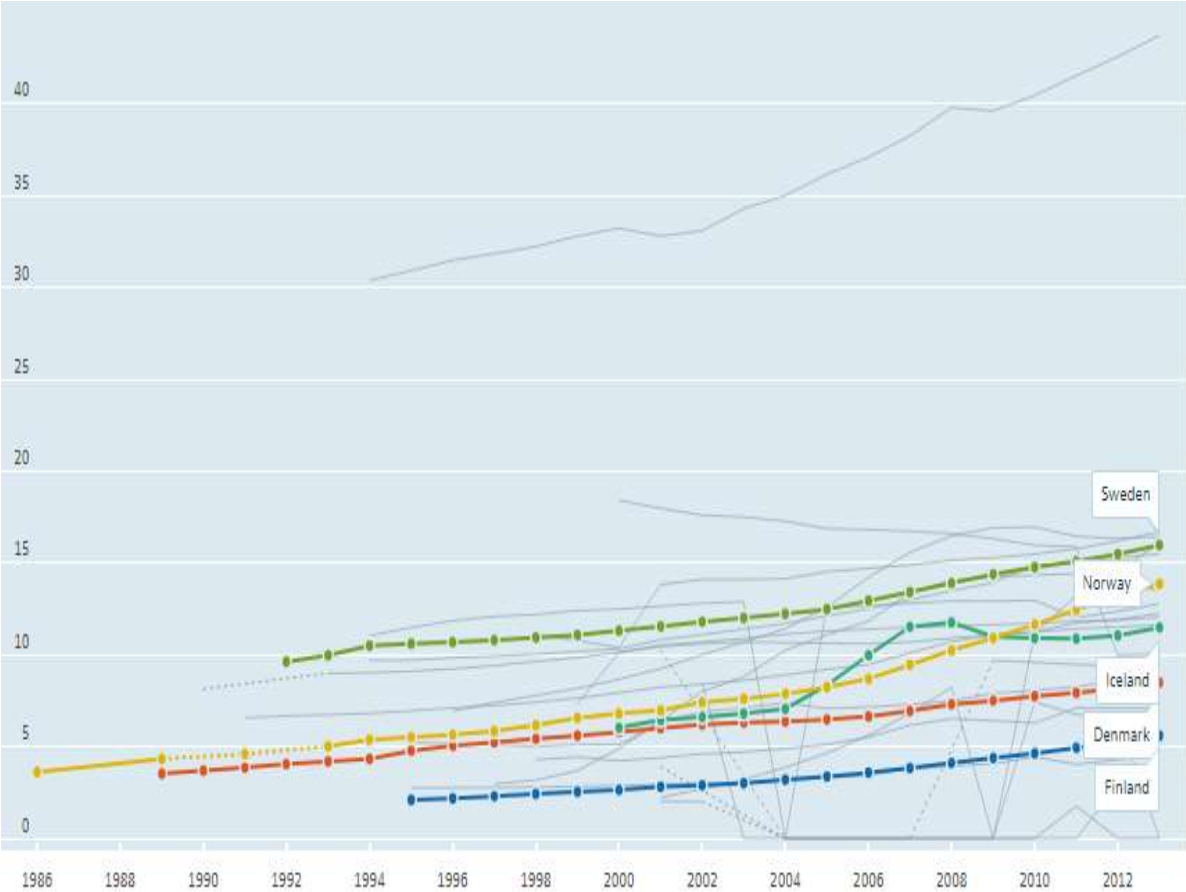
wants the highest rating as possible so that its access to the capital market should be easy. According to Trading Economics (2018), from 2002-2013 Standard & Poor's (S&P) rating for Finland was at the best possible level of AAA; however, from 2014 onwards, its credit rating has been downgraded to AA+. In its report for Finland, S&P (2018) pointed out that structural reform is needed to make sure that labor supply is met and productivities needs to be improved. The report highlighted some of the main economic growth challenges which include the ageing and dwindling workforce. S&P could consider raise the rating in the future if challenges are overcome. Foreign labor supply could be a resolution to this issue of decreasing labor workforce in Finland (Korpela, 2015).

Finnish is often considered one of the hardest languages to learn in the world (US Department of State, 2019). The language is difficult due to its complexity in grammar, the difference in written and spoken language (Roux, 2017).

Recently, it has been a trend that many European countries received more and more foreigners. The following graph by OECD (2018) describes the percentage of foreign-born resident number compared to the whole population in all 28 European countries. The Nordic countries are highlighted and the lines for twenty three other European countries are also drawn but not named to avoid confusion.

In Northern Europe or the whole of Europe, immigration to Finland has been one of the lowest, which means that foreigner issue is relatively new phenomenon for the country compared to its neighbors. The ratio has climbed up gradually; the figure of foreign born residents in Finland in 2017 was 7% of the population (Statistics Finland, 2018).

Figure 1: Percentage of foreign born resident number in European countries 1986-2013



Source: OECD

From the table, it can be seen that for example the rate of foreigners in Finland was more than 2% in 1995, but as above-mentioned, their rate had increased to 7% in 2017. Their increasing presence in Finland may be better utilized for businesses and the whole of Finnish economy at the present and in the future, which is the central core of my research.

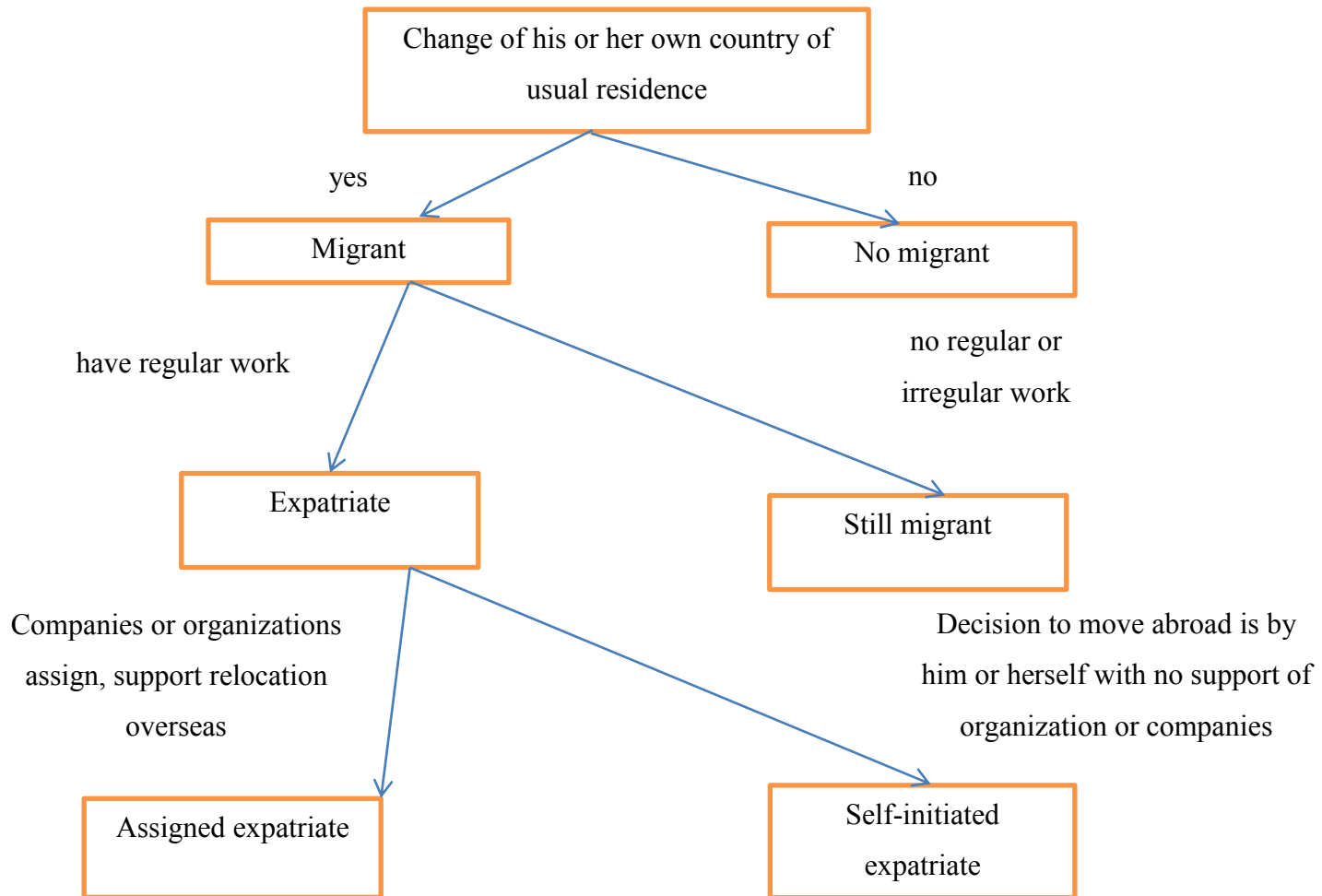
1.4. The definitions of expatriates and migrant workers

Migrant is “*any person who changes his or her country of usual residence with the ‘country of usual residence’ representing the place where the person has the center of his life. Migrant is a person moving from one country in order to settle in another country for a long period of time or permanently*” (Zikic et al 2010; Cerdin et al 2013). In the country of destination, a migrant is defined as an immigrant meanwhile, in the country from which he or she leaves, he or she is an emigrant (Galvin, 2006).

Assigned expatriate (AE) means a person who is sent by the government, an organization or company to work abroad so that person is supported by that organization or company. Assigned expatriate has been the research subject of traditional HRM. It refers to skilled and professional workers such as managers, experts and specialists, engineers. They can be sent by organizations or companies to foreign subsidiaries or branches for a short term or long term period (Przytuła, 2015).

Self-initiated expatriate (SIE) is defined as a person who voluntarily goes abroad for a career and are not sponsored or supported by any organization or company (Inkson et al., 1997). Consequently, the difference between AE and SIE is whether that expatriate is under the assignment and support of organizations or companies or not.

Figure 2: The decision tree to distinguish migrants, AEs and SIEs



Source: adapted from Andresen, Bergdolt, Margenfeld (2012)

SIE is the subject under research in this Master’s Thesis, so it is worth-while to understand more about their characteristics. SIE have motivations of going abroad due to the fact that they are adventurous, want to travel, discover the globe, and fulfill occupational objectives and long for a change from their current situations (Doherty, Dickmann and Mills, 2011). Instead of leaving for economic motives, SIE hope to raise their life quality with better living styles (Richardson and McKenna, 2003). SIE expect to know more about various cultures and have new global contacts (Myers and Pringle, 2005). SIE’s life abroad is

meaningful for themselves in the way that they can experience more of cross-culture, enlarge their occupational prospects, and they are enthusiastic to get acquainted with new people (Tharenou, 2003).

1.5. Limitations

As any research, my research has limitations. All of my research interviewees were females, so more males could have been interviewed. The nationalities of them could have been more various besides Vietnamese and Russian. All of them lived in Uusimaa region, where their companies were located. I believe that companies in Uusimaa region may not be very similar to firms in the north of Finland regarding how open they were to foreign workers, therefore, how many diversity initiatives they might have. Even all of interviewees were encouraged to speak the truth in a relaxed atmosphere but there were some very sensitive issues in my research (discrimination or comparison of organizational citizenship behaviors between SIE and Finnish employees), so it was not easy for them to tell exactly what they really thought. The literature review was composed from many parts of Human Resources Management books and journals, but there could be more issues related to diversity initiatives done by company aside from my listed initiatives (diversity management, leadership, social support and cross cultural training). That is to say, it is likely that SIE workers have to face other barriers as well than the ones listed in my Literature Review or there are still some untapped resources from SIE which have not been often utilized by employers. Due to the page number limit of a Master Thesis, the selected compilation of issues may still lack some relevant topics. Finally, more HR managers or leaders should have been accessed for their thoughts and insights but it was very difficult to reach them for a sufficiently long interview.

II. LITERATURE REVIEW

In my research, the initiatives to utilize and/or integrate SIE workers at work were called “diversity initiatives”. There had been at least four main research categories about those initiatives of 1) diversity management (to obliterate stereotypes and discrimination so that

minorities perceive that their working environment is fair and they are valued, which, in turn, motivate them to work well), 2) various leadership styles including transformational, social exchange and Path-Goal theory leadership (to encourage more organizational citizenship behaviors from workers, which bring more benefits to organizations), 3) social support (to alleviate acculturation stress for foreign workers and therefore, to increase their mental health and productivities) and 4) cross-cultural training (for better general (and professional) adjustment of assigned expatriates). Through all of those diversity initiatives, SIE could be utilized better and integrated at work.

2.1. Diversity management

2.1.1. Stereotypes and discrimination

In the working environment, there are two kinds of diversity levels. The first one is surface level diversity, which implies noticeably demographic diversity for example age, sex or sexual orientation, religion, ethnicity, race, social status, disabilities. The second one is deep-level diversity which means difference in deeper level than demographic traits such as in thoughts, beliefs and personalities (Fugate, Kinicki and Prussa, 2008). As working places nowadays have increasingly more diversity, discrimination happens more frequently (Robbin and Judge, 2017). Obviously, SIE is different from a native worker in the regards of ethnicity, race or social status or they belong to a minority in organization and thus could experience stereotype or discrimination towards minorities.

Stereotypes are how one group of people thinks about another group, which means in their mind their ideas about the other group are solely based on usual preconception and they do not pay attention to personal traits of each individual of the other group (Brehm and Kassim 1993). Stereotypes are usually criticized as not being comprehensively truthful, containing prejudices. They can lead to many negative issues in working environment (Gibb, 2000). Stereotyping is harmful already but its effect is even worse when people that are targets of stereotypes also concur on it. Stereotype threat is the situation in which we agree with the negative stereotypes of other people about our group (Robbin and Judge, 2017). For example, if it were rumored that people from our country were not on time and we were so

afraid that other coworkers would not trust us on time issue. What makes stereotype threat is not that we are really on time or not but we think that people from our country are not on time.

Stereotype threat brings serious consequences at work. People who are under stereotype threats may unconsciously highlight and overstate the stereotype. For example, an older job searcher is invited to an interview for a position. In that interview, he can say unnecessary things about his age or some limitation associated with it (Kulik, 2014). Secondly, they can overthink of themselves possessing stereotyped characteristics. For instance, at the moment they are not in the minority which is stereotyped anymore but they still think they are (Melloy and Liu, 2014). Thirdly, they always try to offset the stereotypes they are under. One employee from a country where people are thought of as not learning new things will try to learn too much at work and much of which is wasteful. This issue can happen even in an organization where there are many minorities because minorities have stereotypes about each other as well (Kenny and Briner, 2014). Finally, work performance can be lower if they are reminded of the stereotypes under which their groups are (Kulik, 2014).

In addition, discrimination means to notice how objects or people are different from each other. If we discriminate, we behave in the way that is affected by stereotypes of other people and we suppose that everybody in a stereotyped group acts the same. There are many forms of discrimination at work, as proposed by Robbins and Judge (2017):

Discriminatory policies or practices

Minorities do not have the same reward system for their work performance, their opportunities at work are also more limited than the majority's. One illustration can be, when one company has to fire its employees, SIE or foreigners will be the first tier to be considered.

Sexual harassment

Every inappropriate verbal or physical action that is of sexual nature makes a negative and disturbing working environment. For example, a SIE at work receives some sexual comments about sensible parts of her body.

Intimidation

Some people are intimidated or harassed at work because they are associated with one specific type of minority. For example, into the drawer of one SIE, a lot of cigarette butts were put.

Mockery and insults

It is jokes or humor which is not carefully considered. Minorities take it as insult, for instance, employees from the Middle East are asked whether they have relatives as bombers recently in France.

Exclusion

Minorities are (probably accidentally) excluded from career advancement, company's events, formal and informal meetings and occasions. Research literature has showed issues in exclusion for minorities. They know themselves that they are separated from the information and opportunity system in organizations (Smith, 2001). That lowers their well-being level, job satisfaction, company commitment, and their motivation to continue working in organization (Ensher, Grant-Vallone and Donaldson, 2001). Generally speaking, inclusion is the way in which people sense that they are a part of essential organizational procedures, and the more limited access to organizational resources and inability to join in the decision-making procedure are also a sign of exclusion (Mor Barak, Cherin and Berkman, 1998).

Incivility

Minorities are not respected properly, interrupted, treated aggressively towards or their ideas are not taken into account. An example can be SIEs are often interrupted in general meetings and their concerns for organizational issues are not considered.

For SIE, discrimination can be shown by behaviors and words from colleagues and managers. Institutional racism means in a company, racism happens with organizational policies and working processes in astute and implicit ways (Shull, 1993).

Underemployment

The issue of underemployment due to its nature defined below could be categorized as one major part of discrimination. The issue may be frequent for foreign workers so it is worth mentioning in its own section, although it can be considered as a mixed form of discrimination in the above-mentioned categories of exclusion and discriminatory practices or policies in the company or some potential other factors in the labor markets.

Feldman (1996) described five measures by which people are considered underemployed.

- i. They have higher levels of education than their jobs demand
- ii. Their degree education is different from their job field
- iii. They have more capabilities than their jobs demand
- iv. They are, in a way, forced to take part time or temporary occupations
- v. They earn clearly less than their graduating counterparts of the same fields

From the definition, it is clear to see that a SIE worker under the circumstance of underemployment is not utilized fully in the labor market of the host country and in his or her company as well. According to Eurostat (2011), in 2010, the issue of underemployment for foreigner is more noticeable than for native in Europe. Of the 8,5 million underemployed people in Europe, 1,2 million were foreigners, which means that they consisted of 14% of the whole underemployed population although their proportion was

only 7% of EU-27. Even though highly skill foreign workers have grown in number recently but the major part of them are still employed in low skilled and low pay fields (Manning, 2002). Besides, statistics and research also have shown that their career prospect is weaker and with less chance of promotion and advancement. Their salaries and wage rise are lower than native workers. It is more likely that they can find or seek other occupations and usually they have to endure harsher working conditions (night shifts, chemical substances, physical demanding requirements...), which, in turn, can cause more occupational illnesses (de los Reyes, 2000). They also have less training at work (Lee, 1999; de los Reyes, 2000) and even when they received the same training programs as natives do, sometimes those programs are effective for natives but ineffective for foreigners (Connell and Burgess, 2009). That is the reason why foreign workers should receive training programs for their own, which are different from programs for natives. The usual specific job fields in which foreign workers are employed are a sign of deskilling in the job labor market. At the scale of each company and organization, deskilling is shown by the way that the internal mobility level for foreigners is low and they are restricted to do only banal, hard tasks with very limited chances of promotion and advancement. This issue is even more obvious for female immigrants, because they have to bear two layers of barriers (ethnicity and sex). Consequently, they have even further difficulties to find jobs in the work market and their position in the work life hierarchy is the lowest (Knockle, 1994).

Social identity theory is a meaningful framework to understand discrimination (Ensher, Grant-Vallone and Donaldson, 2001). Social identity theory states that people want to categorize themselves and others into different social categories, for example nationalities, races and ethnicities. One of the main reasons for self-categorization is to keep a high level of self-esteem (Tajfel and Turner, 1985). People who belong to the same group are “in-group”, and otherwise, they are named “out-group”. Out of many effects from this phenomenon, discrimination and stereotypes happens in the way that in-group cannot think of out-group as persons with their own individual characteristics (Wirth and Williams, 2009).

