

Multicultural Human Resources Management in Hilton Helsinki Hotels – case Food & Beverage departments

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Thesis

Degree Programme in Hotel, Restaurant and Tourism Management

2014



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<p>Title of report Multicultural Human Resources Management in Hilton Helsinki Hotels – case Food and Beverage departments</p>	<p>Number of report pages and attachment pages 112+5</p>
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<p>This thesis is a research on the managing multicultural workforce in the restaurant field. The research has been conducted in a case company Hilton Hotels & Resorts with highly multicultural staff in the Helsinki metropolitan area on three different properties: Airport, Kalastajatorppa and Strand. The managers interviewed were from all three Hilton properties and the employee interviewees were from Hilton Helsinki Airport. The research focuses on determining the problems the managers and staff have in the company concerning multiculturalism and the affect on the Human Resources functions. The HR functions in focus are orientation, retention and career development.</p> <p>The research was conducted with a qualitative research method using in-depth interviews with eight interviewees. The Human Resources Manager, three F&B Managers and three employee level workers were interviewed. To include the educational side of the hospitality field into the research one of the interviewees was a Human Resources Management lecturer of HAAGA-HELIA University of Applied Sciences.</p> <p>The results of the research revealed that there are problems with the multicultural workforce management that have not been recognized by all the managers. Also the HR functions seem to be lacking on some areas, especially orientation. The two areas of the research were merged to form a figure to help the managers in the company to realize the extent of the problems and to help in solving them.</p>	
<p>Keywords multiculturalism, cultural diversity, management, strategic human resources management, orientation, retention, career development</p>	

<p>Tekijä tai tekijät Arla Jarva, Niklas Mäkinen</p>	<p>Ryhmätunnus tai aloitusvuosi HOSBA11S</p>
<p>Raportin nimi Multicultural Human Resources Management in Hilton Helsinki Hotels – case Food and Beverage departments</p>	<p>Sivu- ja liitesivumäärä 112+5</p>
<p>Opettajat tai ohjaajat Pirkko Salo</p>	
<p>Tämä opinnäytetyö keskittyy tutkimaan monikulttuurisen työvoimaan liittyviä haasteita ravintola-alalla. Tutkimus on tehty yhteistyössä Helsingin kolmen Hilton Hotels & Resorts yksikön (Airport, Kalastajatorppa & Strand) kanssa. Haastateltavat esimiehet ovat kaikista kolmesta yksiköstä ja työntekijähaastateltavat ovat Hilton Helsinki Airportilta. Opinnäytetyön tarkoituksena on tutkia, millaisia ongelmia esimiehet ja muut työntekijät kohtaavat liittyen monikulttuurisuuteen ja kuinka ne vaikuttavat henkilöstöjohtamisen toimintoihin. Toiminnot, joihin tässä tutkimuksessa keskitytään, ovat perehdyttäminen, sitouttaminen ja urakehitys.</p> <p>Tutkimus tehtiin kvalitatiivisena tutkimuksena haastatteluita käyttäen. Haastateltavia tutkimuksessa oli kahdeksan: yhtiön henkilöstöjohtaja, kolme ravintolapäällikköä sekä kolme ravintoloiden työntekijää. Jotta tutkimuksesta saataisiin tarpeeksi kattava, yhdeksi haastateltavaksi valittiin HAAGA-HELIA Ammattikorkeakoulun henkilöstöjohtamisen ja strategisen johtamisen lehtori.</p> <p>Tutkimuksen tulokset paljastivat epäkohtia ja huomioitavia asioita sekä monikulttuurisuuteen liittyvissä asioissa että henkilöstöjohtamisen toiminnoissa. Erityisesti perehdyttämisessä löytyi parantamisen varaa. Tutkimuksen kaksi osa-aluetta on liitetty yhteen kuvioksi, joka helpottaa yhtiön esimiehiä tunnistamaan mahdolliset ongelmakohdat ja auttaa niiden ratkaisemisessa.</p>	
<p>Asiasanat johtaminen, monikulttuurisuus, perehdyttäminen, sitouttaminen, strateginen henkilöstöjohtaminen, urakehitys</p>	

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1 Introduction

People need to get their daily nutrients from somewhere. When at home one can make the food themselves, but when travelling one usually goes to a restaurant to get the nourishment. Abroad one might not get the service in a restaurant with the expected language but there is always a common language to be found. It might be a mix of several languages or even include gestures. But this is not seen as a problem; people just try to make the most out of what they are given. People do not get offended by this. But what happens when a Finnish customer goes to a restaurant in Finland and doesn't get the service in Finnish?

Helsingin Sanomat newspaper has brought out this subject quite recently. According to the article *Helsingin ravintoloissa asiakas tarvitsee englantia*, "A customer needs English in the restaurants of Helsinki", (Rissanen 2014) the customers in the Helsinki city centre need to speak English in order to be a customer as the restaurant staff might not speak Finnish. It seems to be a new growing phenomenon in Finland. At the moment it is seen as very confusing but maybe in the future it could be seen as very natural and self-evident.

The authors of this thesis have witnessed similar situations as customers but also as restaurant staff members. Using foreign labour force brings challenges to both parties. The challenges do not only concern the language but also other factors. At the moment there are a lot of problems as Helsingin Sanomat presents in the article *Kansa suosii suomalaista työnhaussa*, "Finns prefer Finnish applicants in job search", (Kinunen 2014). One of the biggest problems seems to be the general negative attitude towards foreign labour force. The foreign labour force is not seen as a valuable asset but as a group of people who have come to Finland to steal the jobs of the natives.

The number of foreigners entering the restaurant industry in Finland is growing rapidly but the scale of the situation is still not huge. Now is the time to act in order to find working solutions for the emerging issues and problems the use of foreign labour might bring. The restaurant industry and the educational side in the hospitality field

need to be ready and prepared for the coming change. This thesis is aimed to help the both sides of the industry and provide working solutions in order to manage the situation. The personal interest and experiences of the authors made the topic even more worth researching.

1.1 Research question

This study aims to research and share information how multicultural workforce should be managed effectively in the restaurant industry. Special focus is given for the human resources management and its strategic fit with the multiculturalism. Based on the study aim following research question was set to define the direction of the study: 'How to manage multicultural human resources in the restaurant field?'

Additional three sub-questions were formed, too. The study concentrates on three HRM function (orientation & training, retention and career management) Three questions were set to research these functions and their functionality. The three sub-questions are following: 1) How to conduct orientation and training effectively? 2) How to retain the multicultural staff? 3) How to further develop the talents and career paths effectively?

With the help of the actual research question and the additional sub-questions is hoped to reach the study aim that is to find solution and answers for the researched topic. In order to reach this goal is tried to integrate the research question into the whole research process.

This thesis was meant to also provide tools and help for the educational side of the hospitality industry and therefore HAAGA-HELIA University of Applied sciences was included closely in the research. By doing so, the educational institution can also benefit from the results and pinpoint the possible problematic areas and find help in the matters.

1.2 Hypothesis

The conducted preliminary research showed that multiculturalism is not really taken into consideration in the human resources management functions in the restaurant industry. At the moment special attention isn't given for issues that might rise when the work force is highly multicultural.

The above-mentioned founding of the preliminary research was adopted as the hypothesis for this work. Therefore, the hypothesis was that the companies in the restaurant field don't take notice of multiculturalism and diversity of the workforce in their human resources management actions and functions.

2 Literature review

This is the literature review of this thesis. The key concepts and needed information in order to be able to conduct the research in a way that it is valid and reliable are presented in the following chapter. This theoretical information is the basis for the questions formulated for the research. The two main topics covered are multiculturalism and Human Resources Management with additional sub-chapters that address the topics more in detail.

2.1 Multiculturalism and cultural diversity

Lewis (2006, 17-19) has defined culture to be something that has not been created for its sake. It is something that has formed by itself as a result of millennia of wisdom that has been filtered and passed through thousands of generations and formed into some very compact core beliefs, values and action patterns. Hofstede (2005, 4) defines culture as ‘the collective programming of the mind that distinguishes the members of one category of people from another’. It is something that people share if they live or have lived in the same social environment. Culture is something an individual learns it is not internal. Culture is a social game without any written rules. Moran, Harris & Moran (2011, 10-14) have described culture as a human means of adapting to circumstances and the environment and transferring this skill of coping and learned knowledge to the next generations. They say culture gives people the sense of being who they are, belonging to somewhere. Behavioural models and a sense of what they should do is also part of a culture. Culture is something that affects a human being’s behaviour, morale and productivity at work. Culture includes values and schemes that affect a company’s attitudes and actions.

Lewis has created a model (Figure 1) that displays the three different types of culture he has defined based on his research. The model presents the linear-active, multi-active and reactive cultures in relations to each other. In the figure (Figure 1) the positioning of each country can be seen in order to display the positioning on the scale and in order to see the differences. The Lewis model can be a useful tool when doing business

with people from other cultures as it is easier to understand the differences when one can see it visually. Countries far away from each other in the model are also far away from each other in reality.

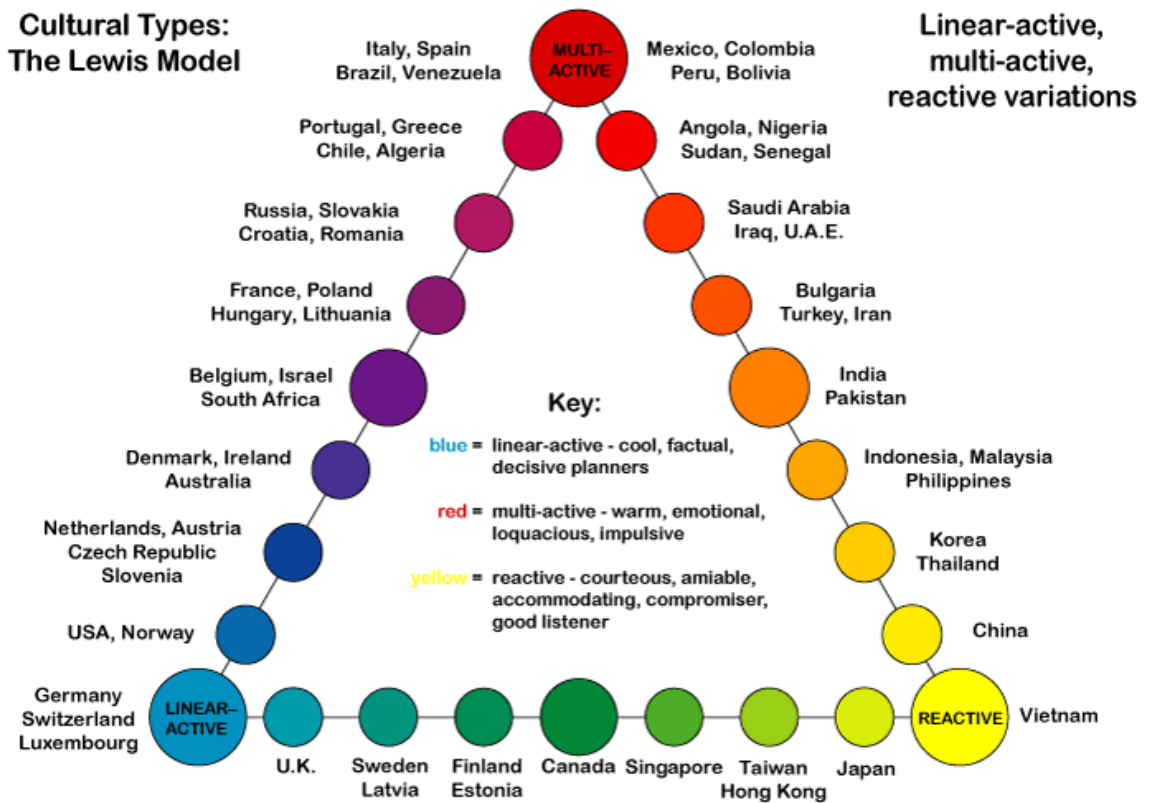


Figure 1. Cultural types: The Lewis model. Adopted. (Lewis 2006, 42)

The figure 1 also presents well the relations to each other of the three different culture types. Linear-active cultures consider things to be done one at a time and the focus should be on one thing at a time. Also things should be done when there is a scheduled time for it not any later or any earlier. Scandinavians, Germans and Americans are, for example, linear-active countries. Multi-active cultures are very flexible and adaptive. These kinds of cultures are not bothered by or interested in schedules and often pretend to follow schedules when in presence of linear-active culture individuals but in the end do not. This happens especially when interacting with linear-active culture. People from multi-active cultures consider reality and the present to be a lot more important than some previously set timeframes. Latin Americans, Africans and Indians, for example, are positioned high on the multi-active scale. Reactive cultures are so-called listening cultures. The members of reactive cultures very seldom initiate any action but ra-

ther prefer to listen and only react after figuring out the position of the other party. People from reactive cultures are extremely good listeners as they have a high level of concentration. (Lewis 2006, 29-38)

As can be seen in the table 1 different styles of cultures have several differing characteristics. The characteristics showed in the table (Table 1) are some of the most common ones that can be detected in said cultures. The table covers the same topic from the perspective of the different culture styles. But as individuals are different from each other not all of the traits apply to every individual from said culture. Linear-active and multi-active cultures seem to be direct opposites whereas reactive cultures tend to be somewhere in the middle of these two or then has a completely different approach to some matters that the linear- and multi-active cultures would not even consider.

Table 1. Common traits of linear-active, multi-active and reactive cultures. Adopted.
(Lewis 2006, 33-34)

Linear-active	Multi-active	Reactive
introvert	extrovert	introvert
patient	impatient	patient
quiet	talkative	silent
minds own business	inquisitive	respectful
likes privacy	gregarious	good listener
plans ahead methodically	plans grand outline only	looks at general principles
does one thing at a time	does several things at once	reacts
works fixed hours	works any hours	flexible hours
punctual	not punctual	punctual
dominated by timetables and schedules	timetable unpredictable	reacts to partner's timetable
compartmentalises projects	lets one project influence another	sees whole picture
sticks to plans	changes plans	makes slight changes
sticks to facts	juggle facts	statements are promises
gets information from statistics, reference books, database, internet	gets first-hand (oral) information	uses both first-hand and researched information
job-oriented	people-oriented	people-oriented
unemotional	emotional	quietly caring
works within department	gets around all departments	considers all departments
follows correct procedures	pulls strings	networks
accepts favors reluctantly	seeks favors	protects face of other
delegates to competent colleagues	delegates to relations	delegates to reliable people
completes action chains	completes human transactions	reacts to partner
likes fixed agendas	interrelates everything	thoughtful
brief on telephone	talks for hours	summarizes well
uses memoranda	rarely writes memos	plans slowly
respects officialdom	seeks out (top) key person	ultra-honest
dislikes losing face	has ready excuses	must not lose face
confronts with logic	confronts emotionally	avoids confrontation
limited body language	unrestricted body language	subtle body language
rarely interrupts	interrupts frequently	doesn't interrupt
separates social/professional	interviewees social/professional	connects social and professional

Moran, Harris & Moran (2011, 157) describes cultural diversity as a variety of different cultures in one place, for example a working place or a school. Diversity can be formed by having different demographics, languages, religions etc. as well as having people from different working environments working together. Cultural diversity is something that is growing as the world is becoming more and more globalized. This can be seen in the statistics from the Finland (Table 2) and even inside the HAAGA-HELIA UAS institution as can be seen from the figures 2 and 3.

According Trompenaars & Woolliams (2003, 28) cultural differences and cultural diversity are something that should be highly respected and they should be seen as strength as when it comes to culture there is no right or wrong. Respecting other cultures is about understanding that the one culture you are from is not the only one and that they have a right to interpret and see the world differently. But recognising the differences is not enough. People should be able to move past that phase and reconcile the possible differences in order to understand the differences properly.

2.1.1 Time conception

According to Lewis (2006, 53, 62) different cultures possess different views on time. The conception of time varies from linear time conception to multi-active and cyclic views on time. Every culture has their own view on time and the variations can be huge even in neighbouring countries. The difference between the Eastern and Western cultures is quite big. Each culture usually perceives their concept of time to be the best one. When interacting with people from different cultures that have different time conceptions the differences should be acknowledged and respected in order to ensure fruitful co-operation and to avoid conflicts, misconceptions and misunderstandings (Moran, Harris & Moran 2011, 42).

First of the three different time conceptions is linear time. In cultures with linear time like America time is highly valued and seen as an expensive resource. Linear time conception highlights the fact that time is money. Time goes on fast and if you want to take advantage of it you have to move with the time just as fast. Other countries be-

sides America with linear time conception, for example, are Switzerland, Germany, Netherlands and Scandinavia. Cultures with linear time conceptions are also usually monochromic. People tend to do only one thing at a time and do it with a target schedule. Also the amount of work one does is relative to success. The more hours of work one does the more successful person is. (Lewis 2006, 53-55)

The second possible view on time is multi-active. Southern Europe has cultures with multi-active time conceptions. The ideal situation is to do as many things as possible at the same time. The more things they do the happier and more content they are. Schedules and punctuality is not something to be noted highly in a multi-active culture. Multi-active cultures tend to consider the present situation and time more important than the future. Countries with this kind of time conception are, for example, Spain, Italy and Arab countries. Usually people from linear cultures do not understand the multi-active conception on time unless they are able to see the reasoning behind the view. This often leads to misconceptions and other problems when interacting. Multi-active time conception sees time as something that can be manipulated, moulded and stretched. (Lewis 2006, 55-57)

The third time conception is the cyclic time. Time is seen as something that goes on as a cycle and never ends. Seasons follow each other and the sun comes up and goes down and continues always like that. Time is something that people never run out. There is always more time that can be consumed. Time is a commodity but not a scarce one. The cyclical time conception is common in Asian countries. Asians see time as something that goes around and comes back in a circular motion whereas linear time conception possessing Americans would see time as something that passes and disappears and never comes back. (Lewis 2006, 57-58)

Trompenaars (2003, 31) has come up with a different model with seven different dimensions of culture. The model consists of seven different dilemmas that can be found when different cultures communicate with each other. One of these dimensions is the sequential versus synchronic cultures. This dimension tackles the dilemma that arises from the cultures that have different conceptions on time and its use. The di-

mension includes the way people from the specific culture relate to time in general, the past, the present and the future as well as the short-term versus long-term orientation. In this case sequential means a series of bypassing events and synchronic means the past, the present and the future to be one entity of which's parts affect each other. (Trompenaars & Woolliams 2003, 77-78) This resembles Lewis's view on the time conceptions of different cultures. For example, Trompenaars's dimension with synchronic time conception and Lewis's cyclic view in the model on the conception on time are somewhat similar.

Hofstede (2005) has defined a model of national cultures with different dimensions and one of these dimensions is the long-term orientation. It is closely related to the conception of time in different cultures. This dimension is to show the fostering of virtues that are related to either the past and the present or to the future. Long-term oriented cultures are trying to have perseverance and thrift and those virtues are seen as extremely desirable. In short-term countries the virtues fostered are respect for tradition, preservation of 'face' and fulfilling one's social obligations accordingly. (Hofstede & Hofstede 2005, 210)

Like many other researchers on the field of intercultural studies Edward T. Hall has found out certain concepts regarding the time and its relation to different cultures. Hall has defined that two time concepts exist: monochronic and polychronic. In his study Hall has also expanded the concept of time and its affects. According to Hall the differences between monochronic and polychronic people can be seen more widely as part of their behaviour in general. (Hall & Reed Hall 1990, 13)

Hall's monochronic time concept is close to Lewis's linear model. In both of them time is seen linear and is highly valued. According to Hall monochronic people are extremely committed to schedules and deadlines. They are punctual and try to avoid any changes in schedules and timetables. For monochronic people it's also typical to do only one thing at a time. They start something, finish it and then move to another thing. According to Hall monochronic people take their work seriously and are committed to it. They don't tend to borrow things from each other like polychronic people

do. Hall mentions Americans, Germans and Scandinavians as typical monochronic nations. (Hall & Reed Hall 1990, 13-15)

Polychronic time concept is close to Lewis's multi-active concept. Like multi-active people polychronic people tend to do many things simultaneously, which can feel confusing and challenging for monochronic people. Polychronic people's perception of schedules and time frames differ significantly from the ones' of monochronic people. Polychronic people see the timetables more as objectives that can possibly be achieved. For them it's easy to change plans and reschedule. Polychronic people it's typical to borrow and lend things. They are highly distractible as well. (Hall & Reed Hall 1990, 15)

For polychronic people work is not as important as for monochronic people. They focus more on people itself and relationships that are important for them. Family and friends overdrive the work issues quite often, which is different compared to the monochronic people. The more human and relationship oriented way of thinking gives them also a tendency to build long lasting relationships. This differs from monochronic people too as they are known for shorter relationships. (Hall & Reed Hall 1990, 13-15)

2.1.2 Communication and context

As Moran, Harris & Moran (2011, 42-44) state interaction in between cultures and individuals from different cultures is highly affected by those communicating and the environment in which the communication happens. Context is the socially constructed dynamic phenomenon that is shaped by communication and interaction in between the ones communicating. Context shapes and determines people's behaviour and the way they respond to activities. It is vital to realise the meaning of the background and history of the ones communicating as it affects the way they communicate.

Moran, Harris & Moran (2011,43) define the key questions in understanding communication and context to be: "Where, with whom and how is the conversation taking place? Under what circumstances and cultural context are involved?" The authors have

also formulated a third question concerning the history of the interaction and also the language of the conversation.

Communication is a circular process involving a sender, a receiver and a message. The message is to convey meaning from the sender to the receiver. Things affecting the communication include the cultural background, attitudes, values, expectations, goals and individual perception of the sender and the receiver. When communicating effectively the sender manages to reach the receiver in manner where the message is understood as it was meant to be understood. (Moran, Harris & Moran 2011, 45) The variables that affect the whole process of the communication are something to be noted. Attitudes, stereotypes, the social organization, thought patterns, view on roles, language skills, conception of space, and also sense of time (Moran, Harris & Moran 2011, 41-42).

Edward T. Hall has also been researching the role of context in communication. According to Hall nations can be placed on a scale from low-context to high-context nations based on the importance of context in communication situations. High context communication is according to Hall's view communication in which really few information is actually coded into the message itself. In high context communication the information is already in the participants of the communication. This means that not much background information is shared in the communication situation but it's expected that the participants of the discussion are already aware of the things. High context communication is typical for cultures in which close personal relationships are common. Mediterranean cultures, Japanese and Arab cultures are ones that are known for high context communication. (Hall & Reed Hall 1990, 6)

Low context communication is the contrast for high context communication. In low-context communication much of the information is coded into the messaging. In communication situation the role of detailed background information is major while the low-context cultures aren't that widely involved to such a deep and tight family relationships. Americans, Germans, Scandinavians and other northern European nations are typical low-context nations. (Hall & Reed Hall 1990, 7)

Problems might occur when the low-context and high-context people communicate with each other. For low-context people it might be difficult to follow and understand high-context messages while for them there isn't shared enough background information. On the other hand, high-context people might be annoyed and frustrated when low-context people persist on sharing unneeded information with them. Hall states that within a culture of their own people are able to adjust the amount of shared information automatically but problems occur when cultures collide. (Hall & Reed Hall 1990, 9)

2.1.3 Hierarchy and status

Trompenaars's (Trompenaars & Woolliams 2003, 31) seven dimensions model of culture with dilemmas arising from differences includes a dimension on achieved versus ascribed status. Other cultures give higher status people according to their achievements and things they have done whereas some cultures give the status to certain individuals according to their age, gender, education etc. Achieved status is given to you based on what you do and ascribed status is given to you based on who you are. Also in cultures with achievement based status people feel that people who possess a certain authoritarian position have it because they have done something in order to gain it. In cultures with ascription based status people tend to think that people are in the position of authority based on your family, education, gender and economical class. Despite the clear division in between these two views many cultures have both features or at least there are hints from each even though one is more dominant. (Trompenaars & Woolliams 2003, 71-75)

Another dimension Trompenaars (2003, 63) has defined is the specific versus diffuse. This dimension depicts the degree into which an individual engages other into their lives and the level of involvement in relationships people form. In specific cultures in the business life the managers tend to set out the relationships concerning tasks with his/her subordinates and separates it from other matters. In diffuse cultures people integrate every area of their lives into other parts and to other people's lives. These differences easily create conflicts and friction in between individuals from different

cultures. As people from diffuse cultures have a different view on private and public space confusion can occur easily. Feelings can be hurt if someone from the specific culture invades the private space of a person. The friendships people form are different also. Specific culture person has a large amount of public information and space he/she shares. They also have a lot of people they call friends but even their closest friends do not know the matters they concern as private. Diffuse culture persons have a lot of private matters they do not share with people but after making friends they almost have no secrets in between them. (Trompenaars & Woolliams 2003, 63-68)

Hofstede (2005) has come up with a model on dimension of national cultures. These dimensions depict the style of the culture inside one country and depending on the scores the countries can then be closer examined or compared to each other. One of these dimensions is called power distance or PDI in short. The PDI shows the dependence relationships within a country. It shows into which extent the not so powerful employees of organization expect and accept the unequal power distribution. In countries with low PDI scores there is a limited dependence of employees and subordinates on the bosses and managers. There is a relatively small emotional distance in between the subordinates and bosses and the subordinates often approach their bosses. In countries with high PDI score the dependence of employees and subordinates is bigger. The emotional distance is also bigger and the subordinates are less likely to contradict their bosses and it is unlikely for them to approach the boss. (Hofstede & Hofstede 2005, 45-46)

2.1.4 Work morale and motivation

Trompenaars' (2003, 31) seven dimensions of culture with dilemmas arising from differences includes a dimension on internal versus external control. This dimension tackles the issue of giving in to your environment versus controlling it. This is relative to the motivational factors of individuals. Very often the western cultures share an environment with internally controlled orientation whereas, for example, Asian cultures are very oriented towards external control. This determines the motivational factors especially in the working life and when doing business.

According to Hofstede's (2005) dimension called uncertainty avoidance is to show into which extent the people from one country are willing to live in uncertainty and into which extent they are willing to go to avoid it. The feeling of uncertainty is expressed often through stress and need for predictability. Countries that score high on this index are more willing to tolerate ambiguous situations and uncertainty a lot better whereas countries that score low do not tolerate uncertainty so well. (Hofstede & Hofstede 2005, 167-168)

Hofstede (2010) has created model of national cultures with six different dimensions. One of the dimensions is called restraint versus indulgence. In this dimension indulgence means the tendency to allow a relative free fulfillment and satisfaction of basic human needs in order to enjoy life and have fun. Restraint on the other hand stands for convicting such need for satisfaction and restricting and regulating it by extremely strict norms. Different countries have a different view on this matter and only few countries can be found from the opposite ends. (Hofstede, Hofstede & Minkov 2010, 280-288)

2.1.5 Work community and team orientation

Trompenaars' (2003) model includes a dimension or dilemma called individualism versus communitarianism. This dimension tackles the conflict of what an individual wants versus what the groups in which the individual belongs to wants. Will the efforts be for one person or for the common good of the group? The country of origin is the biggest factor that determines which kind of culture the individual represents but also the religion of the individual has an impact. For example, Judaism and Protestantism score high in the individualistic approach and Hinduism and Buddhism score high on the communitarian approach. (Trompenaars & Woolliams 2003, 48-50)

Trompenaars' has also defined a dimension or dilemma called neutral versus affective. This is similarly linked to the team orientation and work community and its internal relations as the previously mentioned dimension individualism versus communitarianism. The neutral versus affective dimension tackles the issue of relationships in between people and how the reason and emotion affect it. People from cultures that are

more affective ones show their emotions easier and response to occurring things and situation in an emotional way. In neutral cultures people are not emotionless but they are less prone in showing their emotion to others. (Trompenaars & Woolliams 2003, 52)

Very often the reason and the emotion are combined and depending on the context people have different reactions. If a person from an affective culture agrees with another person it is often because they feel the same way and share the similar feeling whereas if a neutral culture person agrees with another person it is often justified by sharing the same reasoning. People from neutral and affective cultures can easily find common ground on different matters and subject but they just reach it differently. The possible problems these cultural differences might cause are when the person affective culture is overly emotional or the person from the neutral culture is not showing any sort of emotion. The person from the neutral culture might be seen as ice-cold and heartless and the person from the affective culture might be viewed as out of control, inconsistent and moody. In working teams with people from both of these cultures the managers should not judge anyone based on the showing or non-showing of emotions and try to respect the ways people behave and react to things. (Trompenaars & Woolliams 2003, 53-58)

One more of Trompenaars' (2003) dimensions in his model is the universalism versus particularism. Universalistic cultures tend to think that the general rules and obligations are a source of moral reference and that those should set moral map for an individual. Universalist are keen on finding the one best and right way to deal with things and also try to get others to think similarly. In the particularistic cultures the context and situation is more important than the rules. Also people involved in the situation can change their moral and way of dealing with things. (Trompenaars & Woolliams 2003, 33-36) This affects the work community and the team orientation. People with different views on obeying the rules and different moral view might cause conflicts quite easily.

Hofstede (2005) has also created a dimension called masculinity versus femininity. In countries that are very highly masculine the emotional gender roles are very distinct which means that men are supposed to be assertive and tough. They are supposed to be focused on material success. Women are meant to be modest, tender and interested in the quality of one's life. This is completely opposite from the countries that are highly feminine. In these countries the emotional gender roles are overlapping a lot. Men and women both are supposed to be modest and tender. (Hofstede & Hofstede 2005, 118-120)

One of Hofstede's (2005) dimensions is the individualism versus collectivism. This dimension shows the level of individualism in one country. Countries that are collectivistic score low on this. In a country that is individualistic the people are quite free and loose, so to say. People are expected look after themselves and their immediate family. In collectivist countries people are from the moment they are born integrated into cohesive and close groups. People are expected to also care for their close ones as well as their extended family. The level of the individualism and collectivism varies from country to country and Hofstede's dimensions offer the possibility to compare countries with each other. When studied there were found six smaller dimensions that could be located to be representative either for individualistic or collectivist countries. The ones for individualistic were:

1. Personal time: to have a job that leaves sufficient time for your personal or family life.
2. Freedom: to have considerable freedom to adopt your own approach to the job.
3. Challenge: to have challenging work to do –work from which you can get a personal sense of accomplishment.