Discriminations in organizations can have many negative effects, which prevent minorities in general or foreign workers in specific from delivering best performance. Workers who think that they are treated unwell because of their own social categorizations will go through personal conflicts and feeling of inferiority (Phinney, 1990). In the case of SIE, they perceive that they are treated differently because they belong to their own ethnic groups (Cardo, 1994). They also become enraged and feel isolated, which results in negative action in organizations. Their job satisfaction decreases considerably, whereas work stress increases (Sanchez and Brock, 1996) and work productivity declines (Robbins and Judge, 2017). Organizational commitment is how individuals feel about their working places generally. It is the way employees attach to organizations mentally, which is related to the fact that if they want to behave conscientiously at work and their possibilities to continue working at current companies (Trice, Mowday, and Steers, 1984).

It is difficult task for companies today to maintain a strong organizational commitment for minorities in general or SIE in specific. Perceived discrimination at work has weakened organizational commitment and has propelled minorities to leave big companies to set up their own business (Daniel, 2004) or to change their jobs, which means a higher turnover for organizations. Moreover, minorities under perceived discrimination are less active while perform their duties at work, which, in turn, obviously prevent them from achieving best efficiency (Shellenbarger, 1993). Their relationship with colleagues and managers is also less efficient (Mays, Coleman and Jackson, 1996). Organizational citizenship behavior happens in working places where workers think that they are not treated properly and if they experience discrimination, there will be less motivation for them to practice it (Ensher, Grant-Vallone and Donaldson, 2001). The issue of organizational citizenship behavior will be mentioned in the next chapter.

Finally, people can manifest more withdrawal behaviors defined as activities that are harmful to the operation of an organization such as laziness, being late, doing trivial stuffs completely not required by their jobs (Eder and Eisenberger, 2007). One of the noticeable withdrawal behaviors are employee grievances. People who suppose that they do not

receive righteous treatment in their jobs about perks, salaries, career advancement...may want to sue their employers (Allen and Keaveny, 1985).

In organizational behavior branch of Management science, discrimination is understood to be derived from various biographical characteristics such as age, gender, race and ethnicity, disability, tenure, religion, sexual orientation, gender identity and cultural identity (Robbins and Judge, 2017). Of these characteristics, race, ethnicity and cultural identity are obviously associated to foreign workers so they are discussed further in this Thesis.

In organizations, people have the slight tendency to support and prefer coworkers with the same race in career advancement decision, salary increase, appraisal of work outcomes (Powel and Butterfield, 2002). According to much research, people of ethnic and racial minorities point out that they have experience themselves discrimination more frequently (Avery, McKay and Wilson, 2008). In the US, White American often receive more favorable profession decisions than Black American. The Black have worse evaluation from job interviews, and from professional performance systems, earn less salaries with less chances of promotion than the White (Sacco et al., 2003). Moreover, African and Hispanics in the US have higher level of turnover than the White (Robbins and Judge, 2017). As mentioned above, if (racial) minorities perceive discrimination at work, their organizational commitment declines and it is more likely that they want to leave their organizations.

However, research suggests that their chance of leaving organizations is greatly decreased if SIE's organizations maintain a positive diversity climate or they feel that they are really included in their companies (Ragins et al., 2012). When a positive diversity climate is felt by racial minorities, sales expands, clearly indicating that as discrimination based on race and ethnicity is reduced, companies perform better in the market (McKay, Avery and Morris, 2008). Some people feel uneasy communicating with people from different cultures, but this issue can be fixed by providing them with detailed instructions (Avery et al., 2009). One solution to this problem is to build teams from diverse backgrounds to fulfill common goals for organizations (Robbins and Judge, 2017).

The second biographical characteristic concerned with foreign workers is cultural identity. It is defined as an association with the culture of their ancestors or it has developed since they were/are young. When living and working abroad, they bring their cultural identity with them, and decide by themselves how strictly they follow it. In working environment, different cultural identities can cause conflicts and organizations must find solutions to this problem. In the past, people work in places close to their home so the cultural identity of their working places were close to their own. Nevertheless, nowadays employers recruit people whose cultural identities might be different. One example is that in Nordic countries (Finland, Sweden, Norway, Denmark and Iceland), people want longer holidays (6 or 7 weeks per year) than in many other regions of the world, so foreign companies employing native workers here should understand this cultural identity. In order to avoid troublesome conflicts at work due to difference in cultural identity, companies or managers should be flexible to fulfill both the requirements of organizations and employee's personal needs. Organizations should have not only policies to fit the major part of personnel but also individualized approaches (Robbins and Judge, 2017).

2.1.2. Diversity management

Diversity means difference in individual characteristics such as ethnicity, gender, language, tenure among others (Mathews, 1998). Diversity management indicates organizational commitment to employ and keep employees from various backgrounds and capabilities (Dinwoodie, 2005). Consequently, management of organizations including both natives and SIE from other nationalities is one type of diversity management. It is prerequisite strategy to utilize the full capabilities of diverse personnel and to prevent discrimination (Robbins and Judge, 2017). A diverse workforce nurtures creativity and problem-solving ability (Lattimer, 1998). There are three issues with diversity management in literature.

Recruit, develop, nurture and maintain SIE

In order to diversify organizational personnel more, companies try to send more vacancy notices at suitable places or situations to SIE, if their number in companies is still too low.

For instance, vacancy notice could be put on newspaper which SIEs often read or organization can recruit new employees in universities of many SIEs and become partners of organizations of SIEs (Robbins and Judge, 2015).

Minorities appreciate recruiters who show that they really strive for diversity in their organizations through vacancy notice materials. If it cannot be shown that there are minorities in the position of management, the diversity level is deemed very low and negative by potential job applicants (Avery, 2003).

Recruiters have to be fair and objective in choosing new employees, and concentrate on the qualifications and efficiency of job applicants. Organization have to establish a clear evaluation standard set to choose new workers and nondiscrimination measures, then professional qualities are much more essential to influence a decision of recruiting than the fact that applicants are SIE or not (Buckley et al., 2007).

Culture can affect the system of promotion in organizations. There are two type of cultures with the model of cultural dimensions of Hofstede (1983), which has been the most famous framework so far in this matter. Individualism means that in the society of one considered culture, people only pay attention to, tend to and gain achievements for themselves or their intermediate families. In contrast, collectivism is for societies in which citizens value a strong link of larger communities. Finland and all of its Nordic neighbors are considered individualistic (Hofstede Insights, 2019). Research indicates that personality share influence on promotion. In collectivistic societies, if employee's personal characteristics are close to those of seniors, then his or her chance of promotion is higher. Meanwhile, in culture of individualism (like Finland), resemblance in personal characteristics to colleagues are more essential for promotion chance (Schaubroeck and Lam, 2002). Seniors should maintain a good diversity climate where workers focus on deep-level trait share instead of surface-level trait difference such as if they are SIE or native workers (Robbins and Judge, 2015).

Minorities or SIE can have less organizational commitment and be more prone to leave the organizations but positive diversity climate can be the solution. Most effective diversity training is the one for all workers, not only for a group (Bezrukova, Jehn and Spell, 2012).

Teamwork diversity

Nowadays, most people have to work in teams. They have to share the same view of seeing and completing main duties, therefore, usual mutual communication is a must. In case their perception of belonging and adherence to one team is low, the efficiency of that team decreases (Robbins and Judge, 2015).

Diversity can increase or reduce team's accomplishments depending on the nature of the team diversity (Bell, 2007). Nevertheless, team diversity can be made use of for higher team performance. The key point is to highlight shared characteristics of every team member (Homan et al., 2008). Teams of different members can be more efficient if managers can encourage members to share the same interest in the team's accomplishment. Managers highlighting goals and values in their management fashion perform better at leading a team of diversity (Kearney and Gebert, 2009).

Productive diversity program

Diversity program's purpose is to boost diversity level in organization for all kinds of workers. Productive programs should ensure three factors. At first, leaders are taught regarding legal frameworks for equality at work and impartial treatment becomes the norm for all workers even if they are SIE or natives. After that, leaders are taught that diversity in personnel can cater to a wider range of markets. For SIE from various nations, they understand the culture and languages of their home countries, so SIE can be suitable to be in charge of those markets. Finally, individual development measures are promoted in order to make use of all people's capabilities and diversity programs are based on the fact that diversity in viewpoints can be an asset to boost performance of everybody (Holladay and Quiñones, 2008). That is relevant because SIE can think differently than natives due to difference in culture.

Everyone in organizations have to be treated fairly to demonstrate their capabilities (Roberson and Stevens, 2006). One-time diversity training lectures are ineffective if they do not come with strategies. Strategies should be calculating the proportions of minorities or SIEs in management team, and leaders are responsible for increasing their rates (Kalev, Dobbin and Kelly, 2006). Diversity experience can lead to progressive changes in behaviors of all sides assuming that diversity experience weakens stereotyping pre-conceptions, observers have motivation to change their views on others, observers want to prevent stereotypes by means of diversity experience, and favorable diversity experience usually sabotage stereotypes. Diversity programs built on those assumptions can be more useful than lecture hearing (Crisp and Turner, 2011).

Managers check and consider if SIEs are underutilized. If their rates in management teams are not corresponding to those in the whole organizations, seniors have to investigate SIE's obstacles to promotion. Leaders could revise selecting procedures to make them clearer, train workers who have had not enough access to some resources before. Organizational policies and their goals are disseminated to all people in clear manner. Dissemination concentrates on competence and work performance. Organizations have to avoid highlighting that SIEs need more help (Sippola and Smale, 2007).

Implications for leaders

Leaders should perceive and inform all people in their companies about antidiscrimination policies; be objective to prevent and analyze their own stereotypes; really look into employees' actual abilities, ignore their origins (SIEs or natives), acknowledge their job competence before decisions; respect SIE's biographical traits and practice individualized approaches (Robbins and Judge, 2017).

2.2. Leadership

2.2.1. Organizational citizenship behaviors

Organ (1988) defined organizational citizenship behaviors as behaviors by employees, which are not required by their job descriptions and not paid or rewarded but are beneficial

to the operation of organization. His original list of organizational citizenship behaviors only consisted of five dimensions of altruism, courtesy, sportsmanship, conscientiousness and civic virtue. His original list has been the most followed model by other authors for research in organizational citizenship behaviors. Other researchers later have added more dimensions. Karambayya (1990), in her research, stated that groups which outperform others at work have individuals displaying more organizational citizenship behaviors. As a result, employers can benefit from employees' organizational citizenship behaviors.

According to Organ (1988), altruism is voluntary action to assist colleagues with job issues. For example, to help new coworkers to scan with machine, to share the unfinished work part of another team member, to look for the material needed by a coworker who cannot acquire by herself or himself. Courtesy means being courteous, polite and careful to prevent work conflicts with coworkers. A few illustrations are to inform teammates in advance about our decisions later if those decisions can affect them or when taking Christmas presents from elsewhere, we do not just get gifts for ourselves but collect for colleagues as well. Sportsmanship is the situation in which people still stay calm, positive and tolerate unfavorable working circumstances without grieving. For instance, due to a lack of workers in some uninteresting and challenging positions of which we have very little working experience, we are rotated there but we still stay positive. Conscientiousness is defined as action that goes above the minimized job demands, or saves resources. An example can be to go to work earlier to finish some necessary tasks so that later other colleagues can continue working with those tasks straight away when they start. Finally, civic virtue means action which shows that employees genuinely care for the politics of companies, their whole operation and protect the image of organizations from questioning outsiders. One case could be if we work in the finance department but we know that there is some conflict between sales and HR department, we keep updated with the situations and try to mitigate their disagreement. The five above-mentioned dimensions were originally defined by Organ (1988), but later Organ (1990) added cheerleading (behaviors of inspiring colleagues of their achievements at work). George and Jones (1997) supplemented with self-development, characterized by measures taken by one's own free will to enhance his or her

working capabilities, and making constructive suggestions, which help companies to run more smoothly and efficiently.

2.2.2. Leadership

Krjukova, Schalk and Soeters (2009) pointed out in their research paper in *European Journal of Work and Organizational Psychology* that foreign workers had a more tendency to practice organizational citizenship behaviors than native workers. Therefore, it is of clear benefits for organization to utilize organizational citizenship behaviors of SIE. A review of literature of numerous research paper showed that organizational citizenship behaviors is highly correlated to transformational leadership, social exchange between followers and leaders, and leadership in the Path-Goal theory (Podsakoff et al., 2000). Thus, in order to make use of organizational citizenship behaviors by SIE, leaders and managers of organization could follow these afore-mentioned leadership theories in SIE management.

Transformational leadership exhibits direct and indirect relationship with organizational citizenship behaviors (Noermijati and Azzuhri, 2018). In literature, it contains mostly six dimensions (Podsakoff et al., 1990). Leaders have to establish and develop a vision by finding emergent opportunities for their teams and motivating juniors with their vision. They also should become a role model which is in line with their embraced values. Managers strive to encourage cooperation among workers for mutual goals. Seniors also need to show that they anticipate high quality work performance from workers. They need to support employees personally, appreciate each person, and pay attention to his or her personal feelings and wish. Finally, managers should inspire workers to actively reconsider their perspectives and change the way everything functions at work.

Social exchange posits that when leaders develop a high quality interpersonal relationship with subordinates, their will receive reciprocation from their juniors (Blau, 1964). One of the reciprocation is probably organizational citizenship behaviors (Organ, 1988). In social exchange of leaders and followers, one side believes or hopes for some equitable return later from the other side after doing his or her favor (Blau, 1964). That trust is essential in cultivating social exchange in case the benefits one side has reaped from the exchange have

been far less significant than his or her efforts given, in the short-term (Konovsky and Pugh, 1994). Therefore, if managers maintain a good level of social exchange with SIE employees, it can be likely that companies benefit from more of their organizational citizenship behaviors.

Path – goal theory asserts that superiors accommodate their behaviors and action to assist juniors to acquire work objectives. The theory was first proposed by House (1971) in Administrative Science Leadership Review and has been subsequently researched more by other researchers. Through leadership, superiors guide juniors at work and support them motivationally. The theory assumes that juniors think that the leadership here can satisfy themselves now and in the future as well (Silverthorne, 2001).

In Path-goal theory, managers' responsibilities vary due to juniors' professional environment and its level of structure. If its level of structure is high, which means clarity in duty, role and company is strong, then the path to professional goal is obvious. Leaders should focus on developing their relationship with juniors. In this case, superiors try to brighten their spirit and make their duties less tedious. Otherwise, in case that job structure is not clear or vary often, managers should help juniors with instructions and so, prioritize duty guidance over relationship development (House, 1971). Researchers often mention three main dimensions of leadership in the Path-goal theory including instrumental leadership, supportive leadership, and participative leadership (Djibo, Desiderio and Price, 2010). Instrumental leadership means when leaders clearly tell what they expect juniors to do and give instructions how to realize it. Schnake, Cochran and Dumler (1995) stated in their research that workers would exhibit more organizational citizenship behaviors considering they feel responsible for repaying for what managers have helped them to perform their jobs.

Secondly, supportive leadership is defined as caring for the “*status, well-being and needs*” of juniors (House, 1971). Managers pay attentions to small things to make work more pleasing, treat workers equally, are amicably approachable and intrinsically thoughtful. There are many empirical supports for the correlation between organizational citizenship

behaviors and supportive leadership (Smith, Organ and Near, 1983). Meierhans, Rietmann and Jonas (2008) affirmed that companies should advocate managers to engage in supportive leadership to probably boost juniors' organizational citizenship behaviors.

Lastly, participative leadership means that subordinates are empowered to make organizational decisions. Participative leadership helps motivate subordinates, spur their positive working attitude, make them feel worthier, and freer to decide (Deci, Connell and Ryan, 1989). Research has shown that performing motivating work can bring about more workers' organizational citizenship behaviors (Blakely, Fuller and Andrew, 2003). Organ, Podsakoff and MacKenzie, (2006) discussed that participative leadership corroborate work significance to employees, their sense of self-reliance and obligation; therefore, they will go to any length to contribute to organizational success.

2.3. Social support

Acculturation stress prevents SIE from delivering their best performance at work as follows. The productivity of SIE can be improved when companies discern acculturation stress and provide enough social support to alleviate it. Acculturation stress literature considers immigrant workers, so it can be applied for studies of SIE.

2.3.1. Acculturation stress

Acculturation happens when people from various cultures meet and interact with each other. In the process of acculturation, foreigners follow the prevailing values of the culture in the host country. There are three factors (demands, opportunities and constraints) which make up of acculturation stress for foreign workers (Schuler, 1980).

Demand stresses come from various sources. Firstly, it is caused by difference in cultural values of the company and stereotypes. Stereotypes were already mentioned in the previous section of Literature review. Much research has acknowledged the challenges of handling with "*norms, values, roles and attitudes*" from an unfamiliar culture. SIE have different characteristics in appearances, color of skin, language accent apparently show the origins of SIE. Besides, they also hold different values and perspectives due to cultural distances. All

of those differences can lead to demanding circumstances (Bochner, 1982). Cultural differences produce stress because they initiate SIE's social adjustment, or how they change their old habits and values. During acculturation, foreigners can find their levels of self-esteem low sometimes (Coelho and Ahmed, 1980). Furthermore, foreigners often have a poor knowledge of upward influence (negotiation with managers) and bear difficulties in career management (Porter, Angle and Allen, 2003). Foreigners often do not understand that in Western companies, in order to gain achievements, people need to understand "*political norms and social influence*". They also need seniors as guides to provide insights about, for instance, performance evaluation and how new managers are chosen and appointed (Dalton, Thompson and Price, 1977).

Developed countries could bring a better career outcome for people from developing countries, but this expectation could create a pressure or opportunity stress, because it is difficult to realize it. Although foreigners by means of their excellent backgrounds can find a prestigious profession, they still have to establish new networks, study a new tongue and have to get accustomed to new working procedures and compensation systems. In Western countries, compensation is more inclined towards fairness but foreigners or SIE may not be familiar with that fact (Bhagat and London, 1999).

Constraint stress, firstly, emerges when immigrants try to assimilate with the host culture and keeping their own culture at the same time (Bhagat and London, 1999). Secondly, there are countries in which working culture highlights multitasking but in others, people prefer to handle with tasks one by one. If foreigners or SIE move from one-task culture to multi-task culture, the transition can induce time pressure (Tinsley, 1998). At last, daily work troubles cause stress for foreigners. They can be minor or communicational problems (Kanner et al., 1981).

Foreign workers perceive all of the three stress sources, and cognitive appraisal is the way they judge their situations. It depends on each individual that foreigners may feel overstressed or calm enough to think that they can overcome the dilemma. Acculturation stress affects negatively to workers' result and careers, (Lazarus and Folkman, 1984). More

specifically, it decreases professional satisfaction and achievements, commitment and self-esteem, additionally, increases turnover rates (Bhagat and London, 1999). As a result, in order to benefit and integrate SIE at work, companies have to handle with their acculturation stress well.

The correlation between job performance and acculturation stress is moderated by intercultural effectiveness, career motivation and coping skills of each foreigner (Bhagat and London, 1999). A proper knowledge of the host culture and fluency in communication with natives are signs of intercultural competence (Deardorff, 2009). Interculturally effective people can perceive behaviors belonging to a culture. As a result, they are able to communicate efficiently with people of different cultures without substantial misinterpretation (Landis and Bhagat, 1996). The most necessary coping skills include problem-solving capabilities (how to solve specific problems) and emotion management (Berry and Dasen, 1997). For example in emotion management, SIE have to overcome negative thoughts and feelings, not to let them intervene in our positive action (London, 1998). Career motivation has three dimensions including resilience, identity and insight. Resilience motivates workers to go through challenges. Insight means a good knowledge about professional environment and his or herself, which help workers to gain a comprehensive perspective regarding their own strengths, weakness and to know how to handle with those. Identity refers to endeavors to fulfill detailed work targets and ambitions (London and Noe, 1996). All of the three moderators (career motivation, intercultural effectiveness and coping skills) help reduce acculturation stress for SIE (Bhagat and London, 1999).