The dimensions for the collectivist were:

4. Training: to have training opportunities (to improve your skills or learn new skills).
5. Physical conditions: to have good physical working conditions (good ventilation and lighting, adequate work space, etc.).
6. Use of skills: fully use your skills and abilities on the job.

(Hofstede & Hofstede 2005, 75-77)

2.2 Foreigners in Finland

According to the statistical information the amount of foreigners living in Finland is growing constantly. In 2012 there were 31280 registered immigrants who entered Finland. The number was the highest one since Finland's independency. (Statistics Finland 2013)

In the table (Table 2) are stated the annual numbers of the people who have immigrated to Finland. As can be seen in the table the annual number of the immigrants has almost doubled since the beginning of the 21st century.

Table 2. The annual numbers of immigrants entering Finland 2000-2012. (Statistics Finland 2013)

Year	Immigrants
2000	16 895
2001	18 995
2002	18 113
2003	17 838
2004	20 333
2005	21 355
2006	22 451
2007	26 029
2008	29 114
2009	26 699
2010	25 636
2011	29 481
2012	31 278

Table 3. Applicant groups and the changes 2012-2013. (The Finnish Immigration Service 2014)

Application groups	2012	2013	Change %
Russian federation	2111	2054	-2,7
Somalia	645	1140	76,7
Iraq	528	611	15,7
Afghanistan	374	421	12,6
Estonia	427	354	-17,1
Iran	287	284	-1,0
Turkey	261	260	-0,3
Democratic Republic of the Congo	153	196	28,1
Sudan	199	189	-5,0
Kosovo	150	186	24,0

Table 3 presents the largest Finnish citizenship applicant groups based on the nationalities. As can be seen in the table Russians are clearly the biggest group. Russia is followed by Somalia, Iraq being the third biggest one. Based on the information provided in the table can be seen too that the numbers have mainly been growing from the previous year 2012. The number of Somalia has grown the most: 76,7 % from year 2012 to 2013.

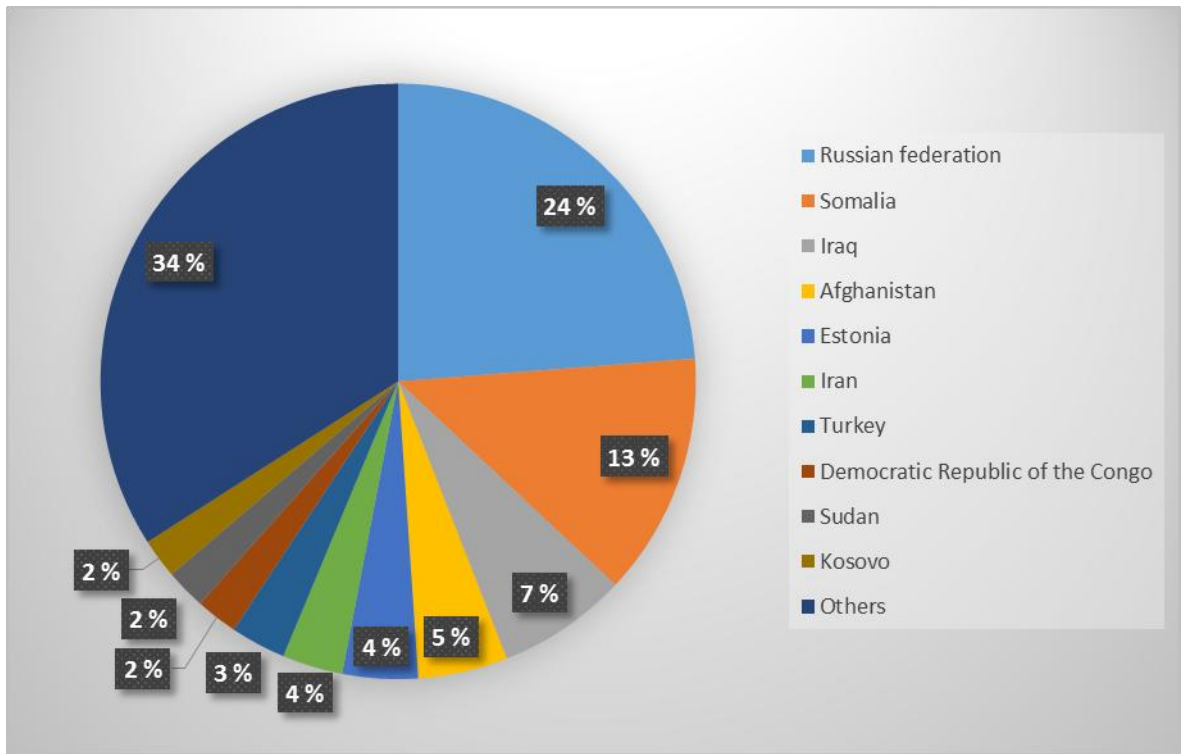


Figure 2. Nationalities of the applicants. (The Finnish Immigration Service 2014)

As seen from the Figure 2, the number of citizenship applications coming from Russia is remarkable. Every fourth application is left by person whose nationality is Russian at the moment. The information given in the figure and in the Table 3 also shows the high portion of not EU-countries. It shows that many of the applications are coming from developing countries outside of the Europe and especially outside of the EU area.

2.2.1 Foreign employees in the service industry in Finland

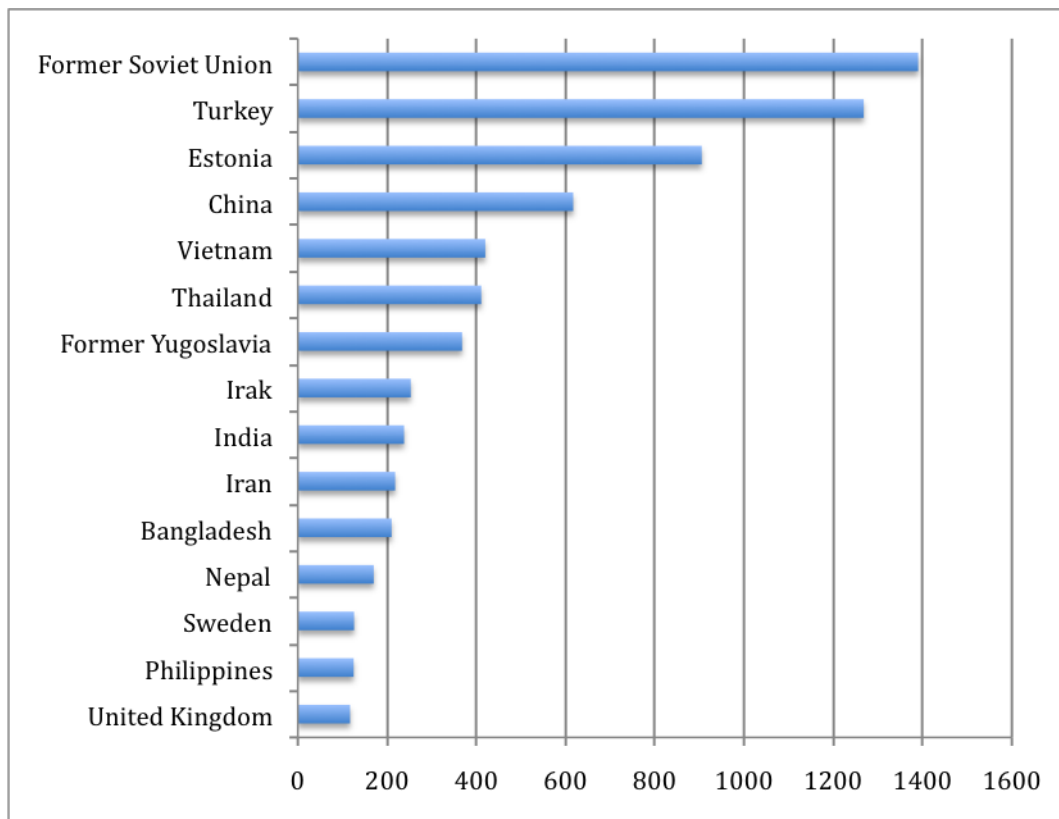


Figure 3. Foreign employees in the service industry. (Statistics Finland 2013)

Figure 3 presents the 15 biggest foreign nationality groups working in the service industry in Finland. As can be seen from the figure there are nationalities from Europe, Middle East and Asia.

The statistical information provided by Statistics Finland (Figure 3) states Former Soviet Union countries as the biggest nationality group even though they don't form similar one united nationality like most of the other countries presented in the statistical information. Nevertheless the high proportion of former Soviet Union citizens isn't such a big surprise when is considered that the Russians placed as the number one among the Finnish citizenship applicants. Based on the both statistics can be seen that Finland is seen by the Russians and other former Soviet Union citizens as an tempting country to work and live.

Based on the figure and the information it provides, Turkey and Estonia are the next two biggest foreign nationality groups after the former Soviet Union citizens. Both of these countries are represented in the citizenship application figure as well. This fact indicates that there can be seen a correlation between the citizenship applicants and the foreign employee groups of the service industry. The figure shows that Turkey and Estonia are followed by China, Vietnam and Thailand.

As was mentioned already there can be seen a relation between the foreign employee groups in the service industry and the Finnish citizenship applicant groups. The relation between the information provided by the figure and the most typical ethnic restaurants in Finland can be also discussed about. As we all know especially restaurants serving Turkish, Chinese and Southeast Asian food are really common in Finland. Based on these aspects can be wondered how much these two facts relate to each other.

2.2.2 Foreign students in HAAGA-HELIA University of Applied Sciences

HAAGA-HELIA UAS is an institute for higher education situated in Finland. HAAGA-HELIA UAS offers education on the fields of business, journalism, sports management, information technology, management assistance and hotel, restaurant and tourism management. Vocational teacher education is part of HAAGA-HELIA's educational services too. (HAAGA-HELIA UAS. About. 2013)

HAAGA-HELIA UAS offers education both in Finnish and in English. 9 bachelor's degree programs are 5 master's programs are taught in English. The students of the international degree programs are highly multinational and –cultural.

(HAAGA-HELIA. Become International!. 2013.) HAAGA-HELIA UAS can be considered as a highly multicultural institute with its 1082 foreign students who represent 86 nationalities. (Meriluoto 2014)

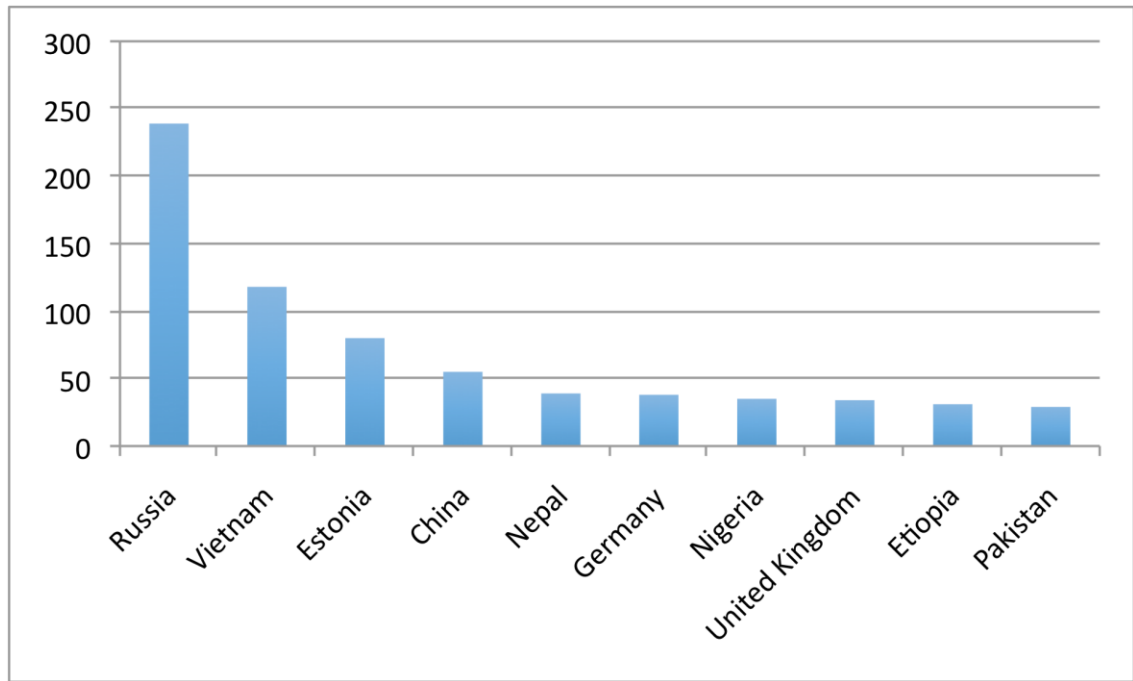


Figure 4. Ten biggest foreign nationality groups in HAAGA-HELIA UAS. (Meriluoto 2014)

The Figure 4 represents the ten biggest foreign nationality groups in HAAGA-HELIA UAS. As the figure shows Russians are the biggest foreign nationality group by 239 students. Vietnamese students follow Russian students as the second biggest foreign nationality group but their number (118 students) is only less than half of the number of Russian. This clearly shows us the big role of Russian students in HAAGA-HELIA UAS.

As the figure indicates the next biggest nationality groups after Russian and Vietnamese are Estonia, Chinese and Nepalese students. These five countries are the five biggest foreign nationality groups while Germany, Nigeria, United Kingdom, Ethiopia and Pakistan place to the top 10 as well.

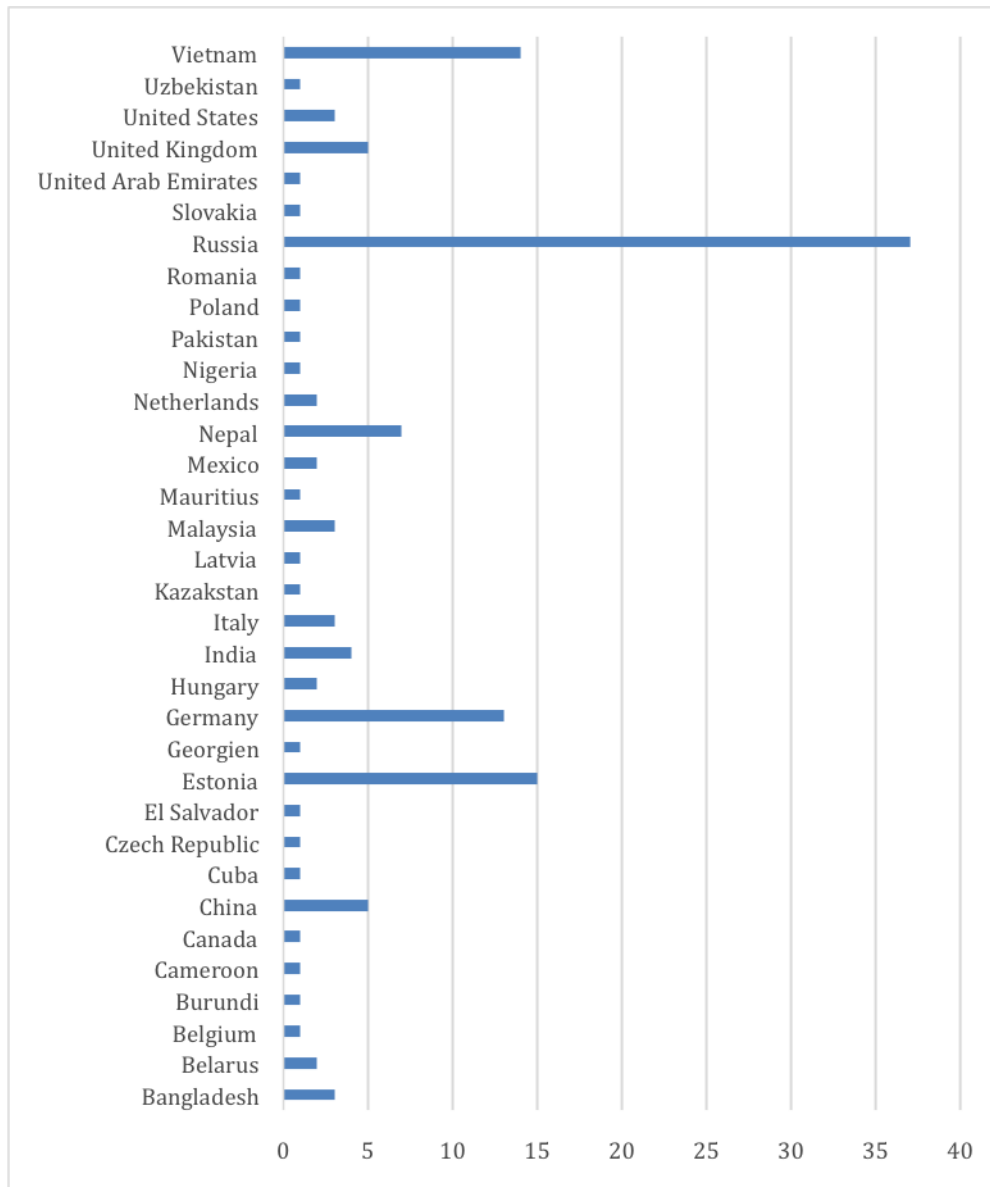


Figure 5. The foreign hospitality students in HAAGA-HELIA UAS by nationality. (Meriluoto 2014)

The Figure 5 shows the foreign hospitality students of HAAGA-HELIA UAS who are studying on the field of hospitality. The group of hospitality students is rather diverse and multicultural by representing 36 different nationalities. As the Figure 3 shows the number of Russian students (37) is the highest among the foreign nationalities. The number of Russian students is more than twice the number of the three next biggest which are Estonia (15), Vietnam (14) and Germany (13). These nationalities are followed by Nepal (7), China (5) and United Kingdom (5). The numbers show that 4 of the 7 biggest nationalities come from Europe i.e. rather close to Finland and the rest of them originate to Asia.

When looking more closely the statistics can be marked distinctive similarities between the statistical information of all HAAGA-HELIA UAS students and the hospitality students. Based on the provided information in the figures can be seen that Russians are in both groups the biggest foreign nationality. And more widely can be seen that the same nationalities pop up in the both groups. As an conclusion can be said that the structure of foreign hospitality students of HAAGA-HELIA UAS don't differ much from all the foreign students studying at HAAGA-HELIA UAS.

When comparing the numbers to the other statistical information can be pointed out that the number of Russian and Estonians is high among the Finnish citizenship applicants too. More precisely can be stated that the Russian are dominating both statistics and Estonians are in the top 5 in both of them too. This shows that there is a clear relation between these two statistics. But at the same time can be noted that regardless of Russians and Estonians there can't be seen similarities when comparing the foreign nationality groups of HAAGA-HELIA UAS and the Finnish citizenship applicants. The students of HAAGA-HELIA UAS tend to have their backgrounds in different countries than the citizenship applicants.

Even though HAAGA-HELIA UAS can be seen as a highly multicultural and international institute of higher education, needs to be pointed out the fact that international students are however in a minority compared to all the students of the institute. The 1082 international students (HAAGA-HELIA. Become International! 2013) form only bit more than 10 % of the 10500 degree students studying in the institute. (HAAGA-HELIA. About. 2013) The percentage of international students among hospitality students is even slightly smaller (138 foreign students and 1502 degree students totally). (Meriluoto 2014)

2.3 Human Resource Management Strategy

Strategy is a very complex and multidimensional entity to define and many researchers have had all their own view and definition on the subject. But although there are various definitions and ways to describe the term they all seem to have the same theme that revolves around the idea of having a set of guidelines and rules that define the decisions to be made in the future.

Mintzberg (1978) defines strategy as explicitly and consciously in-advance developed structure used in decision making. He also defines the layman term for strategy as 'plan'. He says a strategy to be formed when a series of decisions concerning a certain area shows strict consistency over time. On the other hand Coulter (2005, 5) has defined strategy to be a goal-oriented plan for the company that at the same matches the resources and capabilities found inside the organization with the threats and opportunities the external environment might present. Strategy defines the measures and actions that are needed in order to achieve the set goals. (Coulter 2005, 5) Davies (2000) best describes strategy to be understood as a part of a troika which includes policy, strategy and resources. He explains the meaning of strategy as being a design for reaching the company's goals concerning their policies as well as taking into consideration the resources needed for reaching the goals and how to acquire and use those resources.

Strategies can be found on different levels. These levels include the corporate level and functional or operational level as well as competitive and business unit strategies. Corporate strategies are defined as long term oriented strategies that are meant to be executed over a significantly longer period of time than the functional strategies. (Coulter, 2005, 8) As Johnson, Whittington & Scholes (2001) describe, the corporate level strategy shows and defines the scope in which the business will operate. Operational or functional strategies are defined as short term, goal oriented strategies. The aim for these strategies is to give the organization's operational units the short term goals to work towards. Competitive and business strategies are also short term strategies and their function is to create competitive advantage for the organization in competition with other companies. After formulating the strategy it should be of course, imple-

mented and after implementing evaluated. Evaluation is a crucial part of the strategy implementation process as then the effectiveness of the actions stated in the strategy is weighted. (Coulter 2005, 7-8)

Diversity management and multicultural strategies have become part of the human resource function as late as 1995. The realization concerning the importance of diversity management started emerging. Organizations noticed the benefits of having multicultural staff that is content with the work place. In best cases diversity management became a part of the human resources strategy. Later diversity management and multicultural management became a part of the leadership trainings. (Lahti 2008, 32)

The meaning of having a multicultural strategy in an organization is to give a clear picture and scope of the biggest issues concerning the staff and the environment now and also in the future. The multicultural strategy is there to give guidance and guidelines in the multicultural issues for the staff. (Lahti 2008, 128-129)

Multiculturalism should never be regarded as a difficulty or a negative thing. When managed properly the multicultural staff could easily become a competitive advantage. When not having a diversity management plan or strategy concerning multiculturalism the organization might suffer from conflicts and lose the possible competitive advantage. (Lahti 2008, 17-23) In the multicultural strategy there should be stated the possible issues in the company. Explanation and definitions of terms like, for example, diversity and multiculturalism. The strategy should also present the correct ways of approaching other staff members. The strategy should cover the topic of strategic approaches to the organization. These include equal treatment, acknowledging the shared opportunities and balance found in “positive discrimination”. The multicultural strategy includes also a part which addresses the evaluation, appraisal and rewarding procedures for the people responsible for the management of diversity. (Lahti 2008, 130)

As Fredriksson (2013) states hotels in Finland rarely have set strategies for multiculturalism and cultural diversity. Many employees of hotels said that they do not have a strategy of that sort but that the company is strictly against all kinds of

discrimination. (Fredriksson 2013, 43-45) From the point of view of the human resources this is difficult as there are no set procedures or ways of handling the multiculturalism and cultural diversity.

Paul Boselie (2010, 14) defines Human Resource Management as follows: "HRM involves management decisions related to the policies and practices that together shape the employment relationship and are aimed at achieving individual, organizational and societal goals."

Stewart & Brown define in their book, *Human Resource Management: Linking Strategy to Practice* (2009, 4), HRM as follows: "The field of study and practice that focuses on people in organizations." This definition emphasises strongly that HRM is extremely people related field inside of an organization. Everything in HRM focuses somehow to the management of the work force.

When the Stewart & Brown's definition, 2009, is pretty simple and focused only to people, Boselie's definition is more complex and developed. It also considers the goals, usually defined in the strategy of the company. This direction of HRM is called as Strategic Human Resource Management (SHRM). (Boselie, 2010, 5)

Boselie (2010, 4-5) highlights the alignment between the HRM practices and the company's overall strategy. They should be both linked together in order to be more successful. By aligning them the company can create a competitive advantage compared to the competitors.

2.3.1 Orientation and training

After successfully recruiting a new staff member, the managers will face the challenge of training the new employee for the job. Even if the person who has just been hired has some or even extensive experience in the field training him/her for the specific job is necessary.

Walker & Miller (2010) give several reasons for training the staff properly: less staff turnover and absences, less tension and conflicts, easier to maintain standards, lower costs and less sick leaves. This all can result in higher profit. Training should be seen as an investment in the company and the company's future rather than waste of resources such as time and money. (Walker & Miller 2010)

Sometimes the managers can see training as something somewhat useless. This is due to the fact that they feel that there is no reason to invest a huge amount of time, money and effort on training the staff as eventually, at some point, they will leave the company and go work for someone else. It feels like the efforts made towards bettering staff have gone to waste. But this is a pattern of thinking that should be discarded completely. As a result of training the employees feel often much more involved and valued inside the organization that they want to stay and make their work count and give their best as employees. The employees will become loyal to the company that has taken care of them and invested in them. (Iverson 2001, 127)

Cullen (2001, 185) defines teamwork as one of the most crucial part of the training. He states that without training the employees' teamwork skills there would be emerging problems in getting the employees to commit and participate thoroughly in the organization. Cullen (2001, 186) sees training as a cyclical loop-like process. The process has five steps as described by Cullen as follows:

- analyzing and determining the needs for the training
- setting the objectives
- coming up with the right methods and materials

- conducting the training
- evaluating the training process

In the hospitality field training is usually only seen as a process of making the new employee familiar with the tasks related to the job. The new staff member might be taught general knowledge required to do the job, tasks and procedures that need to be executed or then certain attitudes needed for the job. (Walker & Miller 2010, 238) Iverson (2001, 127) shortly summarizes the meaning of training in the hospitality field. It is about closing the gap in between the skill the employees have and the skills they need to provide high-level service for the customers.

Cullen (2001, 186-187) describes the different methods of training employees as follows:

- job talk
- team meetings
- role playing
- demonstrations
- case study
- apprenticeship
- on the job training

Every method has strengths and weaknesses and depending on the occasion the appropriate method needs to be chosen. Walker & Miller (2010, 238) have isolated three main ways of training people in the hospitality industry. These are job training, retraining and orientation. Depending on the situation these methods need to be applied in order to get the best result from the training.

One crucial part of the training is often forgotten and this particular part is the evaluation and follow-up. During the training feedback on the done tasks should be given to the trainee as then they can learn the exact right ways of doing the procedures. It also gives the trainee chance to ask questions that might have arisen. After the training pe-

riod the employee becomes a full member of the work team and a formal evaluation should take place then. The purpose of this formal evaluation is to see whether the new staff member has adapted to the work place and whether the job is right for her/him. A supervisor's view as well as feedback from the co-worker should be included in the evaluation. Also feedback from the new staff member is useful. He can let the management and supervisors know whether the training was appropriate and useful and if there is anything to improve from the behalf of the employer. (Cullen 2001, 202)

The possible problems that might occur in the training include things like time constraints, staff turnover, the diversity of workers, the complexity of the job and uncertainty of the job description. Also deciding on whom exactly does the training for the new staff members can cause huge problems. (Walker & Miller 2010, 242-244)

In hospitality as well as in any international business one important part of the whole training process in an organization should be diversity training. The employees will face a variety of people in their work in a form of colleagues as well as customers. Moran, Harris & Moran (2011, 173-174) explain the need for cross-cultural and diversity training from the macrosystemic point of view. They justify diversity training by the increased employee potential with positive enforcement and consistency. The main points in their perspective concerning the training are the following:

- general features of culture
- cross-cultural communication
- self awareness on culture
- conflict resolution
- specified cultural descriptions
- developing cross-cultural skills
- employee specific problems and concerns

During this kind of training emphasis should be given to the fact that all the areas trained are actually happening in the organization. If the training is only superficial and

something that has to be done but no-one actually commits to it, the results might be disastrous. If people are participating in diversity training but at the same time subtle micro-messages of discrimination or similar issues are happening in the workplace the training is complete waste of time and effort. The employees facing the discrimination- subtle or not- are not able to perform as well as they could. (Moran et la 2011, 173-174)

Moran, Harris, & Moran (2011, 175-176) recommend that organizations have a diversity or multicultural mission that is integrated in everything the organization does. It should be enforced regularly and acted according to in the whole of the organization not just one department. The mission should be so that no employee or leader can escape or ignore it. Every member and employee in the organization should see and feel the mission and the enforcement.

2.3.2 Retaining staff and managing separation

Organizations use huge amounts of money annually to first recruit the needed employees and later on training them to be able to perform their job better and more effectively. When considering these aspects it's extremely important for the organization that the employees stay in the organization for a long time and aren't aiming to change work place right away. Organizations need to pay attention to the employee retention to secure that the money invested in an employee isn't lost.

Generally the aim is to have the employee turnover rate as low as possible. Although needs to be noted that changes in the workforce can be seen in some cases as a positive factor. New employees might bring certain needed boost or energy for the company. They might also have fresh new ideas or they might be able to look at the situation from another angle.