2.3.2. Social support and implications for leaders

Cognitive appraisal of the whole situation experienced by an immigrant generates acculturation stress (Bhagat and London, 1999). If foreign workers receive social supports from organizations then their acculturation stress is much lower or the correlation between cognitive appraisal and acculturation stress depreciates (Adelman, 1988). Social support improves mental health for foreigners or SIE in the course of acculturation. The social

support from managers and colleagues is one of the most valuable assets for foreign workers; from friends or spouses is also helpful (Ward and Kennedy, 1993). Manager support includes, for example, caring for juniors, appreciating what they have contributed, assisting with work problems and helping develop their professional skills (Oldham and Cummings, 1996). Colleague support can be to give “*caring, tangible aid and information*” (Ducharme and Martin, 2000).

Leader should be trained to know how work and styles might be demand stress for SIE. Native colleagues should receive training to be more knowledgeable about SIE over role-plays, group discourse, video and case illustrations. SIE are trained about the knowledge of the host country’s culture, have opportunities to practice how to behave accordingly to sharpen their intercultural effectiveness and coping skills. Career motivation of SIE is to be judged in order to discern its identity, insight and resilience, to give assistance for them to increase their self-confidence, understand their own capabilities and working environment requirements, realize and make use of their opportunities (Bhagat and London, 1999).

2.4. Cross-cultural training

2.4.1. Finnish language

Because the local language is directly related to expatriates’ general adjustments in the host country (Black, Mendenhall and Oddou, 1991) so the issue of Finnish is worth mentioning in its own section.

In Finland where the national languages are Finnish and Swedish, of which Finnish is the native tongue of the major of the whole population, at around 88% (Statistics Finland, 2018). Therefore, learning Finnish is very important for SIE to integrate to Finland. Even many Finnish can speak English but a good level of Finnish language is often necessary to find job. Literature about assigned expatriates has pointed out that the lack of good knowledge of the native language can make them miss or slowly process some important information in native language at work (Ashamalla and Crocitto, 1997). For SIE, they may face the same problem. Some old local people cannot speak English well. In order to

become a part of the community, SIE have to study Finnish (this is FINLAND, 2013). American Foreign Service Institute ranked many languages by their level of difficulties for English native speakers. There are four categories in the list. The first category included easy languages which are similar to English such as Danish and French. Meanwhile, German and Malay, for example, belong to the second group, which has some differences from English and are more difficult to be learnt. Finnish belongs to third category, which means it differs greatly from English and is hard to learn. The fourth category is for the hardest languages (only Korean, Chinese, Japanese, Arabic are listed) (US Department of State, 2019). Finnish grammar is complicated in the way, for example, nouns have at least 15 inflections in singular and plural forms. Noun declension is dependent on many grammatical rules, whereas, verbal conjugation is also complex with many tenses. (Karlsson, 2015) Moreover, spoken Finnish in daily conversations is quite different from written Finnish which SIE are often taught in official language courses. When they try to practice Finnish daily with local people, many Finnish have good level of English so their conversation can be easily switched to English, which is more convenient to both sides (Storpellinen, 2019). It can be seen that the recognized difficulty level of Finnish language may be a considerable challenge for SIE in their careers and daily lives (general adjustments).

2.4.2. Cross-cultural training

The cross-cultural training is a program from companies for assigned expatriates working overseas. Therefore, it is worthwhile to explore its literature to apply for SIE. Research only focuses on the cross cultural training for assigned expatriates, because in fact, a number of corporations give CTT to employees before their relocation overseas, not to SIE. That also means that assigned expatriates received more care regarding integration from corporates than SIE.

Cross-cultural training is the training with the aim of intercultural education and improvement of behavioral, cognitive and effective capabilities so that people can interact more competently among different cultures (Morris and Robie, 2001). The general

objective of cross cultural training is to increase the chance that an assigned expatriate will succeed in her profession overseas (Bennett, Aston and Colquhoun, 2000). Therefore, cross cultural training is a suitable tool for organizations to integrate SIE.

There are several reasons accounting for the necessity of cross cultural training. Expatriates have to meet challenges at work including difference in management styles (Selmer, 2001), and failure to adjustment to the host country's culture (Caligiuri et al., 2001). In the case of assigned expatriates, many of them want to return back to the home country. SIE due to acculturation stress are demotivated and could consider leaving their companies as discussed in the previous part. Even when expatriates still stay in their same companies, they can lose opportunities, decrease their productivity and sabotage relationships (Bennett, Aston and Colquhoun, 2000). Meta-analysis affirmed a substantial positive correlation between cross cultural training and adjustment at work/ in general to the host country (Morris and Robie, 2001). Nevertheless, research indicates that usually even the majority of big corporations do not give their workers any cross cultural training (Black and Mendenhall, 1990).

Tung, (1979) emphasized that the integration for expatriates' family, particularly spouses, is also crucial to own expatriates' adjustment and achievements overseas; therefore, their spouses should receive cross cultural training as well.

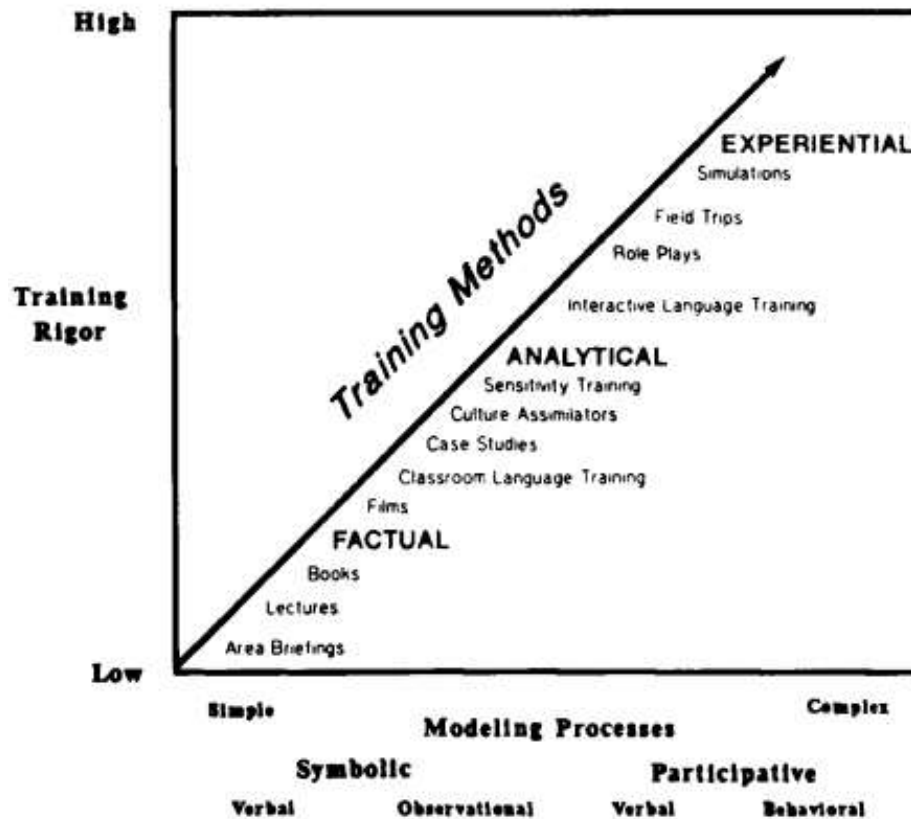
A review of Literature review on cross cultural training listed the following cross cultural training measures

Figure 3: Cross cultural training measures

Training names	Definitions and goals
Attribution training	Action of natives is explained according the point of view from the native culture (Befus, 1988). Therefore, expatriates understand native behaviors in the same way as natives think (Bhawuk, 2001)
Cultural awareness training	Expatriates are given training about their own culture so that they can understand more about other cultures; as a result, they interact with natives better (Bennett, 1986).
Cognitive-behavior modification training	This training informs expatriates of what behaviors are expected and appreciated or avoided in the native country's culture (Bhawuk and Brislin, 2000).
Interaction training	This is an on-the-job practice, in which natives or other long-working expatriates instruct trainees about work practices, introduce trainees to coworkers and explain about how to perform daily duties (Befus, 1988)
Language training	At least, the training provides expatriates with language skills for usual courtesies (Landis and Brislin, 2013)
Didactic	Didactic means giving information. Information is about work, life and culture in the host country, even job requirements, dress code, groceries (Bennett, 1986). Training may also include economic and political situations
Experiential	The principle of this measure is that expatriates learn by true experience. They join in experiments of situations which may happen. When they join in simulations of important circumstances, by which they can practice appropriate various reactions. Others types of training can be cross-cultural workshop, visits and role-plays (Morris and Robie, 2001)

Training rigor and its corresponding methods based on social learning theory

Figure 4: Modeling processes, rigor and training methods



Source: Black and Mendenhall (1989)

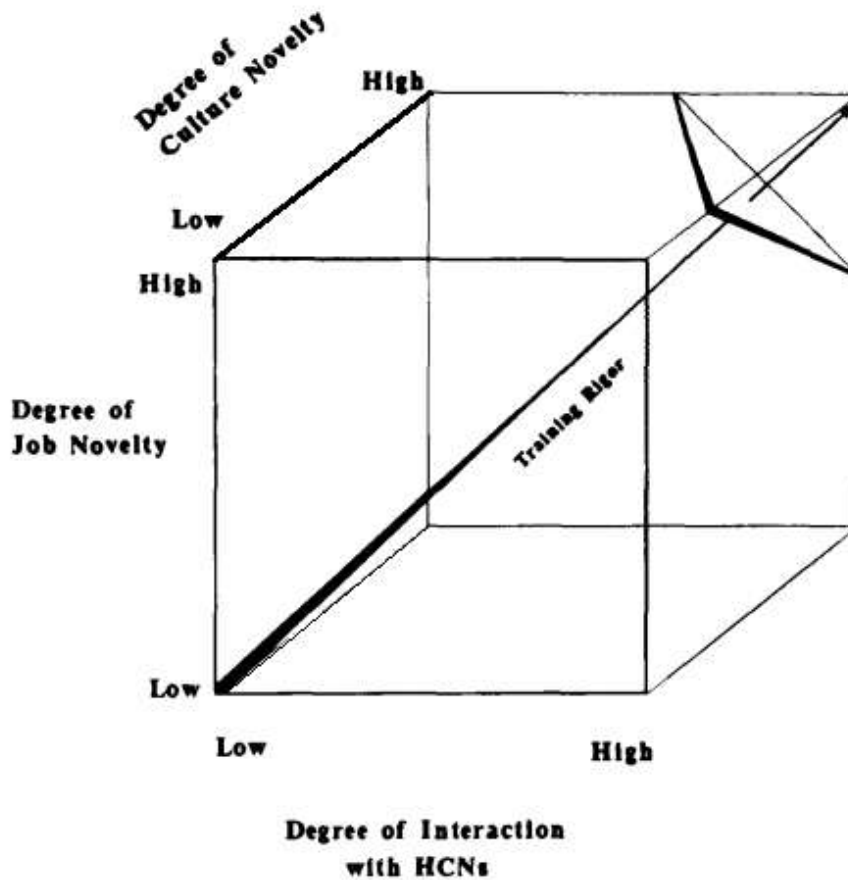
From the figure, if a training method's rigor is low (factual) when its training method is area briefings, lectures, books and if a training method's rigor is the strongest (experiential) when its method is role plays, field trip, simulations. The rigor is medium (analytical) for methods of sensitivity training, culture assimilators, case studies and classroom language training. Black and Mendenhall (1989) developed this graph based on social learning theory framework. Symbolic modeling means only observance of cultural behaviors and consists of two types. The first type is only about hearing or reading (from area briefings to

books). The second type methods add visual observation for behaviors (films and classroom language training). Secondly, compared to symbolic modeling, participative modeling adds extra trainees' participation in modeling action and cultural patterns. The first kind of participative modeling is verbal participation, in which expatriates join in modeling by explaining verbally what they would do (case studies and culture assimilators). The second kind (the rest of methods) means physical participation. The higher the training's rigor is, the more efficient the training is to expatriates' adjustment (Tung, 1979).

Factors to determine cross cultural training's rigors for expatriates

In order to determine the rigor of an intended cross cultural training for foreign workers in an organization, the following factors should be taken into account (Black and Mendenhall, 1989). At first, cultural novelty is how different the host culture is from the worker's culture. Secondly, degree of interaction means how often the worker communicates with the host culture's people, or how important interactions are. It also depends on the nature of interactions. Two-way, face-to-face, informal interactions are more challenging than one-way, by other means of communication, formal ones (Putnam and Jablin, 2001). Finally, job novelty is defined as how the job in the host culture is different from the job in the previous culture for the worker.

Figure 5: The training rigor required for a cross cultural training



Source: Black and Mendenhall (1989)

From the levels of the three above mentioned factors (high, low, medium), we make a plotted point in the three dimension space as in the figure. A plane running through the training rigor line until it meets our plotted point. At that time, the plane cut through the training rigor line at another point which implies the necessary rigor of the cross cultural training.

2.5. Normalization process theory

Companies have their own visions about HRM in general and diversity initiatives in specific. Their visions can be stated in their public channels such as websites or linkedin pages. However, as the above review of the relevant literature suggest, there can be still

some discrepancy of visions and reality which is perceived by SIE. The normalization process theory (NPT) suggested by May and Finch (2009) provides an insightful framework to understand the possible discrepancy. It depends on four factors including “coherence”, “cognitive participation”, “collective action” and “reflective monitoring”.

Figure 6: Framework of normalization process theory

	<i>Coherence</i>	<i>Cognitive participation</i>	<i>Collective action</i>	<i>Reflective monitoring</i>
Questions to evaluate	<i>“How is a practice conceptualized by participants? How does it hold together in action?”</i>	<i>“How do participants come to engage with a practice? How do they decide on engagement and the purposes that it serves?”</i>	<i>“How do participants enact a practice? How are their activities structured and constrained?”</i>	<i>“How do participants appraise a practice? What are its effects of appraisal? How are they mediated?”</i>

Source: May and Finch (2009)

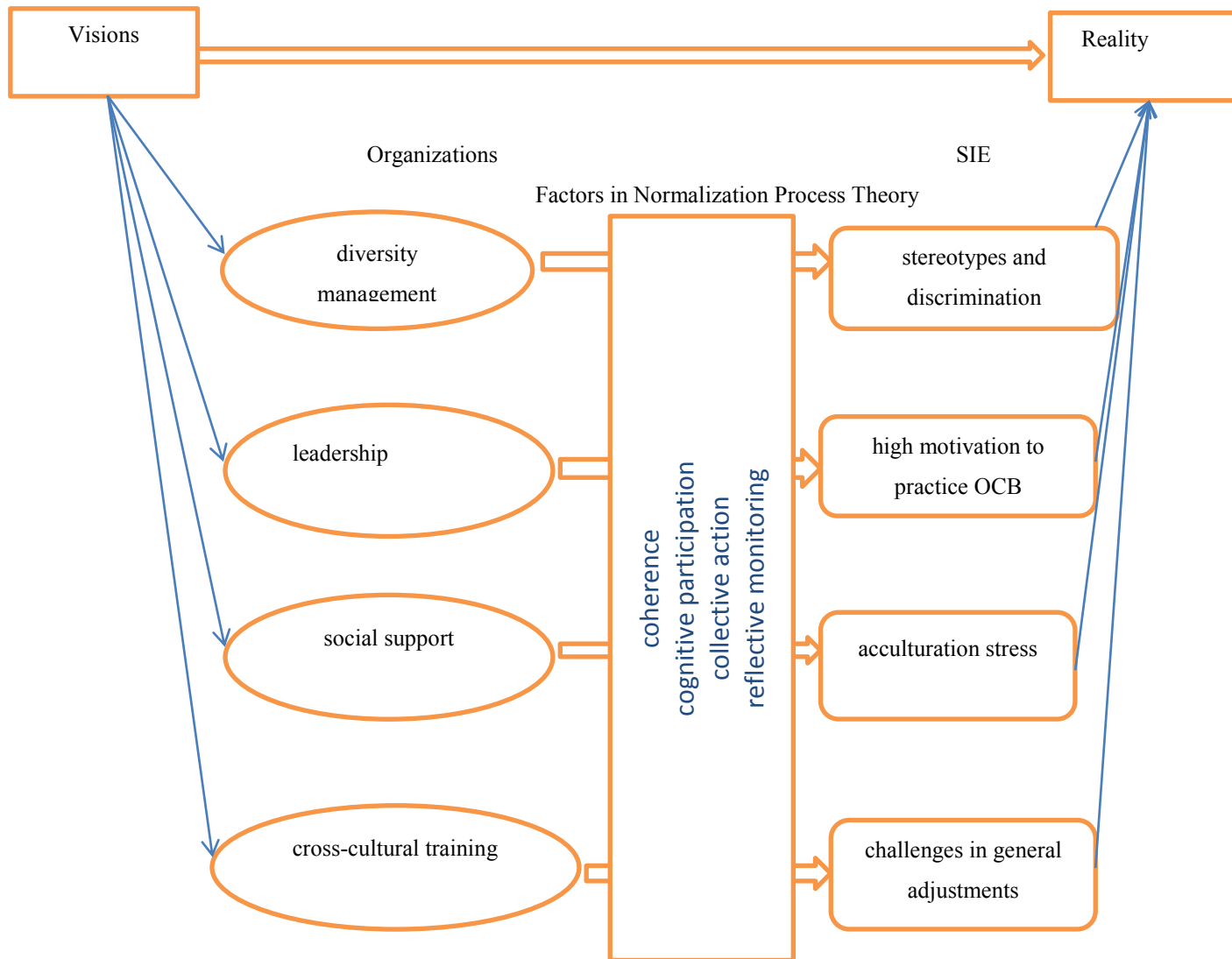
In the case of diversity initiatives, participants are SIE, HR department and leaders. From the framework above, the path from visions to reality is dependent on the way participants understand their companies’ visions, the level of their commitment to accomplish, their first action to fulfill the defined visions, and finally the monitoring process of implementation. Any discrepancy could be explained by judging the four factors in the framework.

2.6. The general framework for literature review

The theoretical framework

Based on our previous literature review, a framework was created to link every part together as follows

Figure 7: The general framework of diversity initiatives for SIE



My research questions are 1) How do SIE perceive the diversity initiatives provided by their employers? and 2) What would make diversity initiatives more effective in SIE workers' perspective?. Effectiveness means that diversity initiatives are capable of motivating and utilize SIE workers to perform their best and contribute more to companies.

Stereotypes in the framework are how native people think of SIE worker adapted from the definition of Robin and Judge (2017). If SIE also agree with stereotypes towards them, the phenomenon is called stereotype threat. There are serious consequences at work from stereotype threat and it is very likely that SIE's working performance will be lower (Kulik, 2014). Therefore, in order to utilize SIE worker at work, diversity initiatives to prevent stereotypes must be carried out. Secondly, discrimination means that SIE workers are probably treated differently (Robbins and Judge, 2017), such as intimidation, mockery, exclusion (from companies' events and occasions among others). One issue which has happened to many SIE or foreign workers in general in Literature is underemployment (their levels of education are higher, they have more capabilities than their jobs demands, they have lower salaries than (native) graduating counterparts or need to take temporary occupations). Working performance is lowered if SIE perceive that they are discriminated by means of increasing working stress (Sanchez and Brock, 1996), low productivity (Robbins and Judge, 2017), decreasing working commitment (Daniel, 2004). Consequently, diversity initiatives to utilize SIE must deal with the problem of discrimination.

The diversity initiative to prevent stereotypes and discrimination in Literature is diversity management, which shows organizational commitment to keep and develop employees from various backgrounds (Dinwoodie, 2015). The three dimensions of diversity management in Literature are regarding to recruit, develop, nurture and maintain SIE; teamwork diversity and productive diversity program. Therefore, in order to utilize SIE workers, companies could practice diversity management as one kind of diversity initiatives.

Secondly, organizational citizenship behaviors or extra-role behaviors are action not required by workers' job descriptions but beneficial to organizations (Organ, 1988). Krjukova, Schalk and Soeters (2009) pointed out that foreign workers might have a higher tendency to practice extra-role behaviors. Because extra-role behaviors are beneficial to organizations and SIE workers have high motivation to practice those extra tasks, if companies have initiatives to motivate SIE workers to perform more those tasks, it will be

advantageous. By that way, companies try to utilize SIE through their initiatives. The literature mentioned three leadership styles as initiatives in that case including transformational leadership, leadership based on social exchange and Path Goal theory leadership.

Thirdly, acculturation stress happens when people from various cultures meet and interact with each other (Schuler, 1980), which is likely true for SIE workers in companies in Finland. Lazarus and Folkman (1984) clarified that acculturation stress affects negatively to the work outcomes of foreign workers. Therefore, in order to utilize SIE, it is important to practice initiatives which can prevent or alleviate their acculturation stress. Social support from companies as one type of initiative decreases acculturation stress level of foreign workers (Adelman, 1988). Therefore, with the application of social support as one type of diversity initiatives, Finnish companies could potentially utilize SIE workers better.

Finally, challenges in general adjustments of SIE (including Finnish languages) are alleviated by cross cultural training from companies. In Literature, there are various cross cultural training types on three areas for expatriates including the local languages, the host nation's culture and general introduction to working procedures in the new organizational setting. The model by Black and Mendenhall (1989) is used to decide what type of cross cultural training is the most suitable for SIE. The degrees of culture novelty, job novelty and interaction with native people are taken into account in the model. According to Morris and Robie (2001), cross cultural training helps expatriate to interact more competently among different cultures. Bennett, Aston and Colquhoun (2000) also affirmed that the training increases the chance that expatriates are successful in their positions overseas. All of those mean that Finnish companies could utilize SIE workers by cross cultural training as one type of diversity initiatives.

For companies, the visions of four diversity initiatives are realized in practice to decrease expatriates' challenges to professional success or take advantage of expatriates' potentials (extra role behaviors). If there are discrepancies between visions and reality, they can be

explained through four potential factors in Normalization Process Theory (coherence, cognitive participation, collective action and reflective monitoring).

My research approach

The companies were investigated regarding their (possible) visions of four diversity initiatives on their official publications. SIE and their HR managers/leaders were interviewed to find out how diversity initiatives were implemented in reality. All noticed discrepancies would be investigated for possible reasons.

The challenges (stereotypes, discrimination, acculturation stress, difficulties in general adjustments) of SIE were taken into account in my research and how implemented diversity initiatives had helped expatriates in fact or how diversity initiatives would have helped them. If initiatives were only partly implemented compared to in the Literature, the remaining possibly effective part of diversity initiatives (in expatriates' opinions) would be recommendations for companies. In other cases, if diversity initiatives were realized in practice but were not effective to SIE, reasons would be investigated and better practice would be suggested.

III. RESEARCH DESIGN AND METHODS

3.1. Research approach

My research questions are about diversity initiatives. There are a number of research subjects which are related to this topic including discrimination, diversity management, extra-role behaviors, leadership, acculturation stress, cross-cultural training. For example, research about perceived discrimination in the view of SIE gives us an understanding about how and why discrimination happens in their workplaces, and potentially the way discrimination could be changed through leadership and diversity management. So that would give the first valid reason to apply qualitative research method in this Thesis according to Eriksson and Kovalainen (2008). Four expatriates were interviewed for insights of their circumstances. Because there are quite many researched issues in my

Thesis, it would be more sensible to have deep interviews for a limited number of cases to gain a meaningful and comprehensive knowledge than to give out surveys to many expatriates to have shallow conclusions. Case study research has been one of the most traditional and popular methods in qualitative research methodology. Diversity management, leadership and acculturation stress are obviously concerned with social and cultural sides of phenomena, which quantitative research cannot handle well with (Silverman, 2011). This Thesis does not test many hypothesis with statistical tools or explain about why, for example, acculturation stress happens but it aims at understanding the nature of SIE's acculturation stress (demand, opportunities and constraints) from the point of views of experiencers (interpretation by SIEs and one HR manager). Therefore, qualitative research suits better the Thesis' objective than quantitative research suggested Eriksson and Kovalainen (2008).

My qualitative research method is case study, which is a traditional and popular method in qualitative research. It is relevant to my Thesis's topic because this research covers quite many issues and required a "*thick description*" in each case (Geertz, 1973). For example, discrimination in organization can be very sophisticated and implicit. In order to gain a good understanding about it, detailed information about management of companies is necessary. My aim for the Thesis is not to analyze one specific case but to explore how well the theories of previous literature review are applied to SIE in Finland. Therefore, extensive case study approach is used here instead of one intensive case study. One of traditional purpose of multiple case study research is to test and extend previous hypothesis. The main goal of extensive case study research is to investigate and interpret research subjects, not the investigated cases (Johnson and Duberley, 2004). In this Thesis, my main research subjects are discrimination, extra-role behaviors, acculturation stress of SIE among others, not the SIE in these four cases themselves. Eriksson and Kovalainen (2008) pointed out that there is no specific rule that business research should present at least a sum of cases. Each extra case in business research can add more understanding about research subjects and in the process of adding more cases, information starts to repeat itself, we should do case study research for only previous cases. In the opinion of Eisenhardt (1989), the number of

cases could be from four to ten. Consequently, I was able to interview four SIE. Four expatriates work in various fields and companies from catering in hotel to data integration specialist because Patton (1990) advised researchers to choose cases of as large variation as possible to verify theories in different situations.

The one-on-one interviews were supposedly to be done with four expatriates and HR managers or (group) leaders, managers separately. Of the all kinds of interview suggested by Silverman (2001), emotionalist was the chosen main one. “Emotionalist” means the way that interviews explore interviewees’ experiences, which is suitable for the theme of this Thesis. For example, acculturation stress is a part of expatriates’ subjective experience and “positivist” research method which refers to asking for objective information might not fit the topic very well. “Constructionist”, based on the interaction between interviewers and expatriates, might not be effective as the main method because talks can freely be driven to many directions, which may not be the subjects of my research in my Literature review. Certainly, in some stage in interviews, some interaction with interviewees is necessary to explore interviewees’ experience and their ideas more deeply but “constructionist” is not the main research method here. All in all, my chosen method is emotionalist supplemented by some constructionist. Focus group in which expatriates and the HR managers, leaders gathered, shared and discussed their opinions may be a good method to do this research, but it was very difficult to make it happen because everyone had their own free time frames and desirable locations to join in.

The questions for the interviews are semi-structured questions. All of the topics covered in Literature review part had to be discussed in form of prepared questions. If their answers were interesting and worth discussing more, in-depth follow-up questions would be raised. Depending on the answers to the previous questions, the subsequent questions could be modified.

Besides the interviews, websites pages of expatriates’ companies were also researched to examine their informed visions of Human resources manager policies, stories of (foreign) workers there. The information regarding HR policies was included in various parts of

websites consisting of internship advertisements, “Codes of conducts”, various reports among others. The mottos and visions of companies were compared to the reality perceived by SIE. The comparison was used to discern the potential discrepancy.

Eriksson and Kovalainen (2008) acknowledged that observation of research participants in real life situations is helpful in case studies. Nevertheless, I knew that it was very difficult for me to be accepted as an observer, companies did not want to share their business process to an outsider. In fact, I had tried to ask one of my potential interviewees if I could enter his work building, he was very reluctant and said that he would have to fill in one complicated form of admitting visitors and explain in great details to his employer.

3.2. Data collection / Producing empirical material

Originally, I wanted to interview expatriates, leaders, HR managers for all of researched companies. In that case, I would have a comprehensive understanding about the situations of expatriates in Finnish companies. Because, for instance, one expatriate thought that she or he had very limited access to the company’s resource system due to the fact that he or she was a foreigner and then in the interview, he or she would claim it as a hidden type of discrimination. However, the interview with his or her leader revealed that that the resource system could be accessed by the management team, or the expatriate’s limited access was not a sign of discrimination. Moreover, my research was concerned with some leadership theories (transformational, social exchange, path –goal theory), so it would be beneficial to ask leaders whether they had practiced any of these above-mentioned theories and if they had not, they could be asked if they thought the mentioned leadership styles in Literature review would really encourage their foreign employee’ organizational citizenship behaviors. Finally, my topic is related to HR’s practice and process in companies regarding evaluation of job applicants and (cross-cultural training), hence questions directed at HR managers would have been beneficial. Therefore, opinions of three parties (expatriates, leaders and HR) would have been probably useful to generate an unbiased research result. The process of collecting data was much more challenging than I had previously thought. As discussed in previous section, I chose four cases of expatriates in different companies.

At first, I went to Arena Career Fair at Aalto University in November 2018 and Contact Forum in January 2019 to present companies there with my research topic in order to attract them to join in my interviews. In order to motivate them, I stated that every interviewee would receive my Vietnamese gift. My primary aim was to interview big companies which probably had some cross-cultural training programs for expatriates. There were some companies which refused immediately, said that they did not want to join. Several company representatives asked me to send them emails explaining my research so that they could consider and try to find a suitable set of an expatriate, his or her manager and a HR person. Just one company was actually interested in my topic. In my opinion, it was highly unlikely that all of companies who had gave me their emails would offer to join in interviews but their chance of joining in was greater than that of organizations which I had not introduced my topic face-to face. I also collected extra companies' email addresses from the internet to send my request. Overall, in the process 30 companies was contacted. More than half of my emails were ignored. The rest of companies' answer was that they could not join in. They had various reasons such as they had joined in other research already so no resources was left for my research, or they could not find suitable expatriates or in most of the cases, they just acknowledged that my research was interesting but they simply could not be a part of it and wish that I would find assistance from other organizations. There was even one person who at one career fair was enthusiastic to be a part of my research. However, I sent my email to him several times with no reply received. So after the first round of meeting and contacting unknown companies did not lead to interviews for my research. I had the feeling that companies were not really interested in my research topic of diversity initiatives for foreign workers at work so they refused to join.

Therefore, in the second round of looking for interviewing opportunities, I tried to suggest to my friends and their friends who were potentially suitable for my research. They were quite enthusiastic to be in my interview. However, they said that it was very hard to reach their managers, or they leaders would not want to spend time on this research. One of my friends asserted that she would have felt uncomfortable if her senior had been in my interview because my topic was very sensitive, and she might in the future change her job,

ask for his reference so she did not want to sabotage their relationship. Besides expatriates, I could only interview one HR manager. My friend working at a hotel had talked with her leader about persuading her HR manager to join in my interview. Her leader negotiated with her HR manager successfully. However, I had to send emails three times to the HR manager until she finally replied to me and we arranged the meeting.

One important issue regarding interview was confidentiality. At one career fair, when I introduced my research to some banks, they often inquired how my research would be published with the information of researched companies. Consequently, I had to affirm to them that all the names of companies and workers would be anonymized. One of my friends also agreed to be in my interview only in case her names and company were anonymous and I promised to her to do that.

The first interviewee (later referred to as Amy) was a Russian in a multinational company producing consumer good for daily use. She came to Finland to study the Master program of Marketing. During her studies, she worked part-time for two companies. After graduation, the latter company employed her full-time. Until now, she has been in Finland for six years. Her work at the moment was concerned with marketing and sales analysis in the company's branch in Finland. The second expatriate (mentioned later as Bella) was another Russian woman who had arrived in Finland primarily to study Master program of Business Analysis. During her study, she completed one six-month training program regarding business data analysis at one company. After graduation, she started searching for a full-time job and finally found one as data manager in a computer software company. Until now, she had been in Finland for three and a half years. The third expatriate (Christina) from Vietnam came to Finland to pursue her Master program in Finance. After graduation at first, she worked for a one management consulting firm. Later until now she had worked as finance and business analyst for a company which made tools and equipment for everyday use at home in Finland. The fourth SIE from Vietnam (Daisy) who had come to Finland because she married a Finnish man and both had decided that they would have lived in Finland after marriage. Even working in HR in a big company in

Vietnam before, she had had many difficulties searching for a job in Finland. Now she worked as a receptionist and waiter at a big hotel. I also had the chance to interview her HR manager at their hotel. The expatriates' characteristics were summarized in the figure at the beginning of empirical finding part.

3.3. Data analysis

The data analysis method used in this research is from the book "The Coding Manual for Qualitative Researchers" by Johnny Saldaña (2013). There have been many research projects which have consulted with his handbook. In his method, there are two cycles of coding (the first and second ones). After each one, there is some following action as well (named "*after first/second cycle coding*").

In the first cycle, there are seven groups of coding methods including grammatical, elemental, affective, literary and language, exploratory, procedural, and theming method. I applied the exploratory method which is the preparatory designation of codes in the data for more efficient and polished coding systems created later (in the second cycle). This preparatory coding method is an effective step for me to do the second cycle of coding. There are three sub-methods for exploratory method which are holistic, provisional, hypothesis and eclectic coding. Holistic coding was chosen. It is to assign a code to a big amount of data instead of coding each small line or phrase so as to catch the general contents and potential categories which may emerge. This method helped me quickly see potential categories, look at the big picture and not focus on small details.

In the after first cycle coding process, eclectic coding was applied. It means that several coding methods of the first cycle were used at the same time. In my case, I used additionally value coding (a part of affective group in the first cycle), which is to evaluate interviewees' "*value, belief and attitude*". That coding method was especially suitable, for example when I looked at their career motivation, to investigate their value and attitude in depth to cope with acculturation stress. After eclectic coding was applied, code mapping was done. At first, all of the codes were collected randomly and then, they were categorized. Each category had several related codes. After that, categorization continues in

the way that these previous categories were grouped or categorized once again to generate new categories, or the previous categories became new sub-categories. New categories could be categorized further if they had some relationship with each other.

The second cycle's aim was to rearrange and reanalyze research materials to metasynthesize research factors. Codes created from the first cycle were recoded if necessary and categorized. There are seven coding methods for second cycle coding including pattern, focused, axial, theoretical, elaborative and longitudinal coding. The chosen method was theoretical coding. It is defined as to find the "*core categories*" which describes main conflicts, issue, challenges, worries and interest of the research interviewees. That was clearly relevant to this research because expatriates were expected to experience for instance conflicts in culture difference, challenges in career advancement or interest in social support from colleagues or managers.

After the second coding cycle, codeweaving was carried out. This is the process to understand how research factors or subjects fit in the big picture with each other. Codeweaving was necessary in order to, for example, understand how transformational leadership and extra-role behaviors of expatriate were related to each other. The final step is "*from coding to theorizing*". When categories were recategorized, a theory could come up, relationships of research issues show. These theories subsequently were compared with the literature review to see how the literature reflected the real situations of expatriates in Finnish companies and how practices could be improved.

3.4. Evaluation of research process and ethical consideration

There are several criteria for judging the quality of a qualitative research. Two of common criteria are triangulation and member check (Eriksson and Kovalainen, 2008). In my case, I tried to diversify data sources as much as possible (four cases). And all of expatriates were from different backgrounds. To understand about each category (diversify management, acculturation stress and others), I used many theories and research from many various authors. Regarding member check, I often kept contact with all of my interviewees throughout my research process. If there was something unclear for me to interpret from the

recording and coding, I usually asked them for more information. At the end of my research process, I sent my data analysis and discussion parts to several of them who wanted to read my research. They could have some comments, sometimes I noticed that there were some sensitive issues which were pretty hard for them to admit when they read, but when I had asked them in the interview a little sophisticatedly and indirectly, they confirmed these issues.

My research philosophy was “subjective epistemology”, which means that I and interviewees both contributed to produce insights. Consequently, it was reasonable to use also the four following criteria to judge this Thesis’s trustworthiness including transferability, credibility, confirmability and dependability (Lincoln and Guba, 2011).

Dependability refers to the way information is given. My research was consistent, all of the diversity initiatives were asked from the interviewees in details to understand the real situations and room for improvement. These insights would be then compared with the literature review. Transferability means that my research has to share some similarity with previous research at least to some extent. For example, my interview showed that a part of my interviewees experiences some level of underemployment, which was the result of other research about foreign workers. Credibility was affirmed because I had read much research about my topic and my interviews were enough in number of cases to justify my findings. Conformability was demonstrated in the way that my explanation about the data was consistent and intelligible to readers.

IV. EMPIRICAL FINDINGS

In the methodology part, the research process was described as follows, the information about each company’s visions and policies were researched on its website first, and then the perception of its SIE worker was analyzed in depth to discern potential discrepancies between visions and reality. At first, the information of all expatriates and their companies was summarized in the following table

Figure 8: Summary of the four interviewed SIE

Expatriate	Amy	Bella	Christina	Daisy
Citizenship and sex	Russian, female	Russian, female	Vietnamese, female	Vietnamese, female
Current profession	Marketing and sales analysis	Data and project manager	Finance and business analyst	Waitress, receptionist and event organizer
Business of the current company	Producing consumer good for daily use. A large MNC in various countries including Finland	Computer software. A medium-sized MNC of which its headquarter is in Finland and another branch is in the US	Production and sales of tools and equipment for everyday use at home. A large MNC in various countries, of which the headquarter is in Finland	Hotel chain at the airport and in the city center. A part of a large hotel chain in Nordic and Baltic region and all over other parts of the world
Education in Finland	Master of Marketing at a university in southern Finland	Master of Business Analytics at a university in southern Finland	Master of Finance at a university in southern Finland	No
Education in home countries	Graduate school of management in Russia	Bachelor of Business Informatics in a major polytechnic	Bachelor in Finance and Banking in a major polytechnic	Bachelor of Human resource management in a polytechnic
Latest job in home countries	Event manager	Accountant	HR officer at an security company	HR officer at a recruitment agency

4.1. Case of Amy

4.1.1. Company's visions and policies

The company is a MNC and its policies and visions described in its website are applied for all of its branches including the one in Finland. The HRM information is distributed in many parts of its main official website such as general description about the company, careers (HR practice and internship description), descriptions of the working systems and the most official regulations and terms in “*Code of business conduct*” and “*Sustainability report*” for each year.

Firstly, personnel utilization from equality, diversity and communication is mentioned. It highlights equal opportunities for everyone irrespective of their biographical characteristics in its “Code of business conduct”. Every worker has the same chance of training and career advancement, salaries system, working conditions and contract terms. Promotion is based on working qualifications and business requirements. Workers cannot practice discrimination and have to respect each other. Any breach should be reported and the company will investigate the cases. Efficient communication on various subjects and through many channels between the company and workers is valued. In “Sustainability report” for 2018, the company put great efforts to attract, nurture and keep talents from various backgrounds. The diversity in management and subordinates help the company to discern and meet the requirements of various markets better from a range of perspectives. The rates of expatriates and female managers are often calculated to be monitor in company’s report each year to strengthen the company’s motto of attracting and nurturing talents from diverse backgrounds.

Secondly, regarding leaders and leadership, all employees sometimes attend courses on leadership, equality, recruitment. In “Sustainability report” for 2018, managers are trained about (diversity) leadership both through formal and on-the-job programs. As a matter of fact, the CEO at the headquarter of the MNC is an expatriate, not a native and there the rate of expatriates in management position is close to 80%. In the section of internship recruitment notice, leaders encourage subordinates to make up their own decisions, think outside from the box and red tape (rigid working rules) is reduced as much as possible. Leaders have to make themselves as first examples to follow the company’s codes of conducts. In the descriptions about working in the company, enthusiasm with innovative approaches from all employees or subordinates is highly valued. Innovation based on customers’ need is important. Employees are encouraged to stay positive in every situation. Seniors have to make sure that every employee follows diversity vision and policies. Leaders provide professional guides to workers.