John. R. Walker & Jack. E. Miller define employee turnover rate in the following way: "The rate of employee separations in a company – usually expressed as a percentage." (Walker & Miller 2010, 261)

“The act of keeping employees” is the definition provided by Stewart & Brown for employee retention. They also point out in their book handling SHRM, how important the employee retention is. (Stewart & Brown 2010, 244) Similar definition for the employee retention is given by Walker & Miller: “The extent to which employees are retained by a company – thus reducing turnover.” (Walker & Miller 2010, 262)

A successful retention process starts already in the recruitment phase, because maybe the easiest way to secure good employee retention is to choose the applicants who are most likely to stay in the company for a long time. When the right applicants are chosen the employees should be helped in socializing in the organization. The aim of the socialization is for the employees to learn more about the employees and the social relationships inside the organization. (Stewart & Brown, 2010, 256-259)

In their book *Supervision in the Hospitality Industry: Leading Human Resources* Walker & Miller describe ways to improve the employee retention by involving the employees more and by increasing the amount of communication and contact between employees and management. For instance, working side by side with the employees, chatting about daily issues with the employees and meetings that allow employees as much time to say their opinion as managers, are introduced as tools to improve the important employee retention. (Walker & Miller 2010, 263)

The importance of a two-way flow of information is mentioned by Barrows, Powers and Reynolds as a tool to improve the retention as well. They also point out the importance of praising employees in public when they do something exceptionally well. On the other hand the negative feedback should be always given privately in order to not embarrass the employee. (Barrows, Powers & Reynolds 2012, 610)

Stewart & Brown also talk over the same issues concerning the employee and employer contact and they highlight the importance of assessing the employee satisfaction. According to them employee satisfaction surveys are an excellent tool to improve the employee retention. (Stewart & Brown, 2010, 255-256)

Offering career development possibilities inside of the organization is a good retaining strategy as well. Employees are more motivated to stay in the organization when they know that they have a possibility to get promoted to a higher position in the future. The importance of the compensation shouldn't be forgotten either. Employees who are paid a suitable compensation and who receive good additional perks from the work effort they give to the organization are more likely to stay than underpaid employees. Additional incentives and bonus programs are used in improving the retention as well. (Barrows et al. 2012, 610-611)

Walker & Miller also state the exit interviews as one of the tools to improve the employee retention. The exit interviews are interviews conducted for the employees who have resigned themselves. This is to find out the reason why they wanted to leave the organization. When the reasons for leaving are known, some changes to improve the situation can be done. Walker & Miller state though that the interviewers shouldn't be satisfied with vague answers given by the resigning employees. They should go deeper and really find out the real reason for the leaving. (Walker & Miller 2010, 263)

The reasons for leaving can be divided into push and pull factors. Push factors are related to the organization itself and are issues or factors within the organization that make working in the organization less appealing and attractive. For instance, poor management and lack of training opportunities are push factors. Pull factors are factors that make other employers and organizations attractive to join, e.g. better benefits. The organization should try to get rid of the push factors and to find ways to compensate and meet the pull factors of other organizations. Even though the organization does it's best to manage the push and pull factors it needs to be understood that in some cases employee separation can't be avoided. (Pilbeam & Corbridge 2010, 109)

Employee separation is the contrast for employee retention. When the organization fails to retain its employees and the employee decides to resign himself/herself is talked about employee separation and more precisely voluntary separation. If employee's working in the organization is terminated by the organization is talked about involuntary separation. The involuntary separation term refers to the fact that the em-

ployee herself/himself would have been willing to stay within the organization but the employment relation was terminated by the organization. Both of the separation terms are in relation to the already introduced employee turnover term. (Gomez-Mejia, Balkin & Cardy 2012, 232-233)

As already pointed out in the beginning of the chapter the unwanted employee separation creates always costs for the organization. Like stated earlier the money and effort used for developing the employee is lost but there are other expenses too. First of all the resigned employee needs to be replaced with a new employee. Recruiting, selecting, inducting and training of the new employee cost money and time. There are also additional administrative costs that occur when an employee is resigning and needs to be replaced. In some cases there has to be used temporarily workforce to replace the resigned employee before the new one is hired. These costs of using temporarily work force are added to the top of already high other employee turnover costs. (Pilbeam & Corbridge 2010, 107-108)

The total amount of costs related to the unwanted employee separation is hard to estimate and they differ from organization to organization and from situation to situation. It is hard to estimate for instance the losses in sales or productivity when a talent resigns herself/himself. Some rough estimations of the overall costs related to the turnover are introduced in the literature. It's proposed that the costs can vary between 25 percents and 300 percents of the resigned employee's annual compensation. (Gomez-Mejia et al. 2012, 228-229)

2.3.3 Developing and managing careers

Career management can be defined in the following way: "Activities and processes to match individual needs and aspirations with organization needs, set within an integrative framework." (Bratton & Gold, 2007, 579)

Career development alternatively career management is a part of company's human resources management strategy. It is an own separate entirety and shouldn't be considered to be part of company's training strategy. Gomez-Mejia, Balkin and Cardy, (2012,

313) define career development as follows: “An ongoing and formalized effort that focuses on developing enriched and more capable workers.” This definition highlights how the career development differs from training by being more overall and wider concept that takes place over a long period. It aims to producing more capable employees whom the company can later on benefit.

The definition of Stewart & Brown (2010, 366) emphasizes the same long time aspect of career development “Activities that help people manage the progression of their work experiences across their lives” Career development is something that is seen as the life long lasting process which part of the working careers.

Career development is rather new area in the field of human resources management but nowadays it’s seen as more and more important area while in the future the competition over capable and skilled employees is predicted to be tougher than at the moment. It is stated that companies need to integrate the career management into their business strategy and make it one of the key parts of it to make sure that they will have enough skilled workforce. (Gomez-Mejia et al. 2012, 313)

Especially important the career development is for companies that have an internal oriented human resources management strategy i.e. for companies who aim to develop their already existing workforce and promote within the workforce instead of buying skilled workforce outside of the organization. (Stewart & Brown, 2010, 368-369. Internal recruiting and promoting e.g. motivates employees to work harder and also improves the consistency inside the organization. (Walker & Miller, 2010, 120)

Gomez-Mejia, Balkin and Cardy (2012, 332) have introduced three steps model to manage the career development. According to them the process is ongoing and consists of an assessment phase, a direction phase and a development phase. All the steps of the model are important for and an essential part of well-managed career development.

The first assessment phase aims to identify employee's strengths and weaknesses. This helps then further the employee to choose a career path that fits him/her well and is realistic at the same time. The assessment helps then too to realize which weaknesses have to be overcome to meet the career goals. The assessment and analyzes can be conducted by self-evaluations and/or by using organizational assessment. For instance, performance appraisals, psychological tests and promotability forecasts can be used as tools to assess the current state and competences of an employee. (Gomez-Mejia et al. 2012, 317-320)

When the assessment phase has been successfully finished follows the direction phase where the employee defines where he/she wants to aim in the future i.e. which are his/her career goals. At the same time will be defined the steps the employee needs to take to achieve her/his goals. The employee may attend individual career coaching or benefit from various information services. Services that can provide help to the employee in their career development process are e.g. job-posting systems and career paths. (Gomez-Mejia et al. 2012, 321-323)

The last phase in the presented model is the development phase. This is the phase in which the needed growth to fulfil the needed criteria for career development takes place. The employee needs to develop certain skills to be promoted and to develop on his/her career. The organization can offer the employee certain development programs to assist the professional growth e.g. mentoring and coaching are common used tools. The employee can also participate to job rotation that may help them to gain a wider and new kind of picture of the organization. (Gomez-Mejia et al. 2012, 326-327)

Even though career management is seen nowadays as an important part of HR strategy and practices there are still varying opinions and policies for whom the responsibility of the career management really belongs to. Is it at the end a responsibility of an employee himself/herself or should the company have stronger emphasis to the career development? In the book of Bratton and Gold (2007, 229-230) is stated that the responsibility of career management varies among different work groups. The normal

workforce is expected to be responsible for their own career development but companies take care of the career development for management and “high-potential” staff.

2.4 Summary of the literature review

Based on the theory provided in the previous chapter on the topic of multiculturalism and Human Resources management functions, the researchers have created a figure (Figure 6). The figure displays the three categories of HRM that were chosen to be researched as well as the five main issues and stumbling blocks the literature suggested and were chosen to be researched.

The three HRM functions are presented in the circle: retention, orientation and career development. All areas are equal as that is the picture the literature gives from the topics and the proportions and weighing are equal. The arrow below the circle displays the five key issues defined by the literature by Hofstede, Lewis, Hall and Trompenaars. The arrow pictures the new foreign background employee coming into the company and the issues that can arise from the multiculturalism and cultural differences. As can be seen all the issues have the same weighing and are equally important and visible.

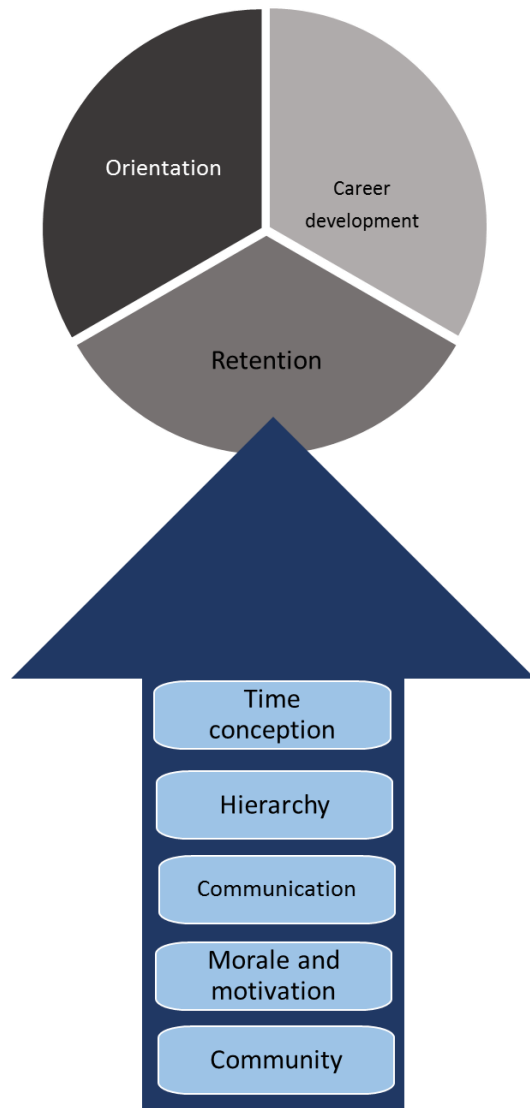


Figure 6. Multicultural issues affecting Human Resources functions model

3 Methodology

The methodology of the thesis is gone through in this chapter. Theoretical information concerning qualitative research and interviewing are included in the chapter. The chosen research methods are justified and reasons why exactly these methods and ways were seen as the best ones are stated. The research process and the additional preliminary research are described as well. At the end of the chapter there are listed the limitations of the study.

3.1 Preliminary research

This particular thesis process differs a bit from many other theses as a smaller research also called preliminary research was conducted before the actual research process. This preliminary research was conducted as a mandatory qualitative research assignment for a course Collaborative Dimensions in HRM LEA3LF004 (6 cr).

Both of the authors participated in the above-mentioned course as a part of their third year International Business Management specialization studies at Pasila Campus in HAAGA-HELIA UAS. Authors of the thesis were the only ones responsible for the preliminary research and no other party took part to the research process. The same case company as in the thesis work was used in the preliminary research.

The aim of preliminary research was to give the authors better picture regarding the topic and create a framework to help to continue with the actual thesis process. The preliminary research was aimed to give new ideas and perspectives for the researchers. The preliminary research worked also as a test for the actual thesis – its aim was to show if the research idea really works or not.

The preliminary research took place from the end of January till the end of March. The process was started when the information of the required qualitative research as a course assignment was given and the process ended on the 31st of March which was the deadline of the qualitative research for the course. First the authors worked only on the preliminary research but at the end of the preliminary research the authors started

simultaneously to work on the actual thesis. As an appendix of this thesis is included a GANTT table (Attachment 3) which more exclusively explains the timeframe of the preliminary research.

The conducted preliminary research was naturally in a smaller scale than the actual thesis even though the process went on more likely the same as the thesis process. The pre-research included two interviews with two managers. The interviewed managers are present in the actual thesis too. They are called M1 and M2 in the thesis work.

Multicultural and foreign labour force on the restaurant field in Finland was the main topic in the pre-research as it is in the thesis too. The biggest difference between the studies is that the pre-research concentrated more on the recruiting and training of the employees. That way the pre-research includes also aspects (whole recruiting) that aren't covered in the actual thesis work. These aspects were left out of the thesis work when the thesis topic was redefined after the pre-research was finished.

Even though there are certain topics that aren't the same in the two researches there are still same topics covered. Both of the researches share the same main topic, multiculturalism, and both of them concentrate on training. The pre-research focuses on strategies as the thesis also does. The same company and the use of same interviewees helped the researchers to create better connection to the organization and to the interviewees.

All in all, the pre-research was seen as a useful part of the whole thesis process. The conducted preliminary research fulfilled its aim by giving good phase and direction from where to continue the actual thesis process.

3.2 Thesis research process

As mentioned already in the previous chapter the actual thesis process was started simultaneously with the preliminary research. The process was started by widening and deepening the theoretical background of the preliminary research. As the thesis needed more elaborate and thorough theoretical background than the pre-research the authors

started to familiarize themselves with the existing literature already before the actual researching started.

The role of the thesis supervisor was prominent in the beginning of the process and continued such through the whole research process. By the help of the supervisor the authors were able to redefine their study aim and scope after the finished pre-research. Based on the conducted pre-research and the opinion of the supervisor it was decided that the actual thesis work concentrates only on the time after the recruitment of an employee. Introduction, training, retention and career management procedures were nominated as the main concentration points of the research. These points were combined with the multiculturalism and the cultural diversity aspects to generate wanted results.

The literature review part of the thesis was written after thorough familiarizing and reading process. The literature review was divided into two parts when one of the authors concentrated more on the multiculturalism and strategy issues and the other to human resource management procedures and statistics. The division was done to ease and clear the writing process and to guarantee an equal division of tasks and duties. Even though the division existed help in the case of need was always given to the other researcher.

Based on the collected theory and written literature review a theoretical background and a figure representing it was created. Questions for the data collection were formed after the finished after the theory review too. The questions for the data collection were accepted by the supervisor and with small changes used then in the data collection. The data collection process is gone through in the data collection chapter later on.

3.3 Qualitative research

Qualitative researching process consists usually on the following three steps: 1) already existing studies of the same topic and the formed theory part, 2) collected empirical data which is usually in the form of text or has been changed to words and 3) researcher's own way of thinking and ideas. (Saaranen-Kauppinen & Puusniekka 2006)

Sometimes the qualitative research is seen as more difficult method to research a certain topic, as the qualitative data doesn't consist of only numbers (like often in the quantitative research) but it can be in the form of words, pictures, video etc. Due to the varying and diverse data more flexible and open-minded ways of analysing data needs to be used. Without flexible and creative way to analyse the data all the nuances can't be revealed. Therefore variability of the collected data can be named as the biggest challenge of the qualitative research method. (Brotherton 2008, 207)

At the same time it's typical for the qualitative research method to use smaller amount of data compared to quantitative way of researching. In the qualitative research it's seen that the quality of the data beats the quantity of it. (Veal 2001, 232)

In the qualitative research method the researcher of the study is always present and that way the study method is more subjective than quantitative research method. Qualitative research aims to understand the researched issues and matters instead of only explaining how things are. That way the research method is especially suitable for topics that need deeper understanding. (Eskola & Suoranta 1998, 14)

Qualitative research can be either inductive or deductive. An inductive approach's goal is to build a new theory on the field of study. The study isn't basing that much on the existing theory than the deductive approach that bases everything on already existing theory. A deductive research is built on the existing theories that are tested by the data collection. (Brotherton 2008, 16-19)

The chosen approach either deductive or inductive has its impact on the whole research process. In an inductive research the data collection takes place much earlier and it's the most important part of the study. On the other hand in a deductive research more time is used to familiarize with the existing theory before the data is collected. (Brotherton 2008, 16-19)

3.4 Interviewing

Interviewing is maybe the most common and well-known way to collect qualitative data. An interview aims simply to find out the thought and the opinions of the interviewee by creating a discussion with her/him. In most cases this discussion situation is steered and lead by the interviewee to guarantee that the wanted topics are covered and the discussion is fruitful for the study. (Eskola & Suoranta 1998, 86)

An interview is always an communication situation and its typical aspects are following: 1) it's planned, 2) initiated and guided by the interviewer, 3) the interviewer is required to motivate the interviewee and keep on the discussion, 4) the interviewer is familiar with her/his role and the interviewee adapts to her/his role, 5) the interviewee must be able to trust that the told information won't be spread further. (Hirsjärvi & Hurme 1980, 41) It's essential that all the dimensions are fulfilled to ensure a successful interview.