After the collection of the relevant information about the vision of the company about HR policies for expatriates, a short comparison to the literature review was made with the following summary table

Figure 9: Amy's company's visions

Diversity initiatives	Policies and visions
Diversity management	No discrimination is tolerated and effective diversity management to attract, nurture talents from diverse backgrounds to work in the company, or to be promoted, so as to prevent discriminations and stereotypes
Leadership and organizational citizenship behaviors	organizational citizenship behaviors (at least sportsmanship and making constructive suggestions) is expected from all workers, leadership styles envisioned have characteristics of transformational leadership and leadership in Path-Goal theory
Social support	Limited only in assistance in professional development
Cross cultural training	Not mentioned

4.1.2. Expatriate Amy's experience

Firstly, regarding her move to Finland primary to study from Russia, she wanted to have more opportunities. In her opinion, after graduation, her international career could be beneficial to her professional path. A new career and experience overseas was interesting to her. It was not always true that the income in Finland is higher than in Russia, but at least she hoped that her salary would be improved here.

4.1.2.1. Diversity management

Stereotypes and discrimination

Regarding stereotypes and discrimination, she had not experienced any stereotype from her Finnish colleagues and but was prone to some kinds of discrimination due to her status. Her Finnish colleagues had worked in their branches overseas with foreigners before, so they know that they could not generalize people from the same country. She, herself, could have

some stereotypes for workers from other countries or regions at first, but after a while, when they knew each other better and she learnt these coworkers' personalities, thoughts and similarities, then her stereotypes would disappear. She thought that there might be some difference in the reward system because her Finnish coworkers had worked in other Finnish companies so they could compare the benefit systems and negotiate with her company about what they should receive more. Her career advancement was limited compared with her Finnish colleagues because in order to be promoted, she needed to interact with Finnish customers (in Finnish) fluently. Native colleagues rarely made some jokes about Russian, not about her personalities, but regarding Russian political systems, and to her it was quite harmless and amusing. She had never experienced sexual harassment, intimidation or offensive insults at work. There was a phone number for people posted in the office to report in case violations happen. The company had almost no informal meeting, but several official gatherings when everyone was invited always.

Some minor discrimination signs probably happened when she communicated her ideas. Although her opinions were often considered, they were probably not taken as seriously as those of Finnish colleagues, who understood more about Finnish culture and practices in other Finnish companies, therefore, her colleagues' ideas were trusted and valued more. If she compared some procedures of her current firm to those of companies in Russia, then her managers or colleagues would not take that comparison into consideration. In general meetings, sometimes the languages used were both English and Finnish, which could cause some inconvenience to her and her Finnish coworkers, because if she could not communicate concisely and effectively, then she did not attract attention from others. Overall, she still thought that she was respected at work and usually had the power to make decisions, for example of recruiting a new intern at the moment.

There were some minor signs of underemployment for her or it could have been likely for her to experience this challenge, which means as a foreigner, she had more chance of underemployment due to the law. She studied some data analysis softwares at school but in her current job, they were not needed or her skills attained from education were a bit higher

than what her job required. Due to the law, after completion of their courses, foreign graduates from non EU countries have to find a job to stay in Finland if they want to be here. Consequently, in a sense, it was compulsory for her to work as soon as possible in any kind of job which could fulfill the requirements of Finnish Immigration Service. One of the requirements is that the preferred job should be a long-term contract so that her chance of receiving a long-term working residence permit is higher; short-term job contracts only help to issue short-term permits. The length of one working residence permit lasts at maximum the term of the contract so SIE, for example, could prefer a job at a restaurant (with permanent contract) instead of a one year internship at Kone or Nordea. These jobs could have been more unrelated to and at lower level than her education level. For Finnish and EU citizens, after graduation, they can wait as long as they find a job which is more suitable to their degrees and even they can find and accept jobs which are only short-term ones. On the other hand, her working conditions were as good as those of everybody else, such as a good computer, view from the office, and chocolates. Everyone received the same training programs, which might be effective for all people. Amy as female did not think that she could face much more barriers at work than a male of the same nationality, because there had been discussion that the company wanted to have more women in the management board.

Diversity management

There had been some measures of diversity management in her company. In her university, there were many SIE students and her company had contacted the career service of her school to recruit some student at an entry level who did not need to speak very good Finnish yet. However, for more senior positions, these situations might not happen because candidates needed to understand well about the local markets. There were some activities for all of company's workers to join in, for example, traveling to some place or sports so that everyone had more opportunities to know each other better and feel united. Common goals in her team united people together, for example to increase the sales. If some team member had good ideas to share or need assistance, it would be easy to communicate.

There were sometimes one-on-one discussions (individualized approach) between one subordinate and the manager about work targets, guidelines, the subordinate's ambition and wish. Leaders attended some training programs about leadership. Leaders had encouraged and assisted Amy with her professional development for potential promotion in the future.

4.1.2.2. Leadership

The subsequent diversity initiative is leadership to encourage organizational citizenship behaviors from SIE. Amy confirmed that she had done more organizational citizenship behaviors than her native colleagues because she was in a more delicate position, for example, it was harder for her to find a new job. She had given many instructions to her colleagues so that they knew what they should do or she often left from work pretty late to finish extra tasks. Her previous leader had practiced transformational leadership, which had motivated her to perform more organizational citizenship behaviors. However, leadership based on social exchange theory would not have been motivating enough for her to pursue more organizational citizenship behaviors. The current leader seemingly followed the instrumental leadership of the Path-Goal theory by giving her very detailed work instructions. Consequently, her creativity was not useful here and, therefore, she was not motivated to perform organizational citizenship behaviors. However, her previous manager followed the supportive leadership, which might slightly inspire her organizational citizenship behaviors. The most effective leadership dimension in Path-Goal theory for her was participative leadership, which was applied only sometimes currently. For example, when she could freely decide on how to set up a consumer campaign at the store based on agreed principles, her resourcefulness as organizational citizenship behaviors was useful to the campaign.

4.1.2.3. Social support

Acculturation stress from various sources in Amy's working life

Amy had experienced acculturation stress in her job in Finland. Her company exported to Russia, her home country. The demand stress occurred when the interests of the branch in Russia and the branch in Finland were different from each other regarding whether they

should have launched the product in a certain manner in Russia. Her position was in the middle and a bit stressful. Her skill of upward influence (negotiation with managers) was very limited compared to Finnish coworkers. Consequently, it was strange for her at first because in Russia, that did not happen much and the power of authority for upper managements was obviously higher than in Finland. Constraint stress came because here, people criticized often to become more satisfied and when she gave an official speech, she was often challenged, questioned, and, therefore, confused. That was completely different from in Russia, which caused some stress for her. Opportunity stress occurred, because in Finland people often leave work at 5 pm, while she often tried to stay later than that. Her manager advised her not to work for such long hours (which was normal in Russia), because that would take the place for a potential new worker and she should relax at home for two days. That advice was shocking to her. Consequently, at the beginning, the acculturation stress slightly decreased her job satisfaction, commitment and performance. For her, the strongest factor to cope with acculturation stress was career motivation including resilience and identity. She took challenges as learning opportunities.

Limited social support for Amy

However, current leaders and colleagues had given only limited social support to her. They tried to be patient to encourage her to use Finnish and correct it if necessary, which had motivated her to study Finnish language more. Her former leader used to work abroad so she knew what difficulties Amy had to experience abroad and endeavor to support her, to be friendly and helpful, nevertheless, outside of work, Amy's leader had to take care of her own family. Because at the moment, Amy had received very little social support so she really hoped that she could receive more in the future. The lack of social support did not actually affect her work but with better support, she would have felt much more comfortable to feel that Finland would have been really her true home. Her colleagues had been given information about Russian culture but they were not keen on learning it enthusiastically. However, as mentioned above, leaders really tried to understand her career motivation through occasional one-on-one discussion and she appreciated it.

4.1.2.4. Cross-cultural training

Language

The major difficulty for her in the labor market is the native language. Her job was about marketing so a fluency in Finnish would be beneficial for her to perform her job better. Her Finnish level at the moment was B1 (intermediate), which helped her already at work when she looked at the product catalog in Finnish. She often had to ask for translation assistance from a legal adviser to write correct Finnish texts in both grammar and vocabulary in the packages of products, which she could not do by herself. Although much of the work or official meetings were held in English, jokes were often in Finnish among native workers. If she could not understand anything and follow the jokes, she would feel sad. In sales and marketing, the company needed to interact with native customers in Finnish and because of her, other employees had to adapt to switch to English, which also dispirited her. Nevertheless, when she met coworkers from regional branches, some of them did not speak English well, so she had to use Finnish.

Besides, a good command of Finnish would make her to feel to be more at home in Finland in daily life. For example, when sitting in the bus, later she would like to know what was happening when native people talked to each other there. Finnish grammar was so complex to her, when she wanted to make sentences, she knew what exact words to use but was bad at declensions. Then she had to consider much about sophisticated grammatical rules and forgot her own thoughts in that process while other coworkers waited for the rest of her speech (when she tried to present in Finnish). At work, if she tried to formulate her speech in Finnish, it would take her too much time, so the use of English was more efficient and, therefore, preferred.

Cross cultural training

She acknowledged the importance of cross-cultural training to her general adjustment in Finland. In her opinion, all of the cross cultural training measures should be helpful for her. However, she highlighted that SIE who had been living, studying, working in Finland were

assumed to be familiar with Finnish culture already. At first, when she came here, she should have needed to know that on the bus to work, natives would not want to sit next to her if there were still empty seats due to Finnish culture, not because of the fact that she might have been abnormal. In fact, she had received interaction and language training in her job, which helped her general adjustments a little. The language training was in the form of multi-language lunches with her colleagues. However, as mentioned above her Finnish level was still B1, which was not enough for work in Finnish.

Finally regarding the three dimensional model of cross cultural training, culture novelty between Finland and Russia was less than in the middle, the degree of interaction with natives was less than high, and the degree of job novelty was high, so her suitable cross cultural training measures were like case studies or class room language training. Language training was of great importance to her because she needed to improve her Finnish skill for her work. However, in her opinion, probably the model was not needed, SIE should have been asked what measures would suit them the most. Besides, experiential training measures were probably expensive for companies, so only in case companies were highly committed, they would provide.

4.2. Case of Bella

4.2.1. Company's visions and policies

Its visions and policies about foreign workers in specific and HR practice in general are stated very clearly in its company report and frequent news articles written by the HR manager or CEO. In 2017 and 2018, it was voted one of the best places to work in Finland.

Firstly, the company is highly committed to equality and diversity management in many weekly articles published by the company's leaders and managers. Equality to every employee is at its core and the personnel come from many countries. Because the business field is technology so it has to make use of the talent pool from every nation as much as possible, regardless of their level of Finnish language, applicants do not need to speak Finnish to apply for work here. Many customers are on the global scale, therefore, a good

knowledge of the culture of customers and a variety of perspective is beneficial to its business. The yearly report affirmed that the company is committed to keep and train their diverse workforce. It provides equal benefits and good, relaxing working conditions (tables to play pools, foods, vouchers among others) to all employees. Employees' characteristics are not taken into account (origins, dress codes among other surface level traits), only the work results are important. Satisfaction and well-being at work are very important to ensure a high quality level of job performance. Many company events are held in order for employees to know each other better.

Secondly, leadership encourages subordinates' own decision and creativity in many weekly articles published by the company's leaders and managers. Red tape is limited as much as possible to make room for creativity from subordinates' decision. The hierarchy system is flat. Well-being of workers was well taken care of because it could affect their working results. Certainly, employees are given directions and assistance to discern the basic principles of performing tasks. The company only wanted to hire employees who were capable of making their own decisions. Innovations come from a wide range of perspectives and views on certain matters.

Thirdly, the social support from managers and colleagues are appreciated and promoted in some weekly articles published by the company's leaders and managers. Everyone feel like they are a part of a big family, so that it is easier for them to cooperate. It is not only that managers and colleagues provide professional assistance but other supports as well (one example was coworkers helped one worker with her Master's Thesis). Everyone is bound to share helpful information and should not keep to him or herself.

The summary of information from the website of the company was compiled in the following table

Figure 10: Bella's company's visions

Diversity initiatives	Visions
Diversity management	Equality, employee's work satisfaction is valued and the company tries to attract many SIE from various backgrounds
Leadership and organizational citizenship behaviors	The leadership style envisioned is closely related to transformational leadership
Social support	The social support from everyone for others in the company is highly valued and promoted
Cross-cultural training	Not mentioned

4.2.2. Expatriate Bella's experience

Bella left Russia for Finland due to various reasons. Firstly, she was a person who was interested in new countries and cultures. In her opinion, the living styles in Finland, which she had witnessed from her previous trips to Finland, were different from in Russia in a positive way. Studying abroad would give her an advantage in the job market and enlarge her network.

4.2.2.1. Diversity management

Stereotypes and discrimination

The stereotypes and discrimination signs in Bella's firm were almost non-existent. She did not think her native coworker held stereotypes towards her. Sometimes, only at first she had some stereotypes about colleagues from other nationalities, but she still behaved normally to them. The salary and wage increase system and was the same for everyone regardless of their nationalities. Overall, Finnish workers had probably a bit more of opportunities than her due to their Finnish fluency, but she also had her own chances. Only some projects were in Finnish language with Finnish clients so natives were more preferred, the rest (the majority) were in English. At first, she worked in data management, a manual task in her view, and then she was promoted to be now an integration specialist, which she had preferred. She never heard an offensive joke, was invited to every meeting and event and

had the same access to organizational resources. Her opinion was appreciated and respected as much as those of natives. She had not noticed institutional racism in her company's policies. If she had experienced racism, her working commitment would have decreased and she would not have worked as diligently as at the moment, practiced no organizational citizenship behaviors or changed her job. There were quite many foreign group leaders and managers (all of them were SIE), which meant that in reality the chance of promotion for SIE was also substantial.

She had experienced some signs of underemployment. The current job suited her master level education but in the past, she had worked as an intern in an easy job which did not correspond with her education. That contract was also a fixed-term one, at that time; she only had limited choices to make. Her currently salary was less than the average one for graduates cited in the public website of her school. She received the same training programs as her native coworkers. Those programs were effective to both at the same level, because they were completely related to professional fields and absorbable to people from all nations.

Diversity management

The company benefited much from a positive diversity climate. It was very important to keep her in the company as she felt comfortable working there. The company should keep SIE because they were able to communicate fluently with some clients in their mother tongues and knowledgeable about their cultures. When people irrespective of their backgrounds were in one team to accomplish common work targets, it was easier for them to communicate with each other due to the same grounds. The difference in culture identities then did not become a challenge at work, for the reason that workers just focus on what needed to be done for every member, though outside of work, that difference could induce some potential difficulties. She was aware of her Russian cultural identities, but she was ready to integrate into Finnish and organizational institutions or she did not want to express and demand for her own cultural identities.

There were other aspects of diversity management in Bella's company as well. Its job advertisements were always in English so that foreigners could understand, and the company went to the career fair of those universities where many SIE enrolled to inform them about career opportunities there. The vacancy materials usually stated that the company had workers from many nationalities. The evaluation of job applications concentrated on applicants' professional qualifications. There had been social activities for instance, team-building events or pie baking, eating at restaurants when people could know each other better, uncover their similarities and feel more connected. Team events promoted her sense of being a part of her team. Group leaders often followed, asked how the working situations were and offered to assist in case of emergent problems to encourage people to have the same interests of groups' goals. Everyone in similar positions received the same training programs for those positions. There was no need to disseminate policies about antidiscrimination because every employee knew already.

4.2.2.2. Leadership

In her opinion, SIE might be a little more committed to perform organizational citizenship behaviors than native workers. SIE did not only fulfill their jobs' requirements but tried to optimize some processes, bring some extra values for the company, try to finish projects well before deadlines or work overtime. It should probably not be generalized but at least, she had observed that some SIE had done beyond what was expected.

Regarding leadership to stimulate organizational citizenship behaviors of SIE, not every theory was beneficial in her case. In contrast to the company's vision, the transformational leadership was not so fundamentally pursued as stated. The lower management did not want to alter frequently their operating systems and practices, but the upper management was a little more committed to changes. In addition, one sign of transformational leadership was that leaders paid attention to her personal feelings, for instance, asking if she was overloaded with assigned tasks. Social exchange of leaders to Bella was maintained both at work and at activities outside of work (company's events), which motivated her to deliver best work performance, of which one way was to engage in more organizational citizenship

behaviors such as fixing the crash of business intelligence systems. In the Path-Goal leadership theory, only instrumental dimension was really effective for her. Bella had received basic trainings already and now was asked to review in what areas she still needed training. By this way, she was enough knowledgeable to perform more organizational citizenship behaviors. Supportive relationship made her feel comfortable at work did not motivate her enough to do extra-role behaviors. Participative leadership was not beneficial to Bella for the reason that she was still pretty new in the company and not self-confident to make up her own decisions. Therefore, more training (instrumental leadership) would be more helpful in her case.

4.2.2.3. Social support

Acculturation stress

Bella had experienced some signs of acculturation stress when working in Finland. One clear sign was constraint stress. Compared to Russia, here she was given more responsibilities (multitasking), which caused more working pressure to her sometimes. In Russia, subordinates negotiated less with their supervisors but here Finnish workers had apparently better skills of upward influence with their leaders than Bella, probably inducing demand stress for her. In Finland, many occupations required a fluency level of Finnish so SIE's expectation to fulfill their professional goals might be challenging. In the current profession, she did not withstand the opportunity stress from Finnish language on the grounds that her working language was English. On the other hand, in the future, if she hoped to change her job at another company, the native language would induce an opportunity stress. Other sources of opportunity stress were to familiarize with the Finnish compensation system, and build her new network in Finland.

The acculturation stress only affected her working outcomes in the first phase but did not reduce her working commitment. She possessed some intercultural effectiveness skills at least with people from other nations she had communicated with, problem-solving capabilities, and career motivation to alleviate the consequence of acculturation stress. No

introduction materials about various foreign cultures had been given to Finnish workers, but she thought it could have been useful.

Social support

Social support was much appreciated by Bella and increased her working commitment. As part of individualized approaches, leaders often did monthly performance review and praised her for her monthly achievements, simplify her work and ensure that she could deliver her best performance. They also paid attention to Bella, for instance when she had started the new position a few months ago, her leader came to ask if Bella wanted to review some old materials from the beginning of her transition and assisted her with the revision. Besides, colleagues had supported her frequently and they were like friends at work. They could help her with her work problems even those tasks did not directly belong to them. Leaders really tried to understand her career motivation through occasional individual discussion and she was thankful for it.

4.2.2.4. Cross-cultural training

Language

Compared to a Russian man, she did not have any more barriers in career advancement. Her Finnish level was B1, in daily life, she acknowledged its importance and tried to practice it. However, her job and all documents were completely in English and no Finnish was required.

Cross cultural training

Regarding cross cultural training, her company had not provided any of the listed trainings. The reason was that highly educated SIE should have already knowledge about Finnish culture before going to work. She did not have risks or problems of losing professional opportunities or sabotaging relationships at work as the result of difficulties in adjustment in Finland. cross cultural training would have been interesting to her and she really needed language training. In her job, the working language was English so that there was no need

for the company to provide Finnish trainings for professional purposes. The Interactive language training might be the most beneficial one for her. With the model, her job novel and interaction level were high and degree of culture novel was in the middle, the most suitable trainings for her were Interactive language or sensitivity training. Sensitivity training was effective and helpful in her opinion. However, the other one was of more importance to Bella because it could facilitate her adjustment in Finland.

4.3. Case of Christina

4.3.1. Company's visions and policies

The company's visions and policies are stated in the official "Codes of conduct" document, careers section, yearly "Sustainability report" and "General report".

The company pledge to give fair opportunities to every worker irrespective of their biographical backgrounds in "Code of conduct". Every worker has to respect each other, discrimination is totally unaccepted and every harassment case has to be immediately reported. In "General report", the company is committed to diversify its personnel by attracting, nurturing and keeping talented diverse employees. Because it is a multinational company in the global market, its diverse working team can provide many useful perspectives to serve different markets and produce innovations. The company wants to maintain the working place inspiring and efficient teamwork to the working goals is highly valued. In the latest employee survey, the company concluded that it needed improvement in team cooperation, encouragement of sharing resources and ideas. Individualized approaches include the mentoring program in which one subordinate is paired with one senior to learn professional skills, individual development, and giving feedback on leadership.

In its "General report" and the company's brief description of working there, the company expects its workers to actively develop their occupational skills (one type of organizational citizenship behaviors). Leadership is value-based and leaders guide juniors. The company apparently implies to practice transformational leadership. Its products are to serve normal

daily lives, so innovation and creativity are a must. Old views should be challenged. Experiments and new concepts are of great importance. Brave goals need to be set for new concepts and strategies. Recently, climate change and recycling have to be taken into account.

In its “General report”, the company wants everyone to learn from and share information, resources to each other. There are team development events for that purpose.

The summary of information from the website of the company was compiled in the following table

Figure 11: Christina's company's visions

Diversity initiatives	Visions
Diversity management	Equality is valued and the company tries to diversify its workforce due to the market diversity and practice individualized approaches
Leadership and organizational citizenship behaviors	At least self-development as one type of organizational citizenship behaviors is expected for employees, the leadership style envisioned is closely related to transformational leadership
Social support	Colleagues have to share resources and information to each other
Cross-cultural training	Not mentioned

4.3.2. Expatriate Christina’s experience

She moved from Vietnam to study her master program in Finland, primarily because she was not satisfied with her working conditions and life in Vietnam, so she wanted to seek new career opportunities overseas. She did not know much about Finland before moving, therefore she did not expect much about life here. She was excited to learn new culture and know new people.

4.3.2.1. Diversity management

Stereotype and discrimination

She had experienced almost no stereotype or discrimination. The only stereotype she had noticed so far was that Finnish coworkers think that SIE could not speak Finnish. The salary (rise) system, working conditions and access to resources were the same for every employee. She even had more opportunities to go on business trips overseas or participate in interesting projects than many of her Finnish coworkers. No discrimination practice such as harassment or insults among others had happened to her. She could join in all events of her company. Much of the information at work was written in both English and Finnish so that SIE whose Finnish level was not high could understand. Her opinion was as much valued as that of everyone else. She had not realized any institutional racism. If she had experienced discrimination practice, she would have been demotivated, feel bad for the company, sue her employer immediately and change her job soon. However, in that case, she would have done still her job well enough but been less active to perform organizational citizenship behaviors and avoided her colleagues who had discriminated. Race and ethnicity did not affect the promotion decision or job performance evaluation in Christina's company. So far, different cultural identities did not cause any conflict at work. On the other hand, these differences could bring positive influences at work. For example, her Spanish colleague was more talkative and friendlier, and therefore, admired by other colleagues. Usually, he won the yearly vote of being the friendliest coworker in her office.

She almost did not have the problem of underemployment. Her salary was close to the statistic in her school's website. However, she had the feeling that of the jobs in business and finance in Finland she had done, her capabilities were more than those jobs had required. Currently, in her position, she was the only one in Finland in charge of her field so she needed to do everything related, which might not be always interesting. As a female foreigner, she did not have more barriers than a male foreigner because she has observed that in Finland, companies cared for minorities, for example if all women did not want to do some tasks, men would have to do it.

Diversity management

A positive diversity climate had kept Christina stay in her company. The company had many branches overseas but the headquarter was in Finland, where most of workers were Finnish, so it had endeavored to become more international. Traditionally, the way of doing business had been of Finnish thinking but now they had realized that they needed to diversify its perspectives and understand local markets with native viewpoints. Teamwork of people from different backgrounds working towards the same goals helped her communicate and understand other cultures better. However, if her team only included her and Finnish, then she would probably have problems of communicating with people from other cultures than Finnish. She never received individualized approaches listed in her company's website. Last year, she applied to the mentoring program but due to the limited number of mentor, she did not have a mentor. As a matter of fact, only 0.7% of her company's employees and leaders joined in the mentoring program. She did not ever hear of the survey for feedback about leadership either.

The diversity management in Christina's company should be improved. The vacancy notices were often written in English so that every potential applicant could understand. However, the company did not strive to really attract foreign talents in specific, for example, at some channels usually accessed by them, but try to find any candidate regardless of their origins with suitable professional qualifications. Moreover, the company did not advertise about the diversity in their organization in their vacancy notices. Managers made no efforts or chances for Finnish and SIE to think about their deep-level characteristic similarities. In teamwork, leaders did not try to motivate subordinates to together share the interest in common goals. In her opinion, if everyone had known each other better and possessed the same passions for work, their cooperation would have been better, instead of the current situation in which everyone did his or her jobs in his/her own way. Leaders did not really pay attention to the fact that Christina was a SIE to come up with more effective diversity management, probably because the proportion of foreign workers in her company was just five percent. She was dissatisfied with her current

training's materials which were not useful and, therefore, showed no interest in potential individualized approaches. Those training programs were the same for everyone, not properly tailored to suit her needs. The lack of diversity management gave Christina the feeling that she was not cared for in the company as a SIE.

4.3.2.2. Leadership

Christina was committed to do extra-role behaviors, which was part of her personality to do more than those required. She learnt the SAP software by herself and trained her colleagues on its usage. Through her observation, the level of commitment to perform organizational citizenship behaviors was not dependent on workers' origins but on their ages. If workers were young, often they could do extra tasks, but for older people who had families, they were less motivated and wanted to go home soon to tend to their children. Leaders and managers did not practice transformational leadership to her. They did not want to change the usual traditional perspectives, but it was her who often challenges their views. They asked her what her expectations and wishes were but had no further action from her answers. Leadership based on social exchange was not in practice there either. Leaders only managed people but did not know how to lead them. She was dissatisfied with her leaders and her colleagues shared her view as well. If these two types of leadership had been actually practiced, she would have been more motivated to do organizational citizenship behaviors. Furthermore, all of the dimensions of Path-Goal theory would have been motivating for her.

4.3.2.3. Social support

Acculturation stress

In the contrary with other expatriates, Christina had had experience almost no acculturation stress from the three main sources (demand, opportunities and constraint) when working in Finnish firms. Her Vietnamese working cultural traits were not strong enough and Christina had some difficulties working in her home country before. In Vietnam, people in companies were supposed to be attached to, or belong to some group, but she did not feel to be included in any group there. But in working life in Finland, that issue was unimportant,

so she suited Finnish styles better. The absence of acculturation stress could be explained by the fact that firstly, she had a good level of intercultural effectiveness. She quickly recognized Finnish cultural traits after communication with natives, read the news and discussion about the culture in Finland in the internet. Besides, her problem solving skill was good. Finally, the most important factor for her was career motivation. She was a career-oriented person (identity), not afraid of dealing with challenges (resilience) and very professionally confident (insight).

Social support

Christina had not received social support from her company. She thought that the HR department was still not accustomed to the fact that the company had foreign workers so they were not ready to provide more assistance to SIE. The social support would have been very motivating for her. Leaders had not strived to understand more about her career motivation to give her more assistance, and Christina wished they should have done it, too,

4.3.2.4. Cross cultural training

Language

Her Finnish level at the moment was B2. At work, mostly English was her working language but in other daily activities (shopping, communication with her boyfriend, visits to governmental offices among others), she used Finnish well enough. In her experience of job searching in Finland, Finnish was not so important in finding a job, because in her case she possessed some hard skills (for instance, quantitative or IT skills) to be attractive enough to Finnish employers. In her opinion, a SIE with a good set of hard skills was easier to find a job than another SIE who spoke Finnish well but without any of those. Almost all of the information at work was written in English. To her, Finnish was not too difficult but a fluency level was much more difficult.

Cross-cultural training

She had not received any type of cross cultural training even interaction training, which was a basic procedure to introduce SIE to coworkers and train them how the tasks were done. One of the reasons was that leaders did not pay attention to all employees in general; even though Christina had complained that she had not received enough training. At the moment the most beneficial potential training would have been the language training which required interaction and practice, for example, with native colleagues. Native colleagues often thought that SIE could not speak Finnish and did not want or had no patience to practice Finnish to them and that situation should have been improved. Her circumstance was applied to the model. All of the three indicators were high, so in her case, the suitable cross cultural training ones were of the highest level (experiential). In her opinion, because she had been in Finland for long enough with a sufficient knowledge of Finnish culture, so she did not need a cross cultural training about Finnish culture but needed only the interactive language training in which support and patience of native colleagues and leaders would have been highly valued.

4.4. Case of Daisy

The HR manager in the hotel was named Sophie. During the interview with her, a part of data from her speech was considered the company's visions and policies and the rest was the real situation in practice. Consequently, 4.4.1 was compiled from both her interview and the hotel's visions in its website and 4.4.2 was from both her and expatriate's Daisy interviews. The information to be analyzed on its website was extracted from the annual report in the section of "People", "Sustainability report", and descriptions in "Career" section. The hotel chain was part of the worldwide bigger corporation, of which website was also visited regarding the news updated.

4.4.1. Company's visions and policies

Firstly, the company valued highly on its people and their diversity. In the company's reports of "People" and "Sustainability report", its people were one of the three main major factors to measure the overall success of the hotel chain. Every person regardless of their backgrounds had potential at work. Although it operated only in six countries in Northern

Europe and Baltic region, its workforce came from more than 170 countries and the rates for foreign employees had gradually increased to almost one third in 2017. However, the rates for middle-level managers had though grown at a slower pace, at 15% in 2017, which was considerably less than the proportion of 50% for foreign workers. The company wanted to provide a satisfactory working environment for its employees and cared for their well-being through its survey twice each year, which often generated positive answers. It assumed that only when workers were satisfied at work with good well-being, they could deliver best service to customers. Sophie affirmed that the company did not accept discrimination practice and prevented stereotypes as much as possible. Foods of SIE had to be respected. Everyone had his or her right to speak and his or her opinion was taken into account. The only barrier for career advancement for SIE was Finnish language skill. Sophie pointed out that the hotel had various activities for every employee to know each other better.

The general strategy of the bigger hospitality corporation on its website hinted at transformational leadership according to the official article updated in the website of the larger hotel chain. The corporation aimed at leading the industry with developments based on innovations and technology to deliver excellent service to customers. Sophie was well aware that the efficient implementation of its visions in practice was dependent on the professional satisfaction of its workforce. She wanted managers to maintain a good relationship with SIE workers to keep them in the company. Sohpie knew that when SIE had more power to make decisions, their ideas were valued, they would perform more organizational citizenship behaviors by suggesting improvements on the hotel's operations or services, which was beneficial to the company.

The summary of information from the website of the company was compiled in the following table

Figure 12: Daisy's company's visions

Diversity initiatives	Visions
Diversity management	Equality is valued and the company has diversified its workforce, workers' food is respected, promotion of foreign workers to management rank is encouraged
Leadership	Transformational leadership is hinted, participative leadership is encouraged
Social support	No explicit social support is mentioned, the company highlights its employees' overall professional satisfaction
Cross-cultural training	Not mentioned

4.4.2. Expatriate Daisy's experience

The primary reason was Daisy to move to Finland because of her marriage to her Finnish husband. Besides, at that time, she was young so she wanted to have a chance to move to Europe to experience a different culture. She was open minded, sociable, wanted to have new friends, expand her networks, and improve her professional path.

4.4.2.1. Diversity management

Stereotypes and discrimination

She had not noticed any major signs of stereotypes from Finnish coworkers towards her. She would not have agreed with potential stereotypes for Vietnamese which could have affected her badly. Her colleagues paid attention to her personalities, recognized that she was hardworking (through her received awards at work), sociable and nice, showed their admiration to her with respect. However, sometimes when Daisy's manager had working

pressure, she raised her voice higher, or ignored Daisy, and said that Asian people had some specifically bad characteristics. Daisy did not react but waited until her manager was calm and talked to her. Then her manager apologized to Daisy and they still kept a good relationship.

Overall, there were no major signs of discrimination in her company. The reward systems, work performance measurement (through KPI indicators), the entry for working tools, policies, online and offline trainings in English were the same for everyone, which were also affirmed by Sophie. Daisy had experienced no harassment, bad jokes. Nevertheless, another foreign colleague of her ate lunch and some Finnish made fun of the food due to its smell, which was a sign of discrimination in her opinion. She was invited to many necessary meetings, often received information about the situations in her hotel through email. Daisy believed that right of being included was of great importance to her. Managers took her ideas into account and implemented them in practice if they were practical.

However, one minor sign of discrimination may be regarding the Finnish command of SIE. Natives are often preferred to be promoted because they can use Finnish fluently, which is a must in many cases, for example, when managers had to communicate with native lawyers regarding law issues. In the past, there had been more foreign managers but now, most of managers were Finnish. Sales team needed to communicate with company customers in Finnish, who were not comfortable with speaking in English. Kitchens and restaurants had many foreign workers of which the major part was SIE. SIE often did not have a fluency in Finnish and a good knowledge about the local market, which was a major obstacle in their career advancement, pointed out by Sophie.

Daisy had experienced underemployment in Finland. She had a bachelor degree in Business Administration in Vietnam, but now she worked in hospitality sector in Finland as waiter, receptionist and event organizer, which were different from and did not require her education. She had eight years of working experience in multinational companies in Vietnam with various skills, all of which were not in use in her current job. Daisy had the same working conditions, access to joint activities and benefits as other Finnish workers.

The training programs (about policies, rules, how to serve customers) were effective for her, even some of them were not necessary for Finnish colleagues because they had learnt from school or at other workplaces already. Daisy had to work in many hard, banal tasks which many others did not do, left to her and went on vacation. In Finland, she noticed that she did not have more barriers as a woman. Men and women were equal, even when she, as a small woman, had to carry heavy working tools without help if she did not ask

Daisy is a woman with positive thoughts, so even if she had experienced discrimination, she would have still found a perspective to be satisfied enough with her situation, to accomplish her job due to the requirements from her seniors. However, that would have lowered her working motivation in general or for organizational citizenship behaviors in specific, triggered her intention of leaving the company, and sabotaged her relationships with native colleagues by less social interaction. Moreover, the quality of the hotel service would have been worse. As a HR manager, Sophie really hoped that if any perceived discrimination practice happened, SIE should have talked to Sophie, especially about their feelings so that Sophie could have investigated and solve the problems. Daisy was also aware that the company encouraged face to face communication on management issues. Twice a year, workers needed to fill out an anonymous open form as a feedback about their recommendations for the company or any management issue.

According to Daisy, a positive diversity climate there made every employee happy and perform his or her job well. There had been various activities so that all workers had the opportunities to know each other better. In every two months, they held “Passion training”, in which people were divided in teams to play games and compete in dancing, racing and other kinds of sports. There were some club and movie events, summer and Christmas parties for everyone to join as well. The HR department wanted to receive more feedback from employees about more activities or how they could be happier at work. A group of diverse people to realize the same working goals made Daisy feel more confident to communicate with other coworkers only at work, but not outside of work, if Daisy did not like one colleague’s personality.

Daisy was ready to sacrifice her own cultural identities to adapt to the company. Difference in cultural identities had caused some conflicts at work. Daisy wanted to be efficient but another SIE had a different and more relaxing working style (difference in coffee break). Consequently, they cooperated with each other badly and finally they had to discuss with each other. Another sign of difference in cultural identities of SIE noticed by Sophie was about food hygiene. Therefore, for all new employees, the orientation training highlighted Finnish food hygiene.

Diversity management

Some effective diversity management measures were in practice at the hotel. The hotel had both Finnish and international customers, therefore, a knowledge about their languages and cultures (what foreign customers needed and expected at a hotel) was very useful to deliver an excellent hospitality service. Besides, Daisy was a more sociable woman than an average Finnish employee, so her small talks to customers could make them feel welcomed. Most of the chefs in her hotel were foreign workers; probably they were recruited from some cooking schools, trained and after that officially hired. The job advertisements were in English so that SIE understood but Sophie acknowledged that no message about diversity was there. Various above-mentioned activities connected people together. Sometimes, she felt that she worked much more than others in her group, therefore, her sense of belonging to the group decreased and the group work's quality could decline. Her group leader motivated her team by awarding the team member who sold the most wine every month a reward. By this way, the team shared the same group interest for sales in wine and their overall productivity could be raised. Sophie affirmed that the legal framework for fair treatment had been taught to all managers and employees, especially in the Code of conducts, which was also on the hotel's website. Leader knew the value of the difference of languages and cultures to serve customers. Sophie noticed that the number of foreign managers was still disproportionate to the overall number of foreign workers in the hotel so she wanted to raise it. The Finnish language obstacle for their promotion was partly dealt with by the policy of granting 80 Euro per year as a subsidy for them to study Finnish

at some courses outside. Individualized approaches were the above-mentioned encouragement of face to face communication about management issues and feedbacks from employees.

4.4.2.2. Leadership

Daisy thought that generally, SIE might want to practice more organizational citizenship behaviors than native workers, whereas Sophie supposed that organizational citizenship behaviors was probably not related to nationalities. From Daisy's experience, the primary reason was that it was more difficult for SIE to find a job, so they had to work harder to keep their jobs. But the pursuit of organizational citizenship behaviors also depended on the cultural identities of each SIE. One example of her organizational citizenship behaviors was in the Chinese Lunar New Year, understanding that the occasion was important for Chinese customers, she suggested the decorations for that occasion and she could have done it.

Leadership based on social exchange and Path Goal Theory had been appropriate in her case. Transformational leadership towards Daisy was not in practice at work at the hotel. The leaders often gave the same tasks and Daisy had to plan on her own what she needed to do. The current leadership was closer to the one based on social exchange. Her manager often gave her surprise rewards for her achievements such as a champagne or other small gifts. If Daisy looked sick, then her manager asked about her health and sent her to the hospital for a check-up. Those good interpersonal relationships motivated her to be as perfect at her job as possible. However, as mentioned-above, her manager sometimes had the problem of emotional management and told her about stereotypes towards Asian. All of the three dimensions of leadership in the Path-Goal theory were effective for her and pursued in reality by her leaders. Those above-mentioned signs from her managers could be the ones of supportive leadership. She appreciated instrumental leadership when she had just joined the hotel because working processes, regulations and policies were rather hard and instructions on those were necessary. After gaining a good understanding about her job, she was more confident to perform more organizational citizenship behaviors in her job in general. Currently, she was quite free to make up decisions on how she did her job or the

applied leadership now was closer to participative one. She was more self-confident to work, organize her tasks to do more organizational citizenship behaviors. Even for example, usually she was only in charge of breakfast but when her manager was away, she had to do a part of her manager's job including staff checking, contacting the suppliers for orders, room cleaning supervision, all of which were organizational citizenship behaviors.