An interview can vary from a highly structured interview with strict questions and answer options to an open interview without any questions. The interview can also be a semi-structured interview where questions are set but the interviewees are given a chance to answer freely. Theme interviews are interviews that don't usually have exact question and a strict order of the questions. The interviewer needs to make sure that all the topics are covered in one way or another. The job of the researcher is to choose the most suitable way of interviewing for the study and for the researcher herself/himself. (Eskola & Suoranta, 1998, 87)

3.5 Justification of research method

Management of multicultural workforce is something that can't be researched that well by focusing on numbers and quantitative data. The problems and issues of diversity management can't be simply just analysed by using quantitative ways of researching. It wouldn't reveal the whole truth and the topic would only be able to scratch the surface. In this research the analysed data consists of other person's perceptions and point of views. That's why it has to be more analysed and interpreted.

As described already qualitative research method gives the researchers much more variable data to analyse. Qualitative research also gives more space for the own ideas and thoughts of the researchers. The researchers have then a chance to more choose into which direction to take the research and to which things to concentrate on more.

In the qualitative way of researching that much data isn't needed either. It would have been more difficult and time consuming to try to collect quantitative data inside the organization. The size of the organizations might have set certain limitations for the quantitative data collection too. Qualitative data collection would have needed high involvement process of the whole staff when the qualitative data could be collected by only interviewing couple of employees of the organization. In this case the qualitative research method was much easier to control too.

As quite often with qualitative researching, interviews were used as the data collection method. Interviews were chosen as they were seen as the most suitable and best way to collect data in the case company. For instance, the use of questionnaires was rejected because of their nature of providing rather simple and shallow answers. Any kind of ethnographical studies weren't possible either e.g. because of time issues.

Observation as an additional research method together with the interviews was suggested by one of the interviewees. The use of observation was seriously considered and its benefits were understood. But at the end, observation was abandoned due to timetable problems. The possible way of organization the observation session wasn't ever clear enough for the researchers.

In the interviews semi-structured interviewing was used as the interviewing technique. The semi-structured interviewing method was chosen to guarantee the fact that all the interviews are answering to the same question and that way talking about the same matters which is crucial for the comparison of the results too. Thus, it was seen beneficial to add certain more detailed and defining questions during the interviews. With the help of additional questions was possible to reveal information that otherwise would not have been revealed.

3.6 Limitations

When conducting a research the subject and topic need to be narrowed down enough in order to make the research as concentrated as possible and to give the best result possible. This research was narrowed down to concern only the restaurant industry and especially restaurants in hotels. The use of a case company to conduct this kind of research was seen beneficial and therefore one was used. The case company was chosen due to the fact that it is the most international one to be found in Finland and in Helsinki.

The preliminary research that was conducted by the researchers earlier also determined the limits and the direction of this thesis. As the preliminary research was aimed to study the topic of recruiting it was clear to then move on to the phase where the employees are already a part of the organization and the challenges the multicultural environment and colleagues might bring. It was important for the researchers to have a very practical point of view to the topic and to handle basic Human Resources function properly. Also the researchers wanted make the topic of strategy more comprehensible to the readers and the people who might benefit from the research.

One important factor in narrowing down the topic was to think about the benefits the research brings. The researchers wanted to sectors that would benefit from the research to be as versatile as possible. In the end four parties were defined: the researchers themselves, HAAGA-HELIA UAS, the case company and the restaurant field in its entirety but especially in Finland.

4 Data collection

In the following chapter it is explained how the data collection process of the thesis progressed and what steps were taken before the data was ready and analysed. In addition, the profiles of the interviewees are included into this chapter.

4.1 Data collection process

Data collection process was started by contacting the possible interviewees. With the help of other the author's knowledge concerning the employees of the organization the possible interviewees were chosen. These possible interviewees who fit to the set criteria were then contacted by email or personally by the other interviewee. All of the contacted persons were willing to participate in the thesis process as an interviewee.

The managers from the Hilton side were from all three Hilton properties in the Helsinki metropolitan area. The aim was to get a wider perspective by including all the three units and a manager from every single unit into the research. The employee interviewees were all from the Hilton Helsinki Airport. The main focus was to get foreign background workers as the employee interviewees and Hilton Helsinki Airport had the most suitable interviewees.

After the approval of the interviewees a date for the interview was set personally with every single interviewee. 6 out of 8 interviews were conducted in May and the remaining two in the first week of June. All the interviews were conducted at the work places of the interviewees so in all 3 hotels that took part to the study. At the same time the authors got a good chance to observe the surrounding environment.

All the interviewees were given the questions beforehand and they were asked to familiarize themselves with the questions already before the interview. The interview questions were formed based on the collected theory as was already stated. The interview can be called as a semi-structured interview as most of the questions were chosen and given to the interviewees already beforehand but certain more specific and defining questions were asked along the interview.

The interviews took from 20 minutes to 45 minutes depending on the interviewees and their willingness and ability to share experiences and opinions. All of the interviews were taped and transcribed later. All in all, the authors were satisfied with the interviews and the results they gave for the researchers. The authors also thought that they were able to create a good connection with all the interviewees and that way guarantee nice discussion environment which is important for a fruitful interview.

When all the data collected and transcribed the authors started to categorize and analyse the data. Data analysis was done partly together and partly individually. Other one of the authors concentrated more on the multicultural issues in the analyses and the other one continued with the human resources functions as in the literature review of the thesis.

The table below (Table 4) presents the coding of the results. The results were coded according to the topic extracted from the literature review, the two main theoretical parts being Multiculturalism and cultural diversity as well as Human Resources Management Strategy. The interviews were then analysed according to the coded topics as can be seen in the table (Table 4).

Table 4. Theory topics and coded topics used in the analysis of the research

Theory topics	Coded topics
Multiculturalism and cultural diversity	Time conception Communication and context Hierarchy and status Work morale and motivation Work community and team orientation
Human Resources Management Strategy	Orientation and training Retaining staff and managing separation Developing and managing careers

Summer months June and July were used for the data analysis, writing the findings and comparing them with collected theory. At the end of the July the researchers started to

conclude the findings and draw more general conclusions. The conclusion of the thesis with the managerial implications and suggestions for further researches were written in the beginning of August.

4.2 Interviewees and the profiling

The aim of this research is to give the company and the hospitality industry an idea of managing the multicultural workforce in the most beneficial way. The people that were interviewed for this research were asked to participate because they fit the purpose and a certain profile. The profiles were: a newcomer, long-term worker and an employee who has gotten a promotion. In the figure below (Figure 7) is presented profiles in a hierarchical order in order to make it more visible to how the employees relate to each other. The ED and HR are the counterparts in the case company and in the educational world. Then below HR there are the managers M1, M2, and M3. Below them are the employees E1, E2 and E3.

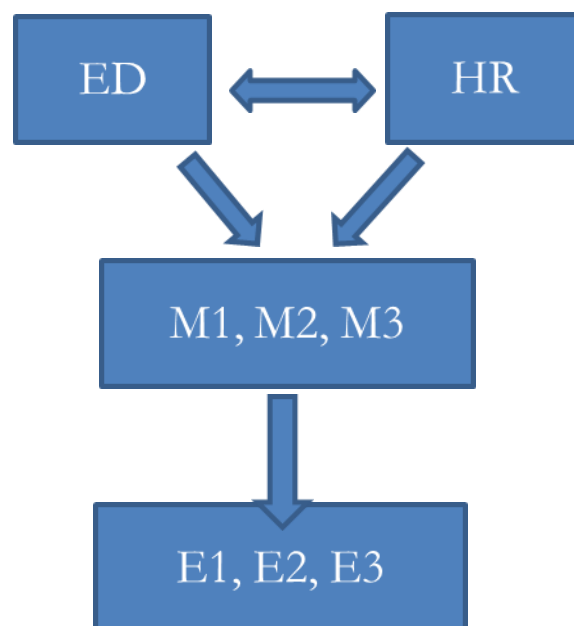


Figure 7. The hierarchy of the interviewees

In the table below (Table 5) some of the information on the interviewees for the research is summed up in order to make it easier to get the overall view. Also it is easier for the reader to see and compare the similarities and differences of the respondents. More information on the detailed profiling can be found in the results section of this research paper under the heading 'Profiles'. Some information is left out to protect the privacy of the interviewees and to make it impossible to figure out the person behind the answers.

Table 5. The coding and profiles of the interviewees

Code	Current position	Education (highest level)	Experiences from abroad	Years of employment	Finnish skills
HR	Human Resources Manager	Master's degree (HAAGA-HELIA)	Studying	Less than 20	Native
ED	HAAGA-HELIA UAS lecturer on strategy and HRM	Licenciate	Travelling	Less than 20	Native
M1	F&B Manager	Vocational degree	Working	Less than 20	Native
M2	F&B Manager	Bachelor's degree in progress (HAAGA-HELIA)	Working	More than 20	Native
M3	F&B Manager	Bachelor's degree (HAAGA-HELIA)	Working	More than 20	Native
E1	Server	Bachelor's degree in progress (HAAGA-HELIA)	Studying	Less than 5	Basic
E2	Head waiter, Restaurant Supervisor	Bachelor's degree in progress (HAAGA-HELIA)	Studying, working, living	More than 20	Moderate-fluent
E3	Meeting Host & Restaurant Coordinator	Bachelor's degree (HAAGA-HELIA)	Studying	Less than 10	Fluent

5 Results

The following chapter concentrates on the results of the conducted interviews. The collected data is presented and gone through in the following part of the thesis. The collected data has been grouped based on the coded topics.

5.1 Profiles

In the following chapter the profiles of the interviewees and respondents are presented based on their answers concerning their education and experience on the field as well as other information.

The aim was to get the representative of the company on human resources and the counterpart from the educational side meaning HAAGA-HELIA UAS. Due to that the Human Resource Manager of the company who had the main responsibility on training the staff was interviewed. Then a teacher of HAAGA-HELIA UAS whose specialty is human resources management and strategic management was interviewed too. She/he teaches both completely Finnish groups and also international groups. In the following chapters these interviewees will be referred to with the names Human Resources manager and .

The Human Resources Manager and the educational representative are both Finnish and their mother tongue is Finnish. Both have vast experience from the hospitality industry and they both have similarities in educational background as they both are qualified teachers. Both have some experience from abroad. Human Resources Manager has done an internship and a student exchange abroad and the educational representative has travelled abroad for long periods of time.

Three representatives of the managerial level and three employee level representatives from the F&B departments were interviewed for this research. The managers are referred to as M1, M2 and M3. They work as managers with varying titles from F&B manager to Restaurant Manager in the restaurants of the three different properties Hilton has in Finland. That is the reason they were asked to participate in this research.

The employee interviewees are referred to as E1, E2 and E3. They work in one of the restaurants of the three properties. These three employees were asked to participate in this research as they all fit the profiles we had chosen to look more deeply into.

E1 is a newcomer who has worked in the company less than a year. E2 is an employee who has worked in the company for over 20 years and therefore is a long time worker. E3 is an employee who has worked in the company for almost 4 years and has had the opportunity to get a promotion.

All the managers interviewed for this research are Finnish and originally from Helsinki. The managers share similarities in their educational backgrounds. All have completed some kind of a degree from the hospitality industry but only two of them are HAAGA-HELIA UAS graduates. Two of the managers also have completed the Finnish matriculation examination.

M1 has an extensive background in the industry and has worked in the industry since the age of fifteen. M2 also has extensive experience from the industry but almost all of it is from restaurants. M3 has been in the industry since the age of sixteen and has worked in several restaurants and hotels and has experience from all the different departments except the front desk of a hotel. They all have been working in the current company for several years; M1 nearly eight years, M2 for seven years and M3 for over ten years. They also have experiences from abroad related to working in the hospitality industry.

The employees of the company in question that were interviewed all have foreign backgrounds. Due to privacy issues the nationalities of the employees cannot be specified. As all of the employees are foreign their educational backgrounds vary a lot. E1 has had her/his hospitality studies in Finland and everything before that she/he has studied in her/his home country. E2 has also done all her/his compulsory studies in her/his home country as well as in Germany but in addition to that he has also studied the hospitality field in her/his home country. After moving to Finland she/he has started his studies in HAAGA-HELIA UAS in the Hotel, Restaurant and Tourism

management program but has not yet graduated. E3 has had her/his education in the home country and then came to Finland and studied in HAAGA-HELIA UAS in the Experience and Wellness Management program.

E1 has experience in the hospitality field only in Finland. She/he has previously worked in few restaurants and has done her/his internship in a restaurant. E2 has a longer experience from the industry. She/he has been working on the field since the age of seventeen and has worked in several different restaurants. In Finland she/he has been working for over 20 years mostly in hotels' restaurants. E3 also has experience from the hospitality industry only from Finland. She/he started as an intern in the Hilton and then continued working there. She/he has switched positions from an extra worker to a fulltime worker.

All the employees have some experiences from other countries than their home countries and Finland. They all have studied abroad and E2 has also lived and worked abroad for several years.

5.2 Definitions of multiculturalism and cultural diversity

All the interviewees had their own opinions on what cultural diversity and multiculturalism are and what they mean. Some of them found these two terms to be synonyms and other found a clear distinction in between them. Some of the interviewees struggled in giving an answer but were encouraged to just give their opinion as there were no right or wrong answers. There is a description on what diversity and cultural diversity are in the literature review by Moran, Harris & Moran (2011) but still no answers were considered right or wrong. The question was to just get the interviewees into the topic and thinking about the terms more in depth.

HR defined multiculturalism and cultural diversity to be very distinct from each other. She/he saw cultural diversity to be more broad and extensive term than multiculturalism. She/he claimed that cultural diversity sounds more positive. In her/his opinion multiculturalism pictures a situation where one country has immigrants from another country.

The educational representative had the strongest opinion on the two terms. She/he said that the terms could easily be seen as synonyms but personally definitely does not see them as the same. In Finland multiculturalism has traditionally meant only people from different national cultures and countries. She/he wishes multiculturalism was wider a term than just that. According to her/him “Cultural diversity is a better term as it is broader and includes also multiculturalism.”

On the managerial level the opinions on the terms were a bit different than the views and opinions of the Human Resources Manager and the educational representative. M1 viewed the two terms as not synonyms and somewhat different. She/he said cultural diversity to be the way the culture is reflected in attitudes, lifestyle and working habits. Multiculturalism is a term that means different people from different cultural backgrounds. M1 one sees that the cultural backgrounds can be mixed in one person which makes her/him multicultural. She/he sees both terms very positive and the words sound extremely positive in her/his ears.

M2 sees the terms as complete synonyms but says that multiculturalism includes other features than just the traditional ethnicity and mentions subcultures. She/he sees diversity in general as more important and in her/his opinion diversity is nowadays more fundamental than just cultural diversity in the working life. The third manager was very brief with her/his answers. She/he thought that the two terms are not synonyms but could not define the difference. She/he then said multiculturalism to be “The influences of different cultures to one specific area”.

The employee interviewees answered the question in very different ways and have different opinions on the terms. E1 sees the terms as the same but positive. She/he highlights the equality and similar right among the members of a multicultural and culturally diverse group. She/he finds acceptance and tolerance of differences and different opinions important part of these terms.

Multiculturalism and cultural diversity at work is a well organized team of local and foreign employees, of which each member is treated equally and has similar right and ben-

efits. In this everybody is tolerant to each other; shares own and accepts others' traits of culture.

E2 did not clearly define the terms nor did she/he give her/his opinion on whether they are the same or not. But she/he brought out another term she/he finds is missing from the question: multicolourism. She/he finds this is not included in multiculturalism and cultural diversity.

E3 feels that the company they all work for is more culturally diverse than multicultural. Multiculturalism is something where everyone from different cultural backgrounds brings something new to the table for others to learn from. She/he also brings out organizational culture to be something important when looking at a work place and whether it is culturally diverse and multicultural.

5.3 Dimensions of multiculturalism

In the next part of the interview the interviewees were asked if they had ever encountered problems or different views on five different aspects of culture. These aspects were: time conception, different communication styles and habits, hierarchy and meaning of status, work morale and motivation and the meaning of work community.

5.3.1 Varying views on time

Human Resources Manager has not encountered any differences or problems concerning time conceptions in between different cultures. She/he says that most of the differences she/he has seen are in between age groups not cultures. The educational representative says that she/he has encountered problems many times as a lecturer.

She/he says deadlines are a vague conception for some people and in some cultures. Also a concept of being late and whether it is okay is something that needs to be addressed very strictly. Clear communication is the key to avoid these kinds of problems in her opinion. But she/he states that individual differences are bigger than differences in between cultures so people should not be stereotyped or judged according to their cultures.

The managers in the company in question had both similar and differing experiences on the topic of time conception among their colleagues and subordinates. M1 describes that she/he has had both positive and negative encounters. She/he has worked in Asia and sometimes time was completely irrelevant concept but when working in her/his current job in the company in question she/he has found people to be very punctual despite the culture they represent. She/he feels that the key to having as few problems as possible is to communicate the importance of punctuality in the orientation phase.

The second manager interviewed said that she/he has not really encountered any major difficulties concerning the meaning of time conception but says that she/he has had not the opportunity to be the witness to a group with people from the same national cultures so making the difference in between individuals and cultures is difficult. She/he has had some problems in the past but there has not been any lazy attitudes towards working.

M3 has had experiences that are very different from each other. She/he has had employees who come to work several hours before the shift starts and then some people who always come late. “The personality of the employee affects but the affect of the culture can still usually be seen. “

The employees who were interviewed for the research have similar views and experiences when it comes to time conception. E1 hadn't had any problems with time conception. She/he knows the way time is perceived in Finland and goes according to it. The only thing she/he has found maybe a bit difficult was the fact that the job in the company in question requires to come to work a bit in advance even though the starting time of shift is given precisely.

E2 has a similar opinion and view on the different conceptions on time. She/he realizes it is different in some countries and there many different ways to think about time. She/he has noticed that in Finland you need to be very fast and efficient when working

and you have to do your job well. In some other countries you can maybe do your job in a slower pace but you still need to do it well.

E3's national culture is very similar to the Finnish culture and she/he knows that punctuality is highly appreciated.

I think we are quite similar to the Finnish culture, we like to be on time and if the shift starts at four we are there five minutes before so this kind of punctuality works for us, this is our culture. So it is quite similar. But it is also personal for me; I like to be on time.

Even though the interviewee has had no problems adapting to the Finnish time conception she/he has witnessed problems among her/his colleagues. Employees from Southern Europe are more flexible when it comes to time. They can come five minutes late and leave ten minutes before the shift is actually over. She/he finds this kind of behavior unfair and it has caused arguments and misunderstandings among the employees.

5.3.2 Differences in communication

Human Resources Manager has encountered differences in different communication styles and she/he finds that different ways of dealing with authority affect the ways of communicating with other people greatly. The educational representative feels that when teaching students they have to start dealing with the differences from their own perspectives. There are differences in ways of communicating and therefore teachers should be as clear as possible and give all instruction in written. Everything should be as simple and clear as possible in order to avoid any unnecessary problems as people are used to communicating differently.

All the managers that were interviewed had very different views on the affect of different communication styles and habits to the work. M1 clearly stated that she/he finds it important to have written instructions and to do the communication also in written, not only verbally. They are also planning to start to use task cards at her/his restaurant

which would make it easier for newcomers and extra workers to see what they are expected to do. When no one has time to explain or show the new people what should be done and how they can start checking the list of duties from the task card. It also saves the nerves of the regular workers as the extras do not ask everything from them but they can check it themselves.

M2 only said that in Finland the very straightforward method of communicating might make it harder to understand the message. Finnish people might come across as aggressive as there is no small talk and therefore the understanding of the meaning of the message might get obscured.

Finns are very straight forward with their communicating and it can affect the understandability of the message, because it comes out so bluntly and people start thinking about that. There is no small talk or any that sort of soft landing to the topic. The understanding of the message gets harder as the communication style is too straightforward.

M3 found many things to be affecting one's way of communicating. Religion, cultural background, the role of men/women in one's own culture etc. are relational to the way they communicate. She/he also feels that the sense of hierarchy affect the way of communicating in some cultures. The role of the customer varies and that affects the way the employees communicate with a customer.

When moving on to the employee level the answers get more practical but are still in line with the managers' views. E1 feels that the differences are more due to personality traits and not so much due to cultural differences. She/he has had no problems or issues with the difference styles and she/he has managed to learn the individual styles of the colleagues. She/he then communicates differently according to the person.

E2 also had experiences of different styles of communicating. She/he sees Finnish view on time as very straight and in other cultures more circular and soft. In her/his opinion decisions are made differently in different countries and in some cultures im-

mediate decision making is very important. In some cultures the communication is very sensitive to losing face.

The third employee has also realized there are different styles to communicate. She/he finds the language skills and the lack of skills to be one of the main things when it comes to problems in communicating. In the company in question some of the employees do not speak Finnish but as the language of communication in the company is English it is not a problem in this case. She/he has noticed that most of the problems occur when people who speak English as their first language do not understand the information provided. She/he also says that the styles vary from person to person as well as from culture to culture so they are not easy to tell apart.

5.3.3 Hierarchy and authority

The Human Resources Manager relates to this aspect quite well. She/he has noticed that, for example, Asians are very respectful towards their seniors and managers. The Finnish culture concerning hierarchy differs from the Southern European cultures quite a lot. In the North the sense of equality and the way of addressing ones superior is very different. Also the way people expect their seniors to speak to their subordinates can differ hugely. The way the employees react to their superior making jokes, for example, can be very different in the Northern Europe versus the Southern Europe as well as Asia and other parts of the world.

The educational representative has seen problems many times concerning status and hierarchy in her/his career in teaching. There are a lot of Russian students in Finland and the way Russians see their teacher is very different from the Finnish way. She/he has noticed that the Russian students can start doubting the teacher's professionalism and questioning the teacher if the teacher asks the student what they think about the subject. In Russia the students assume that the teacher presents the subject as it is and the students accept it. But she/he also says that it does not take long for the Russians to learn the ways of the country, school and teachers and later on their perspective changes and there are less problems concerning hierarchy, if any. Again she/he brings about the importance of communication. When everything is communicated and in-

formed clearly the problems can be avoided and solved. The educational representative has also encountered some confusion in addressing the teacher by first name in Finland with some foreign students.

The problems the managers have encountered in relation to hierarchy are various but have a lot of similarities. M1 one brought out the fact that in Arabic cultures it is hard to accept orders from women if they are their colleagues. But then again, it is not a problem to take orders if the female is their superior.

When it comes to hierarchy I have noticed differences, like, Arabic countries. They don't want to take orders from women. Of course there are exceptions, I have seen. And many times, if the manager is female it is okay, but if a colleague waitress who is female gives orders, they will not listen.

M1 feels that she/he has been treated well by all her/his employees and colleagues despite the culture and she/he has a lot of good experiences as a manager. If managers treat their subordinates well they will treat their superiors well.

M2 has encountered some troubles with people from cultures where men have struggled with female superiors. M2 says that she/he has seen this through her/his whole career wherever he has been and it has not changed during the years. She/he has witnessed different ways of dealing with the status of a manager. To Finnish people managers are not in such a high position as they might be to some people from other cultures.

M3 describes her/his experiences to have a great variety. She/he has noticed differences in between cultures. There have been difficulties and challenges but also opportunities. People have learned from the work and she/he has witnessed it giving a lot of new view points to the employees.

All the employee level interviewees have had some kind of culture shock when they have come to Finland concerning the hierarchy. E1 is from a country where hierarchy and status are everything. The word of the manager is the only true word and it needs to be obeyed strictly. She/he was surprised when coming to Finland when she/he saw

how small the gap is in between the management level and their subordinates. The way of communicating is very informal and casual. It was not hard for her/him to get used to it. It was more of a nice thing and got used to it very easily.

E3 also looked this topic from the point of view of her/his own home country and culture. She/he finds her own culture's and the Finnish culture's ways of addressing one's superiors very different. Her culture's way is much more formal and very similar to the German way. She/he found it shocking how Finns address their bosses by first name and the informality was something she/he found hard to get used to and understand. But she/he thinks that it is very impressive that even though titles are not used very often people still know who everyone is and what is their position. In her/his opinion the Finnish sense of status and hierarchy is much better than the one her national culture has as it builds trust and communication inside the work community.

Just like E1 and E3 also the second interviewee on the employee level has witnessed big differences in the sense of hierarchy and status. She/he finds the Finnish hierarchy very low in structure. In Finland you can approach the supervisors and the upper management straight away without any middlemen in between. It is very different from her/his home country. In there you need to address your immediate superior and then she/he goes to their superior and so on. It is like a chain reaction and it would be unacceptable for an employee to go straight to the senior management.

5.3.4 Aspiration towards work

Human Resources Manager has noticed that some nationalities and cultures are more difficult to motivate to do their job well. Some cultures are slower to get into and used to the job and therefore gaining the momentum in work is slower. She/he has also noticed that the ability to cope with stress and stressful situations differs a lot from culture to culture. But she/he reminds that the individual differences are bigger than the differences in between cultures and nationalities.

The educational representative has found it difficult to pick up any huge differences in work morals within her/his hospitality students but the motivation for different stu-

dents varies a lot. Some students of HAAGA-HELIA UAS have come to Finland from very far away and have invested a lot of money to be there. Therefore their motivation might be higher; they have more to lose than a Finnish person who has gotten the education free of cost. She/he has also noticed that the Middle European students are extremely motivated to study and to get good grades, at least in the HOSBA program. They also have very good studying skills which might affect the motivation.

M1 feels the foreign worker in Finland have a very high motivation towards work and take honor in their work when they get a job. In her/his experience the multicultural employees bring their heart with them to the work they do which differs from the expected Finnish way of relating to jobs.

M2 has noticed that motivation and work morale is very much affected by the difficulties in getting a job. Even if an employee does not feel motivated she/he needs to find it as they might not be able to get a job from anywhere else. This brings a problem where the employee would maybe like to change jobs but realizes they can't which leads to a diminishing motivation towards the job as they realize they are "stuck".

M3 has definitely experienced differences in the work morals of her/his employees. Asians usually have a very high motivation and work morale. Southern Europeans have a lot of variation in their motivation levels. For some people a job is to only get money and make their living and they do not commit to their jobs. She/he brings out the effect of personality and says it is dangerous to make assumptions that the culture a person represents is the reason for the motivation or morale, or the lack of them. She/he feels that difficulties in getting a job in a first place might affect the motivation and morale by increasing them.

E1 feels that when it comes to the company motivating their employees they've not been successful. People need different kind of motivation and the company should try to motivate their staff in a way that it suits the employees. It is not a good way to motivate or lift the working morale to just concentrate on the negative sides and bad reviews. She/he feels that management has a key role in getting the staff motivated to do their job well.

E2 feels that the Finnish workers are usually highly goal oriented and it might be different in other cultures. She/he feels that working morale and the motivation towards work go hand in hand. She/he says that time conception is related to this as it is a part of the culture and it affect the motivation and morale towards working.

I think that here people are much more goal oriented and...and morale aspect is mixed with the motivation aspect. It is difficult for the managers to handle these kinds of situations.

The second interviewee E3 feels that the Finnish culture sees rules and limitations very strict. Some other cultures feel much more freely about them. But she/he then says that motivation is much more of a personal character and has not so much to do with the cultural background.

5.3.5 Communality

The role and meaning of the work community varies from culture to culture. Human Resources Manager has noticed differences in between different cultures. Usually people from outside Finland are more prone to make conversation and are very flattered if someone asks their opinion, especially if the one who asks is in superior position.

Generally speaking other cultures are more prone to share their opinions and like to have conversations. They like to speak and give examples and ask a lot of questions. They sort of warm up quicker and turn into the conversation a lot quicker than Finns.

When teaching the educational representative has noticed that people tend to form groups with students from their same national culture. For example, the German students form a group, the Eastern Europeans form a group and the Finnish students form groups. This can lead to conflicts but that increases the possibilities for getting and innovation.

When asked about the meaning of the work community the managers had similar views and experiences on the topic. They had experienced differences in between dif-

ferent cultures but mainly in between Finnish employees and employees of all other nationalities.

M1 says that the meaning and the role of the community that exist in a working place is very important despite it being completely Finnish or multicultural. She/he feels that the role of the work community can either be negative or positive. If the community is prone to racism or the workers are old the community is exposed to conflicts. Attitudes and thought pattern are hard to change. Then again, there are work communities with many young employees who have experience from abroad or who are otherwise more educated in multiculturalism. And these communities cope well with the different kinds of people.

The second manager sees the multicultural employees and workers as more prone to experience the work community as more a family-like system than Finns. These multicultural workers tend to spend time together also outside work and feel that their colleagues are also their friends and family members. She/he feels that this family centric view on the work community is highlighted when the number of employees from other cultures than Finnish is high.

M3 has experienced various attitudes towards the work community and its role and importance. At the moment she/he feels that for her/his employees the role of the community at work is big and they feel that it is important. It is about how the community welcomes the new employees and how the employee adapts to the community and the place.

E1 feels that there has not been enough communication at the work place which has lead to misunderstanding and later on to even arguments. This is disruptive to the work community and the meaning of the community changes. Building an effective work community is not only the managers' job but also the employees need to make an effort to better it.

Even though the employees interviewed work in the same company they have different views on the work community and its meaning. E3 feels that the community at the company is very close and friendly. There are smaller groups formed by departments or close colleagues that often work in the same shifts. She/he feels that these kinds of communal groups are important and create a sense of trust in the work place. The team building is very important and free time activities with co-workers play a huge role in it. This is something the company takes into consideration very well nowadays. E2 has a clear opinion on the meaning of community at work. She/he feels that it is closely related to the sense of community in the individual's country of origin and culture. She/he has noticed that people tend to gravitate towards people from the same culture and country as themselves and form groups and closer communities. Just like the educational representative has witnessed in her/his classroom.