4.4.2.3. Social support

Acculturation stress

She had experienced some acculturation stress at first, which she called "culture shock". At first, she tried to talk with some of her native colleagues but from her observation, they seemed to be annoyed, which gave her an uncomfortable feeling (constraint stress). Sophie also referred to the case of some Islamic workers. They had to wear uniform of the hotel which was completely different from clothes in their home countries. When the Ramadan month came, they needed to pray occasionally, whereas Muslim was at the moment not a traditionally mainstream religion in Finland (demand stress). For Daisy, some Finnish working culture traits were more suitable for her personality than in Vietnamese culture. In Vietnam, when juniors had disagreements with seniors, they were just silent, angry inside and later left the company. But in Finland, the negotiation between them or the skill of upward influence was always encouraged, which she preferred. She always discussed with her seniors if they had problems. Regarding opportunity stress, she had to learn the compensation system in Finland (how many holidays she had per year and, her other rights). She had no problem of multitasking in Finland because in her office in Vietnam, she had been given even more responsibilities. Much more of acculturation stress could have made her leave the company.

Daisy had some moderators to manage her job against acculturation stress. Daisy has some signs of intercultural effectiveness. Later she understood more about Finnish culture, such as that they preferred silence. She was pretty resourceful with her problem solving capability, as she often thought where problems came from and handled with their roots. However, sometimes she could not control her emotions well momentarily in light of

difference in cultures. Her career motivation included identity; her daily working objectives was to deliver a good hospitality service and to maintain a good cooperation and understanding among her coworkers.

Social support

She and other SIE had received some social support from her managers and colleagues. When her manager gave Daisy tasks, if Daisy had some problem then he always helped her. He also rewarded Daisy with champagne or small gifts as above-mentioned. Sophie also helped some of her Islamic workers to perform their praying rituals on Ramanda by arranging some space in the working area hidden from customers for those workers to put their religious tools and allowing occasional breaks for them to pray. Besides, when SIE workers needed to apply for a working residence permit in Finland, Sophie or their managers often supported their applications by providing with relevant and supportive documents. Her colleagues often answered Daisy if she asked instructions for work.

Leaders had done some practice to alleviate the consequence of acculturation stress. Sophie acknowledged that Finnish coworkers needed to understand about the cultures of their colleagues because sometimes natives misunderstood their foreign peers. Daisy said that her Finnish colleagues had received no cultural trainings about their SIE coworkers' cultures in specific but through that above mentioned "Passion training" and other joint activities; they knew more about the personalities of their SIE coworkers, which was more important in Daisy's opinion than direct, formal culture learning. Through learning about personalities, natives would know about their SIE coworkers' culture naturally and effectively. Besides, her high-level manager tried to understand about her career motivation through the face-to-face performance review with her in each two year. Her manager asked her about her career expectations and helped to plan her career goals if necessary.

4.4.2.4. Cross cultural training

Language

Daisy could speak Finnish but her level was only basic and general communication at work or in daily life. She generally communicated successfully with Finnish customers on simple matters but sometimes, could not if the discussion themes were more complicated with more extensive vocabulary. Working instructions were in English because of the diversity in the hotel's workforce. Finnish language was very hard for her regarding the grammar, so she could not write well.

Cross cultural training

Sophie affirmed that SIE might need cross cultural training because occasionally they misunderstood native colleagues, thought of them as rude people due to cultural distance. However, all of the SIE worker in her company before starting to work had studied and lived in Finland, or they had native spouses, friends or other connections, so her company and Sophie assumed that SIE did not really need cross cultural training on Finnish culture. They would have been more willing to give cross cultural training on Finnish culture to assigned expatriates if they had received those expatriates from directly abroad. In Daisy's case, she had gradually learnt Finnish culture through communication with her husband's friends and family members, relatives. Moreover, she had learnt some Finnish courses, watched some movies about Finnish culture at class assigned by Migration service for one year when she had just entered Finland before starting working for the hotel.

Some cross cultural training had been carried out in the hotel. The above-mentioned yearly 80 Euro grant for SIE studying Finnish outside of the hotel was the only language training type there. Besides, the hotel had provided part of the didactic training regarding dress code, working procedures and requirements among others. They were the orientation training for new workers and online courses for everyone (foods and wine among others). Interaction training for Daisy assisted with developing her coworkers' relationships with her (her manager showed her). In Daisy's opinion, cultural awareness training could have helped her to interact with her Finnish colleagues more effectively.

For the application of the cross cultural training model in her case, the job novelty between in Vietnam and in Finland was high, so was the interaction degree with Finnish colleagues and the degree of culture difference was medium. That meant that the suitable level of cross cultural training for her was Experiential. Probably, the appropriate cross cultural trainings were Interactive language training or Role play. In fact, the interactive language training might have helped her improve her Finnish skill, which would have been beneficial to her career. Sophie and Daisy appreciated the model. Sophie thought that field trip and simulation would have been interesting and helpful. If only the hotel had felt that their SIE workers had actually needed cross cultural training about culture, the hotel would have tried to provide cross cultural training on culture.

V. REVISIT OF THE FRAMEWORK AND ANSWERS TO RESEARCH QUESTIONS, CROSS-CASE ANALYSIS AND DISCUSSION

At first, for each case the framework is revisited to answer research questions then cross-case analysis and discussion are performed by comparing four cases across the issues in the Literature review including stereotypes, discrimination and diversity management, organizational citizenship behaviors and leadership, acculturation stress and social support, and finally cross-cultural training.

5.1. Revisit of the framework and answers to research questions

5.1.1. Case of Amy

The findings discussed in the previous section show some minor discrepancy between the vision of Amy's company and her own perception of that in reality.

A pretty good practice of antidiscrimination and diversity management made her feel that she was a really a part of the company and strengthened her working commitments. However, a disparity in working compensation system, evaluation of personal ideas and

perspective, and promotion opportunities for Amy and her native colleagues still existed. Those three factors as discrepancies should be improved in diversity management.

Amy was very motivated to do extra-role behaviors. Transformational and participative leadership really encouraged her to perform more organizational citizenship behaviors, but other leadership perspectives were not so effective enough. The vision of the whole company is closer to transformational leadership, but the current leader did not follow it, and instead practiced instrumental leadership, which prevented her from pursuing organizational citizenship behaviors. Therefore, a change in leadership fashions to the two former effective perspectives would have been beneficial.

The social support provided from the company at the moment was very limited, which reflected from the fact that the visions of the company did not mention social support, and she really hoped that in the future more support from leaders and colleagues would be available. Consequently, Amy's company should have provided more kinds of social support to her.

Cross cultural training was useful for her but at the moment she needed more training in Finnish language. She really wanted to choose cross cultural training methods by herself. No cross cultural training was mentioned in the company's policies.

A discrepancy in the diversity management and leadership could be tentatively explained by coherence, cognitive participation, collective action and reflective monitoring. Firstly, about diversity management, even the company's managers understood about equality for all workers but they clearly considered employees' skills including necessary Finnish skill for career advancement (coherence), there was not a practice to help SIE to overcome that barrier so that their promotion chance could have been greater or equality would have been closer in reality (collective action). Some difference in compensation system was due to the company's idea that every worker could negotiate their perks (coherence). Although the company knew that all employees' ideas should have been taken into account, those employees' potentials and previous achievements could affect the fact that if their ideas

would have been really implemented in practice (coherence). Secondly, the current leader was not motivated enough to follow the vision of transformational leadership (cognitive participation) and there was no monitoring system of her leadership at work at the moment (reflective monitoring).

5.1.2. Case of Bella

The company had a really effective strategy of diversity management to successfully prevent stereotypes and discrimination towards SIE. The barriers for SIE had been lowered as much as possible to motivate them to deliver their best performance. Bella had almost no concerns in the diversity management strategy and was very committed at work.

The effective leadership types to encourage more organizational citizenship behaviors from Bella were only social exchange and instrumental leadership. Those two types had been applied well at her company.

Bella experienced only a low level of acculturation stress, which had been considerable subdued by a system of social supports from her company. She felt that her coworkers were her friends. More social support would have been helpful.

Her company had given her no cross cultural training and she hoped that she could have received the interactive language training to help her general adjustments in Finland.

The only discrepancy between visions and practice was in the category of leadership. On its website, the company implied that it strongly followed transformational leadership. However, in reality, the lower management did not practice it and the upper management only pursued it at a minor level. In Bella's opinion, cognitive participation might be the explanation for that discrepancy. Even, company's leaders were interested in new technology but they thought that their leadership had been successful so far so they were not committed to transformational leadership.

5.1.3. Case of Christina

The diversity management was partly effective but needed improvement. The company had successfully created a fair environment with almost no discrimination and stereotypes towards SIE, which motivated Christina to stay in her job and develop herself professionally. However, almost no potentially useful individual approaches (as stated in its vision) in fact had been in practice in her case. The company made no extra efforts to attract SIE talents and to maintain a good chemistry among them and the native workers for a better cooperation at work (at least, it referred that problem in its visions to be solved in the future). Even though, the company understood that at the moment, it needed SIE to better cater to their home country markets but its HR policies were not in line and updated enough with that situation.

The leadership was not effective at the moment. The transformational leadership was not in use as stated in the company's vision. She acknowledged all of the leadership theories would have potentially motivate her to perform her job better by pursuing more organizational citizenship behaviors.

Social support was not provided in her company even though she experienced no acculturation stress. However, she still would have appreciated and been inspired at work, if her company had provided it.

No cross cultural training was given. She really hoped for an interactive language training in the future with due support from her colleagues and leaders so that her general adjustment in Finland would have been improved.

Due to her not very favorable perception about the current leadership, no social support and limit in effective training, she had been looking for some other job opportunities at other companies.

The discrepancy noticed between the company's visions and practice in Christina's case was about individual approaches, transformational leadership and the share of resources and information among colleagues. All of those were mentioned in the company's visions

but in practice not implemented. The participation rate in the mentoring program as one part of individualized approaches was 0,7%, which was too low. In Christina's opinion, the potentially explanatory factors were cognitive participation, collective action and reflective monitoring. Regarding cognitive participation, leaders were not committed enough to implement above mentioned strategies, they did not pay due attention to the stated visions and were not enthusiastic to take responsibilities for more tasks of human resources management. Besides, colleagues were not motivated enough on their own or by leaders to share more resource and information. Secondly, about collective action, there were a limited number of managers who were ready to be mentors in the mentoring program due to the fact that many managers had low motivation to guide juniors. Finally, the monitoring system to discern those discrepancies had not been at work at the moment of the interview. However, after two months from the day of the interview, Christina informed that many of her board managers had been changed to ensure that new managers would be more committed to follow the company's visions. The effects of that change remained to be seen in the near future.

5.1.4. Case of Daisy

On the whole, Daisy had perceived the low level of stereotypes and discrimination in the hotel. The diversity management practice had effectively prevented discrimination and took advantage of the workforce diversity's to some extent. That had kept Daisy motivated to be successful in her work and ready to sacrifice her own cultural identities to adapt to the working culture of the company. However, there was room for improvement. Food of SIE was still not duly respected sometimes; therefore, a food (culture) get-together might be a chance for native workers to understand more about food of SIE. The Finnish language barrier to SIE's career advancement could be partly considered one minor side of discrimination. The hotel failed to keep SIE managers, who had kept leaving the hotel. The hotel actually tried to erase that barrier by providing a language study subsidy but that action was not rigorous enough for SIE to overcome the obstacle. The company could have done more in that regard. Besides, her teamwork in a diverse group was not very effective yet because she thought she had done more than her fair share of group work and she and

her colleagues had some difference in cultural identities, so sometimes the service quality worsened. The teamwork practice should have been better in that respect.

Her leaders had followed the leadership based on social exchange and Path-Goal theory, which had successfully motivated her to perform organizational citizenship behaviors. Nevertheless, her manager needed to have better emotional management to keep up a good relationship with her or the social exchange. Her leaders had not practiced transformational leadership as in the motto of the general big hotel chain. Although her work due to its nature probably did not need to be transformed too often as other jobs, it would have been a bit more beneficial that her managers would occasionally have motivated her or ask her to think more differently to deliver better service to the customers.

Some difference in working cultures of Vietnam and Finland had caused some acculturation stress to Daisy and other SIE. The company had provided some social support for them. The company should have provided more social support to keep and motivate SIE workers. Especially, social support from Finnish coworkers had been very limited and should have been increased. Finnish colleagues should have understood more cultures of SIE through joint activities or another effective minor training.

Some didactic and interaction training were efficient enough for Daisy. However, the subsidy for Finnish training for cross cultural training was not effective enough for SIE. Besides, no training on culture was given even SIE misunderstood Finnish sometimes. The company should have provided a more rigorous interactive language training and some kind of cross cultural training on Finnish culture for SIE.

The discrepancies between the company's visions and reality were about transformational leadership, respect for food of SIE and Finnish language barrier considered partly a discrimination practice. About leadership, for coherence and cognitive participation regards, her manager thought that Daisy's tasks did not needed to be changed and the vision was for the general overall hotel service and her manager was not motivated to realize the vision in practice. Regarding reflective monitoring, there was no monitoring system

regarding leadership at the level of Daisy and her manager. Secondly, about the food respect, there was also no monitoring system to ensure it. Finally, the Finnish language barrier could be partly considered that SIE workers did not have enough qualification (language fluency) for higher rank position, or could be partly deemed as a minor discrimination practice towards SIE. The explanation could be explained from coherence and cognitive participation perspectives. The hotel understood about discrimination for every worker but they thought of fair opportunities only for employees with enough professional qualifications (including Finnish fluency). The company was not motivated enough to realize the fair chance for SIE by assisting them enough to overcome the language problem.

5.2. Cross-case analysis and discussion

At first, the table below compares the situations of the four SIE and then a more detailed cross-case analysis and discussion are performed according to the themes in the Literature review.

Figure 13: Comparisons of diversity initiatives in four companies

	Diversity management	Leadership	Social support	Cross cultural training
Amy	-Somewhat effective because of comparatively fair opportunities for her, individualized approaches, her company's activeness of searching for SIE workers -Room for improvement: compensation system, personal idea's evaluation, promotion	-Mostly instrumental leadership was in practice but ineffective -Effective leadership styles: transformational and participative leadership	- She experienced some stress due to the difference in thinking and working styles and the lack of upward influence -Her company's social support was limited, the company could have provided more	-She wanted to choose cross cultural training by herself - She needed an effective language training

	opportunities			
Bella	-Very effective. Fair opportunities for every worker and job seekers, a positive diversity climate from joint activities and individualized approaches	- Social exchange and instrumental leadership were in use and effective for Bella	- Her stress level was low due to some social support from her company. Acculturation stress was from multitasking, the lack of upward influence, the difference in compensation system and language -More social support would be helpful	-No cross cultural training had been given in the company -Interactive language training would be beneficial to her
Christina	-Only partly effective. A rather positive diversity climate and equal opportunities for every worker -Room for improvement: more individualized approaches, better HR policies for the diversified workforce	-Ineffective leadership at the moment in the company -All leadership styles in the Literature (transformational, social exchange, Path-Goal theory leadership) would be effective to her	-She had no acculturation stress -No social support was given to her	- No cross cultural training was given -She hoped for an interactive language training
Daisy	-Comparatively effective -Room for improvement: respect for food of SIE, more efforts to erase the language barrier for career advancement for SIE, teamwork	-Leadership based on social exchange and Path-Goal theory had been in practice and effective -Room for improvement: better social exchange	-Some stress for Daisy due to difference in culture and compensation system -Some social support had been given but not enough	-Some didactic and interaction training were in practice and effective -She needed a rigorous language training and some cross cultural

	improvement	leadership and more transformational leadership		training on Finnish culture
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Each of the four expatriates exhibited at least some of four characteristics of SIE in Literature review which were a sense of adventure (Doherty, Dickmann and Mills, 2011), a want to change or improve their lifestyles (Richardson and McKenna, 2003) and to have new global contacts (Myers and Pingle, 2005), the hope of enlarging their occupational prospects (Tharenou, 2003). The common characteristics for all four expatriates were the two latter ones.

5.2.1. Diversity management

The four companies highlighted their mottos of intolerance for discrimination, of equality to everyone and effective diversity management in their websites.

Amy and Bella had not noticed any stereotype towards them. However, Christina had faced the stereotype that every foreigner could not speak Finnish, although in fact she had learned it hard and was able to communicate in Finnish and Daisy directly heard stereotypes towards Asian from her manager when her manager had working pressure. Those were stereotypes defined by Brehm and Kassim (1993). Moreover, Amy and Bella really had at first stereotypes about other minorities (for example foreigners from other countries, regions) (Kenny and Briner, 2014). All of the four expatriates also disagreed with potential stereotypes towards them, or they did not have the problem of stereotype threat pointed out by Robbin and Judge (2017).

Bella and Christina had seen almost no discrimination to them at work, listed by Robbin and Judge (2017). Both Amy and Daisy had the same Finnish language barrier for career advancement, which could be considered a minor discrimination, because language fluency is also a part of professional skill sets. Moreover, Amy had seen discrimination practice in her idea evaluation, compensation system and Daisy noticed some inappropriate jokes

towards by native workers towards food of other SIE. However, all of those discrimination issues had not been strong enough to cause negative consequences for them such as personal conflicts, feeling of inferiority (Phinney, 1990), work stress increase (Sanchez and Brock, 1996) and working commitment decline (Daniel, 2004) among others. If the four expatriates would have experienced discrimination at a high level, some of the bad consequences mentioned in the Literature would have happened, depending on each one's own personality, for example Christina would have felt bad for the company not for herself.

The degree of underemployment regulated by Feldman (1996) varied in four cases. Daisy (with only her degree from her home country) experienced much of underemployment problem whereas, Amy and Bella had some minor signs and Christina did not experienced it (all got their final degrees from Finland). Probably, the possession of a Finnish degree could affect the level of SIE's underemployment. All of the four expatriates did not have the problem of harsher working conditions which could cause occupational illnesses described by de los Reyes (2000), and of receiving less training and ineffective training programs compared to what natives received pointed out by Connel and Burgess (2009). The clear sign of deskilling (Knockle, 1994) only happened to Daisy. All of expatriates did not feel that as women, they clearly had more barriers than men at work, stated by Knockle (1994)

The difference in cultural identities at work had caused some challenges at work only in Daisy's case (Robbins and Judge, 2017) because of difference in thinking about food hygiene and working styles. In Christina's case, cultural identity had made a positive influence at work of maintaining a friendly and relaxing working atmosphere in the office. Bella and Daisy even pointed out that they could sacrifice their own cultural identities to adapt to their company's working culture.

The companies of Amy, Bella and Daisy had at least practiced some effective diversity management but Christina's company did not have enough. The companies of Amy, Bella and Daisy had tried to recruited new workers from Finnish schools of many SIE or participated in career fairs there, suggested by Robbins and Judge (2015). Only Bella's

company mentioned about the diversity level in their recruiting materials, advised by Avery (2003). The difference in workers' view of completing their tasks due to culture identity dissimilarity could be solved by mutual discussion, which was related to suggestion by Robbins and Judge (2015) regarding its importance in teamwork. A positive diversity climate kept all of the expatriates at work. The companies of Bella and Daisy had organized many various activities so that all employees had the chance to know their similarities, proposed by Homan et al. (2008). Those activities could be considered diversity programs to weaken stereotypes preconceptions, stated by Crisp and Turner (2011). The company of Amy had some but less joint activities and Christina's organization almost had none. In the case of Amy and Bella, their leaders knew how to leverage the performance of their teams by motivating the whole teams to fulfill the joint targets, recommended by Kearney and Gebert (2009). In Bella, Christina and Daisy's cases, their organization provided products and services for customers from many markets, so a knowledge of those markets' languages and cultures was beneficial (Holladay and Quinord, 2008), but Amy's company (the branch in Finland) mostly sell products in Finland so that had not been exactly applicable yet. Bella's company did not have problem of low rate of SIE managers, but others did have. Amy and Daisy's companies had been well aware of that fact and had moderately tried some methods (language and professional trainings) to overcome that issue, mentioned by Sippola and Smale (2007), whereas Christina's organization had not strived. Individualized approaches had been used effectively in the companies of Amy, Daisy and Bella, though more of them would have been helpful while Christina's organization did not introduce them.

To summarize, most of studied Finnish organizations (of Amy, Daisy and especially Bella) had done comparatively effective diversity management. However, in Christina's case, her company's initiative was not so effective yet. Diversity management could be improved regarding more equality (regarding compensation system, idea evaluation), more individualized approaches, food respect, teamwork improvement for SIE employees from different backgrounds, and a bigger commitment from companies to help SIE to overcome the language barrier in career advancement.

5.2.2. Leadership

In the visions in their websites, most of the companies valued organizational citizenship behaviors from workers, for example, sportsmanship (Amy, to stay calm in every situation), altruism (Bella, to share knowledge and help coworkers) and self-development (Christina). Transformation leadership was hinted at all companies' websites. Besides, Path-Goal theory based leadership was partly referred to by the organizations of Bella, Christina, and Daisy. Social exchange based leadership seemed to be encouraged by the companies of Amy, Bella and Daisy.

Most of the expatriates (Amy, Bella, and Daisy) agreed that SIE workers might exhibit more organizational citizenship behaviors than native workers, whereas Christina thought that organizational citizenship behaviors level depended on solely ages. Amy and Daisy gave the common reason that it was more difficult for SIE to find jobs, so they had to work very hard to keep their job, or their position in the labor market or company was weaker than those of natives. Amy had done at least conscientiousness (left work late to finish extra tasks), Bella's SIE colleagues had performed civic virtue (optimized some processes), of which both were referred to by Organ (1988) and Daisy had made a constructive suggestion, Christina had developed herself professionally (learnt SAP software), mentioned by George and Jones (1997).

Of all the suggested leadership styles suggested in Literature review, not all of them were effective for all four expatriates to deliver more organizational citizenship behaviors. It was likely that SIE's personalities played a great role to decide that if some types of leadership were, in fact, effective. In contrast to organizational visions, transformational leadership (Podsakoff et al., 1990) was in practice not pursued in all of four companies at the moment. The transformational leadership would have been motivating for at least Amy and Christina. Leadership based on social exchange (Blau, 1964) was potentially useful in the cases of Bella, Christina, and Daisy. The effects of three dimensions of leadership based on Path-Goal theory (House, 1971) were different for various expatriates depending on their own personalities and capabilities. Instrumental leadership was counter-effective for Amy

but effective for Bella, Christina, and Daisy. Supportive leadership would have been useful for Amy, Christina and in fact was effective for Daisy. Participative leadership was suitable for Amy, Christina, and Daisy but was not advisable for Bella because she was not self-confident with her own decisions.

In summary, the current practiced leadership in reality to motivate organizational citizenship behaviors was only really effective in the cases of Bella and Daisy. Suggestions for improvement were more transformational leadership (to be in line with organizational stated visions) in all companies, more social exchange based leadership and more instrumental and participative leadership.

5.2.3. Social support

The level of acculturation stress (Schuler, 1980) experienced varied in each case of expatriates. Christina had almost no stress, Bella had a little and Amy, Daisy had experienced more of the phenomenon. Amy, Bella, Daisy had faced the acculturation stress from some of the three sources (demand, opportunities and constraint), stated in the Literature review by various authors. However, not all the difference in working cultures, values or norms had made up one type of stress for SIE. For example, Daisy preferred upward influence to the situation in her home country in which workers did not talk to managers and just later left their organizations or Christina liked the norm in Finland in which everybody did not need to socially belong to any group. Acculturation stress had only slight negative effects on working performance, commitment and job satisfaction (Bhagat and London, 1999) in the first working phase for Amy, Bella and Daisy. No substantial effects were noticed. The only slight effect of acculturation stress on work performance could be explained by SIE's intercultural effectiveness (Bella, Christina, Daisy) (Deardorff, 2009), problem-solving skills (Bella, Christina, Daisy) (Berry and Dasen, 1997) and career motivation (Amy, Bella, Christina, Daisy) (London and Noe, 1996).

In line with Ward and Kennedy (1993), social support was in fact very beneficial to the mental health of SIE working in a different culture for all expatriates. Amy affirmed that

Finland would feel like being at home in Finland and other expatriated really appreciated more social support at work. However, it was likely that Finnish companies had not provided sufficient social support for SIE workers. Amy and Christina's companies had given very little whereas; Bella and Daisy's organizations had delivered more support. Especially, the support from native colleagues were still more limited than from managers, as it was mostly concerned with only some professional instructions at work. Introduction about SIE's culture to native colleagues, proposed by Bhagat and London (1999), seemed to not be useful in Amy's case in reality, Daisy also advised that it was better to know SIE's personalities and cultures through joint interesting activities than through formal introduction. Discerning career motivation of SIE (Bhagat and London, 1999) was in fact comparatively successfully carried out in the cases of Amy, Bella, and Daisy.

To sum up, social support to decrease acculturation stress was in fact not given sufficiently for SIE. Low level of social support was ineffective (in Christina's case, as she had been thinking of changing her job if possible but it was not an urgent need). Companies could have provided more social support for SIE, especially the support from Finnish colleagues if possible. Because joint activities were more effective than formal introduction about SIE's cultures, it was likely that for example some cultural events when SIE workers introduced about their countries and cultures to their colleagues at a relaxing atmosphere (with music, food among others) might have been helpful to avoid misunderstanding of Finnish workers towards SIE.

5.2.4. Cross cultural training

All of the expatriates agreed on the difficulty of achieving a fluency in Finnish (American Foreign Service, 2017), especially the grammar. However, they had managed to find job without a (good) command of Finnish language. The language problem only affected Amy at work (Ashmalla and Crocitto, 1997) the most because some of the work content was in Finnish, but appeared considerably less in the cases of Bella, Christina and Daisy because they could work in English mostly. All of four expatriates acknowledged the importance of Finnish language to integrate to daily life.

All of the expatriates cited that at least some of cross cultural training, defined by Morris and Robbie (2011), were beneficial to them at the moment but in fact the companies of Bella, Christina had not provided any cross cultural training, which was generalized by Black and Mendenhall (1990) that the majority of big corporations did not provide cross cultural training for expatriates. The organizations of Amy and Daisy had given “unofficial” language (language coffee and language study grant, which were not effective enough for both of them), interaction, partly didactic training, which were mentioned by Befus (1988), Bennet (1986) and Landis and Brislin (2013). The reason of very limited cross cultural training from companies was that they expected that SIE who married, or studied here should have Finnish culture knowledge already (Amy, Daisy) or additionally, were highly educated enough and did not need a training in culture (Bella), or organizations did not really care (Christina). That was not completely true because sometimes misunderstanding about Finnish culture still happened in the cases of Amy and Daisy. Besides, all expatriates highlighted the need of an advanced interactive language training for career advancement (Amy, Daisy) and for general adjustment in Finland (for all expatriates).

To summarize, cross cultural training was almost non-existent in some companies or limited and not beneficial enough in others. Companies could use the model by Black and Mendenhall (1990) to choose one cross cultural training in Finnish culture and a compulsory and enough rigorous interactive language training for SIE.

VI. CONCLUSION

The issue of immigration to Finland has been a new phenomenon in the country compared to other nations in Europe. Foreign workers in general or SIE could be the one solution to handle with the challenges of Finnish falling sovereign credit rating (from AAA to AA due to labor structure), lack of labor in many industrial and service sectors, the recent record-low birth rate in Finland especially in the latest year, 2018 which failed to secure the long term pension fund and the quality of public services in the future due to the lack of tax

payers as workers in the future and the fact that Finnish population is aging at a fast pace. Therefore, research of how to benefit more from and better incorporate SIE workers or to utilize them is very beneficial to Finnish economy. As a matter of fact, the issue has been brought into concern by a recent research by Uudenmaan liitto, which has found out that even in Helsinki region, even educated foreign workers' capabilities were not utilized in Finnish firms and organizations.

In my research, the initiatives to utilize and/or integrate SIE workers at work were called "diversity initiatives". There had been at least four main research categories about those initiatives of 1) diversity management (to obliterate stereotypes and discrimination so that minorities perceive that their working environment is fair and they are valued, which in turn motivate them to work well), 2) various leadership styles including transformational, social exchange and Path-Goal theory leadership (to encourage more organizational citizenship behaviors from workers, which bring more benefits to organizations), 3) social support (to alleviate acculturation stress for foreign workers and therefore, to increase their mental health and productivities) and 4) cross-cultural training (for better general and professional adjustment of assigned expatriates). Through all of those diversity initiatives, SIE could be utilized better at work. However, diversity management research was for minorities (of which SIE was one type), leadership was for all workers, cross cultural training was for assigned expatriates not SIE and finally those initiatives had not been applied and corroborated for Finnish context. Therefore, on account of those research gaps, my research questions were "How do SIE perceive the diversity initiatives provided by their employers" and "What would make diversity initiatives more effective in SIE workers' perspective?".

In order to answer to these research questions, four pairs of a company's initiatives and SIE were investigated in depth. In the first three cases, the three SIE were interviewed for their perception about the reality of their companies' initiatives and in the final case, both the SIE and her HR manager were interviewed. The visions of those companies were researched from numerous reports and articles on their websites.

6.1. Main findings and theoretical contribution

My most important theoretical contribution was that I had built a new framework of diversity initiatives to utilize SIE workers. All of the four diversity initiatives came from different literature sections in Human Resource Management; but they all had the same research purpose of how to utilize SIE by erasing their challenges in organizations (low motivation due to perceived discrimination, acculturation stress, linguistic and cultural difficulties) and taking advantages of their potentials (high commitment of extra role behaviors to bring more benefits to organizations). All of the four challenges or potential had or would have been generally handled with or taken advantage of by the four diversity initiatives as the result of my interview data analysis.

From this research, there were some findings and recommendations. Diversity management was comparatively effective in most companies. If discrimination happened, it would be at the deeper levels (career advancement, personal ideas' evaluations among others) rather than at surface levels. There was room for improvement in terms of equality (regarding compensation system, idea evaluation), more individualized approaches, food respect, teamwork improvement for SIE employees from different backgrounds, and a bigger commitment from companies to help SIE to overcome the language barrier in career advancement. Secondly, the current practiced leadership in reality to motivate organizational citizenship behaviors was only really effective in two out of four companies. The leadership styles in Literature were not effective or ineffective to every expatriate in the same way. Suggestions for improvement were more transformational leadership (to be in line with organizational stated visions) in all companies, more social exchange based leadership and more instrumental (focus on detailed and concrete instructions and guidance from leaders) and participative (subordinates have more power to decide) leadership. Thirdly, social support to decrease acculturation stress was in fact not given sufficiently for SIE. More social support for SIE, especially the support from Finnish colleagues, if

possible, would be very beneficial. Some cultural events at a relaxing atmosphere might help reduce misunderstanding Finnish workers towards SIE. And finally, cross cultural training was almost non-existent in some companies or limited and not beneficial enough in others. Companies could use the model by Black and Mendenhall (1990) to choose one cultural cross cultural training and a compulsory and enough rigorous interactive language training for SIE because a fluency in Finnish was difficult for all expatriates.

Some new knowledge was the result of my Thesis. Personalities or cultural identities affected 1) the level how much discrimination or stereotypes influenced the working outcomes of SIE and 2) whether leadership theories were effective on workers or not. Some expatriates were ready to integrate and adapt to Finnish working life by sacrificing their own cultural identities from their home countries. Companies were not keen on providing cross cultural training for SIE but more willing to train assigned expatriates because it was the job of SIE to learn Finnish culture (even the language) prior entering the working life in Finland. Even leaders or managers made up the whole company's visions about HR practice but in reality they did not necessarily always follow on their own visions.

Some findings had been contradictory to the claims by previous academic authors or issues of SIE in Literature had not been observed in my study. No expatriate had experienced stereotype threat or they did not agree with the potential stereotypes towards themselves. If some of them felt discriminated, they did not necessarily feel bad for themselves but for the company itself. The favorable profession decisions towards colleagues of the same race had not been noticed through the case study. Sometimes difference in cultural identities brought benefits (in the case of Christina, her Spanish colleague helped maintain a relaxing atmosphere at work), not challenges to organizations. Supportive, social-exchange based and instrumental leadership were not always motivating enough for SIE to perform more organizational citizenship behaviors. Participative leadership is occasionally ineffective because expatriates might not be self-confident enough with their own decisions (organizational citizenship behaviors), for example in the case of Bella. Acculturation stress did not always happen to all expatriates, the new working culture and norms may be more

suitable to some SIE than those ones in their home countries. Introduction about SIE's cultures to native workers, for example in the form of lectures or class training, might be often ineffective.

Most of the findings from my case study research supported the results of previous research about foreign workers and minorities in general. There were some signs of underemployment or deskilling in three investigated SIEs. Stereotypes did happen though at some low level. Discrimination occurred for some deep aspects (career advancement, idea evaluation among others) and did not show too obviously (for example sexual harassment or insults). Discrimination could negatively affect SIE's organizational commitment, and prevent them from performing their best. The positive diversity climate had kept them at work in their companies.

Others phenomena described in previous research were also confirmed in my Thesis. Sometimes difference in cultural identities might pose some challenges at work. Finnish companies had practiced some diversity management suggested by previous academic authors, for example to attract SIE from their university, go to career fair, encourage SIE and native workers to share the same working passions, or organize diversity programs. Secondly, many of the leadership styles mentioned in the Literature review (transformational, social exchange and Path Goal theory leadership) did have the power to motivate SIE to perform more organizational citizenship behaviors, which brought more benefits to Finnish organizations. The most effective leadership fashions seemed to be social exchange and participative leadership because those styles were motivating for three of four SIE. Thirdly, acculturation stress (due to working in a different culture of which norms and roles are dissimilar) slightly affected SIE's working performance negatively and more social support would have been potentially the solution. Finally, only some companies had provided limited cross cultural training and more rigorous cross cultural training in practice could have helped SIE adjust better in Finland professionally or in their daily life.

6.2. Managerial implications

Underemployment was one challenge to prevent SIE from performing their best at work. One factor accounting for the potential underemployment of SIE is the law for academic graduates after graduation from outside of EU/ETA area. They are less likely to take short-term contracts from companies but prefer a permanent contract to apply for a long residence permit later as the terms of contracts decide how long their residence permits last. As a result, underemployment could be prevented by a long term or a permanent contract from companies.

If joint activities in one company are still limited, more activities would facilitate SIE and native employees to know their shared characteristics, cultures to avoid misunderstanding towards each other, undermine discrimination and stereotypes in the future. Personalities of SIE could be taken into account and paying attention to those SIE with sensitivity to be demotivated from discrimination were for the purpose of preventing discrimination towards them as much as possible. Positive signs of cultural identities are to be noticed and utilizing them would be productive for companies. Native colleagues were encouraged to try to practice Finnish more with SIE in appropriate situations (lunch, join activities and so on), when misunderstandings due to language difficulties were acceptable and harmless.

Difference in perspectives of SIE from the rest could be utilized better. They may not always suit Finnish markets but they are potentially usefully innovative sometimes. For example, some business practice in Russia perceived by Amy might be possibly suitable in Finland occasionally. The message of diversity especially about SIE managers in the vacancy materials is attractive to SIE job seekers or those materials clearly described the diversity in the workforce and management to encourage SIE applicants to apply to those companies. Communication is the key for a successful teamwork of various SIEs and/or natives, so a platform or channel for communication would be of advantage if it were maintained and updated well. Individual approaches are not only about listening to SIE's wish and hopes but also regarding the following negotiations, recommendations and planning for their careers. Training has to be planned well, if some training is suitable for

the whole group, then the whole group can receive the same training, otherwise, they need to be personalized enough. A clearer monitoring system to ensure that the vision and targets are followed as rigorously as possible in practice is also recommended. Reasons of failure in implementation could be analyzed and follow-up measures come up to improve the situations.

Some SIE are motivated to perform organizational citizenship behaviors but not every leadership style mentioned in the literature review was effective enough for every SIE at the same level. Managers consider trying different leadership styles to discern which leadership style might be the most effective one for the majority of SIE in their companies. Personalized leadership for SIE based on the most effective one might be ideal if managers had enough resources to exercise it.

Acculturation stress sources of SIE could be examined. Positive difference in norms and cultures for SIE are to be noticed and managers could emphasize those to SIE so that SIE would be more satisfied with the new working environment. The higher commitment to social support from the company (managers and (native) colleagues) were a great deal appreciated and more types of social support would be obviously beneficial to SIE.

Managers think of encouraging native colleagues to help SIE in their language learning. It could be considered partly a social support from colleagues and partly an interactive language training. Probably if native colleagues did not have much time left for that activity but at least they showed their willingness to help, which were appreciated much by SIE. A small scale field trip to a Finnish native colleague home for a few SIE might be very useful to bond their relationships and to understand more about Finnish culture.

Not only assigned expatriates needed cross cultural training on culture, but also those trainings would be useful for SIE. Living or studying in Finland prior work does not necessarily mean that SIE fully understand Finnish culture. A misunderstanding due to difference in culture and values causes acculturation stress, which can make SIE leave their work. If SIE understand more Finnish culture, they will better integrate to Finland in

general and at work, contribute more on the whole to the society. An effort by the company to provide cross cultural training on culture (which could also be considered a type of social support) would be noticed by SIE; therefore, SIE would feel that they were cared for in the company and more motivated to contribute more.

6.3. Suggestions for future research

All of the research participants were in Southern Finland where companies are more willing to use English as their working language but the situation might be different and more challenging for other SIE working in other parts of Finland (the east, north and center), where there are less SIE workers, then companies' practice might not be the same as in Southern Finland. Consequently, more research on SIE on those areas might be helpful in that regard.

There are more issues which prevent SIE from performing their best than those investigated in this research (discrimination, acculturation stress and so on), so more issues in HR could be taken into account for the utilization of SIE through other diversity initiatives.

The level of how much discrimination or leadership affect working outcomes was dependent on SIE's personalities, therefore, more research on that issue (in the field of Psychology or Sociology science) could be useful so that companies could understand how personalities and/or psychology function in the presence of various circumstances and could implement appropriate follow-up policies.

The research methodology of this research was qualitative; however, the quantitative methodology may be useful to generate more objective insights about the four diversity initiatives for SIE. That research could be organized into four separate topics to ensure the robustness and details of each topic.

The possession of a Finnish degree may be one factor to alleviate the risk of underemployment for SIE according to the result of this research. Probably, not all fields of industries or service in Finland required a degree from Finland (it is likely that foreign IT degrees are also accepted in Finland). A research into that issues might be beneficial to SIE

who have moved to Finland and possess already a degree from their home countries which were accepted in Finland. In that aspect, they did need to go to Finnish school again for a Finnish degree and save time, to join the job market as soon as possible to bring benefits to Finnish economy immediately. Secondly, research about the necessity of a local degree in other countries compared to Finland to avoid underemployment is also of value (probably, for example, in Czech, whether it were likely that the country accepted foreign degrees more willingly than in Finland). In that case, SIE in Czech would have less chance of underemployment than those counterparts in Finland. Researchers could divide into two country groups. The first group would be for nations with easier acceptance of foreign degrees (compared to Finland) and the second group would be the rest of the countries (harder acceptance). Researchers could find out what the constitutional, social mechanism(s) would be at work for the above-mentioned categorization.

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