5.4 Alignment of HR functions and multiculturalism

In this chapter the HR functions are described more in detail. The chapter is divided into three parts: integration, retention and career progress. In the chapter the topics are handled and reported in detail.

5.4.1 Phase 1: integration to organization

"It's very crucial" was the statement of the interviewed E3, when the interviewee's opinion concerning the introduction was asked. This statement concludes well the opinions of the interviewed persons as the introduction and orientation was seen as an extremely important parts of the company's HR functions. It was stated that well executed introduction naturally makes it easier for the new employee to work effectively but it improves and eases also the work of the whole team. The fact that was agreed on was that introduction improves the overall results of the company as well. By introducing the new employees right away with all the policies and habits of the company the employees are able to work better which has its straight affect to the general results.

The interviewees pointed out many different things that should be included in the orientation of a new employee. Naturally the process was expected to include introduction to the work procedures and aspects of the new job. Additionally the importance of the technical aspects like Micros system was mentioned too. But it was also stated that these things aren't enough for an effective introduction process. For instance, E1 said that the introduction should include as many details as possible and at the same time it shouldn't be restricted only to the new employees department but it should cover other departments too. At the same time the interviewee E3 commented introduction and training as follows:

But definitely orientation and training are highly important in terms of getting to know the culture of the company, in terms of getting to know how to behave with the customer and so on how to address them and then the third important thing is to get to know who is who in the house and with what kind of problems you go to whom basically.

As the statement reveals the interviewee E3 agreed with E1 about the scale of the introduction. Neither of them wouldn't restrict the introduction to include only the own department of the new employee. By included the whole house into the introduction, the employee gets to know the employees of the other departments and knows how the whole house works. In the case of a problem the employee is then familiar with the whole staff and knows whom to consult.

The role of the organizational culture as part of the effective introduction program was pointed out by the E3 too. Interviewees E2 and M3 agreed with this. E2 stated that at the same time the clear rules of the company should be given to the new employee as well. M3 mentioned that the introduction procedure of the case company includes always also the organizational side. The new employees are familiarized with both the Hilton as a brand and the particular hotel they work at.

The Human Resources Manager of the case company discussed more the ways of executing the introduction. The interviewee pointed out that it is important to understand that the employees working in the restaurant field learn usually easier by doing and are

not as theory oriented as employees in some other industries. This should be taken into consideration when training sessions are planned. The interviewee HR also mentioned photos and pictures as good tools to train the employees. Pictures are also understandable for all the employees and are not dependent on the language skills. The interviewee stated also that it is important to keep the material simple and be able to provide the material in more than one language. According to the interviewee the material should be available at least in Finnish and in English to ensure that all the employees are able to understand it.

The interviewed representative of educational side highlighted that the introduction processes of the companies usually concentrate only on the job and the organization related factors. The interviewee sees that much more effort should be given to the process of introducing foreign employees to the Finnish culture and way of working. The interviewee M1 agreed with the opinion and stated that people with different backgrounds have different styles to work and see things that should be considered as well. The employees should be familiarized with the Finnish way of working. E1 confirmed also that in some cases multicultural foreign employees would need more information than Finnish employees for whom certain things are obvious. In addition, E2 emphasized the role of the different backgrounds too. The educational representative thought also that the importance of this should be also highlighted more in the studies of the future managers to ensure that they are aware of these issues and possibly know how to deal with them.

On the other hand M2 and M3 didn't totally agree with the opinions of the educational representative, M1 and E1. M3 said that she/he wouldn't categorize employees based on their nationality. The interviewee saw that every person is an individual and the introduction should be more individualistic. At the same time the interviewee pointed out the trickiness of this adaptation. M2 didn't see any need to adapt the introduction from person to person.

The educational representative and interviewee E2 would include more multicultural and diversity training into the introduction programs. The educational representative would like to see in the introduction programs more information about the cultural

differences, how to accept them and solve possible occurring problems. E2 introduced a list of issues that should be covered as part of the introduction program. Religion, praying, dietary regimes, alcohol dispensing, role of the gender and how to relate to the opposite gender at the work are all issues that E2 would include to the introduction of a new employee.

The interviewed employees stated too that it's is highly important to conduct the introduction right away when the new employee is starting the work in the company. E1 and E3 stated that they both have experienced situations where the introduction was given fairly late or it was lacking totally. The importance of rapid introduction can't be emphasized enough.

The overall opinion of the interviewees was that more attention should be given for the introduction of the new employees. It was seen that introduction is often neglected in the field of restaurant business. M1 for example stated that she/he has never received a proper introduction to a new work even though she/he has worked in various restaurants and bars. E1 and E3 brought out too their experiences related to the negligence of proper introduction. At the same time M1 stated that with the current resources it's not possible to provide proper introduction for new employees. Only couple of hour introduction is possible to organize.

As can be seen from the question form (Attachment 1) the interviewees were asked about their experiences related to the training as well. Most of the interviewees concentrated in their answers on the orientation of new employees instead of the training of already existing employees. This reflects that the introduction was seen as more important than training. Although some thoughts related to the training of the whole staff were shared. M1 saw the training to be well organized and working well. On the other hand M3 saw that there is still space for improvement but added that other companies in the same field have probably too. M3 saw also that the training shouldn't be adapted from person to person like introduction because the training sessions represent company's values. If the training sessions are adapted there is always a risk that the original message can change. E3 on the other hand pointed out that the type of needed training

depends a lot on the position in the organization. Several employees pointed out too the role of the online learning in the case company. The online learning was seen as a useful tool by some employees.

5.4.2 Phase 2: work retention

Differing opinions and views regarding the retention of multicultural employees were stated. M2, M3 and E2 saw that the retention of multicultural employees differs from the retention of Finnish employees. E2 stated that certain cultural group, e.g. Somali and Romani, have more problems than other groups to work in Finland. The difficulties they face in daily work life may not make them as committed as other employees are. M3 stated the inequality among employees as a reason too.

M2 had another point of view and opinion concerning the topic. M2 saw that multicultural employees might be even more committed to the organization than employees with a Finnish background. As a reason for this the interviewee gave the language problems and difficulties of getting employed. According to the interviewee multicultural employees can be more committed to the organization when they know that it's not as easy for them to get employed again. M2 pointed out too that this is surely not the ideal situation for either of the two parties. The ideal situation would be that the employees are committed to the organization because they are motivated to work and not because that's their only chance.

At the same time interviewees Human Resources Manager and M1 thought that there aren't big differences between Finnish and multicultural employees although both of them stated that foreign employees might be slightly more committed to the organization than Finnish employees. In addition they brought out the high commitment level of multicultural employees. M1 stated about the commitment as follows: "They really respect the fact that they got a job and especially if they get a permanent job. That's like a real jackpot for them." Human Resources Manager also pointed out that she/he has never faced any problems on the field concerning the retention of multicultural employees.

There were many ways to improve the retention of multicultural employees and make them more committed to the organization given by the interviewees. M3 stated equal treatment of all employees as the biggest reason. According to the interviewee no matter where the employees come from they need to feel equally treated. This is the key to a long lasting employer employee relationship. E2 said that the employer should listen to the employees and consider their opinions as well. According to E2 the retention is only successful when the aspirations of the employee and the employer meet. E3 on the other hand stated the trust from employer's side as an important aspect. E1 mentioned trainings and good communication at work as excellent tools to improve the retention. At the same time she/he said that it is crucial for the multicultural employees to be adaptable too. They need to be ready for new situations and ways of dealing with things. M1 added the perks of big organization as a retention tools as well.

E3 brought out the great value of yearly appraisals. According to the interviewee appraisals that are couple of hours lasting meetings with the direct manager of the employee are highly beneficial for both parties. In the appraisals both the employer and the employee are able to evaluate each other, give feedback and point out things that should be changed. The interviewee sees this as a good chance for the management to really see how the employees are feeling. Interviewee E3 pointed out at the same time the importance of listening the employees like E2 did too. But E3 added that as important it is then to act and react. In addition to E3, M2 stated the use of appraisals as retention tools.

The interviewed managers, Human Resources Manager and the educational representative stated restaurant business to be in general an industry where employees aren't highly committed to the organization they work for. It was seen that employees change really easily jobs. The representative of the educational side pointed out too that the whole restaurant industry is for many only a stopover industry. It is something in which people work for certain period but will then at the end choose another industry where they make their career. Unhappiness at work and the huge amount of young employees were pointed out as reasons.

Generally the high fluctuation of people is seen as a negative aspect but two of the interviewed managers, M1 and M3, questioned such a way of thinking. Especially M3 strongly questioned the whole need of retention. The interviewee stated that she/he has never completely understood the need of jealously hold on the employees. The interviewee more sees that the excellent employees should be given chances to develop and progress on their careers instead of trying to hold them on the jobs they are now. M1 supported M3's opinion by saying that changes are not always negative. New burst of ideas and energy might be needed in some cases. According to the interviewees it is not always good to stick in the old habits and routines. Both of the managers have themselves worked in several restaurants and bar. The gained diverse experience and the changing jobs were seen as positive things by both of the managers.

The educational representative highlighted the importance of education in the process of improving retention. According to the interviewee more value should be given in the education of future managers for the retention issues. The education should provide future managers more information and tips how to make the employees more committed to the organization and vice versa. According to the interviewee bilateral retention is crucial. The retention process isn't such employee's responsibility. The organization needs to be flexible and be ready to make sacrifices.

The educational representative stated that the management and the leading of the employees is the key for successful retention. According to the educational representative the future managers should understand better how the employees can be motivated and that all of the employees are not motivated in the same way. The educational representative saw also that the education of future managers should include cross-cultural and multicultural issues. In addition to these the interviewee stated the role of team meetings, work community and transparency in all actions as extremely beneficial. The language issues should be tried to be solved out as well.

5.4.3 Phase 3: career progress

Based on the interviews can be seen that the career possibilities and progressing on career are seen as an important aspect and crucial part of company's HR functions. For instance, interviewee E2 clearly stated how critical it is to give new career opportunities for the employees. According to the interviewee E2 it's essential for the organization to allow and help its employees to fulfil their work and career related aspirations. M2 pointed out too that for the overall functionality of the work community it is important to give and provide promotion possibilities for the employees. The lack of career possibilities was seen as an issue and something negative for the employees but also for the organization itself.

Even though providing career possibilities is seen as a vital subject and function, there were brought out many issues related to the topic. More than half of the interviewees pointed out and admitted that employees with Finnish background and employees with foreign background have different career opportunities in present Finland: employees with Finnish background having much better opportunities to develop their careers.

Finland as a context country was seen problematic and not so easy place to progress on career if one's cultural background and mother tongue was foreign. Interviewee Human Resources Manager, for instance, stated that in other parts of Europe the situation is different. There progressing on career is easier for employees with foreign background and less value is given for language skills. According to the interviewee Human Resources Manager Finnish skills are still highly valued in Finland. The educational representative and M1 agreed with the interviewee Human Resources Manager. According to them the career management of multicultural employees is still highly undeveloped and unorganized in Finland. In some other countries the management of multicultural employees is more advanced and traditional.

All the interviewed managers and the interviewee Human Resources Manager saw that it is especially difficult for the multicultural employees to be promoted as a supervisor and even harder to work in a management position. The interviewee Human Resources Manager told that in their company there is only one foreign background employee

who works as a Service Manager (position between supervisor and manager) and few Restaurant Supervisors. The case company doesn't have any multicultural employees working in a management position.

Based on the interviews there were many reasons for why multicultural employees have difficulties to be promoted for management positions. Interviewee M1, for instance, brought out that there might exist a way of thinking in the restaurant field that employees with foreign backgrounds don't need any career development chances. They are committed to the organization even if they aren't offered any career management. It is thought that the employees with multicultural backgrounds are just happy to work in the basic labour positions. Interview M1 stated also that even if an employee has already gained some supervisory experience in hers/his country of origin, it doesn't guarantee that she/he will be able to find a work as a supervisor in Finland. According to M1, it tends to be so that the already gained supervisory experiences "disappear" on Finnish labour market.

All the interviewed managers saw that the knowledge of Finnish as the main reason why multicultural employees aren't able to progress on their careers. In Finland it is required to be able to communicate clearly and fluently in Finnish. Especially written communication was seen as a challenge. M1 pointed out that even if lot of the communication can be dealt in English with Finns it's still expected to communicate in Finnish. The language issues weren't seen as a difficulty only by the managers but the employees E1 and E2 pointed them out as well. In fact the interviewee E1 saw the lack of Finnish and Swedish skills as the only issue that slows down her/his career development in Finland.

Even though language skills were pointed out as a main challenge for multicultural employees, some of the interviewees stated that the importance of them is exaggerated. For example M3 and E2 that the language skills are surely an aspect but that they aren't the real reason. The language skills are in many cases used just as an excuse and the importance of them is highlighted too much. M2 said also that he/she has tried to be

flexible with the language issues and not make them too big issues because at the end it is more important that the employees are able to proceed on their careers.

The interviewed managers M2 and M3 brought out the possibility to offer Finnish language training for those employees who need it and are interested in. According to them the company could be the one responsible for the training or at least support somehow the employees who study Finnish on their free time. Manager M2 suggested that the company could also offer incentives and that way make the employees more motivated to study. The incentives and language studying could be linked with the career development management. For instance, by reaching certain level of Finnish the employee could fill the criteria to be promoted for more demanding tasks. Interviewee M2 sees that this would clear the issues related to the language problems.

According to the interviewee the situation is at the moment quite unclear. It is well known that something should be done but at the moment nothing is really done. On the other hand M1's opinion was totally opposite compared to M2's and M3's opinions. M1 clearly stated that the language training is not the duty of the employer. M1 saw that the responsibility on this lies entirely on the employees' side.

E2 and the educational representative both highlighted strongly in their interviews the existing racism. Interviewee E2 felt that outer appearance has a strong impact on the career possibilities. The interviewee sees that racism is not so much related to the nationality of the employee but the appearance of the employee. According to the interviewee proceeding on the career is more difficult for employees who don't look Caucasian. The statement of the interviewed educational representative supports the view of E2. The educational representative stated the fact to be that certain groups are discriminated in the labour markets in Finland. According to the interviewee the educational representative especially persons with Somali or Romani backgrounds are often discriminated. The educational representative pointed out that people can already be eliminated based on their name or cultural background in the recruiting phase. E2 mentioned the above-mentioned groups as an example as well.

On the other hand the interviewed representative of Human Resources Manager emphasized that the multicultural employees have exactly same criteria and chances than employees with Finnish cultural background. M1 agreed with Human Resources Manager and pointed out that as a multinational corporation the company doesn't separate employees. Everybody is given equal chances to develop. The interviewee Human Resources Manager also brought out that multicultural employees don't apply for higher positions so easily. Human Resources Manager would like to see significant rise in their applications.

The role of education and training of managers concerning the management of multicultural workforce rose as a topic during the interviews. The interviewee M3 stated that the company should put more effort on training the managers. By training the managers the career management of the multicultural employees would be better conducted. The educational representative emphasized the role of education. By providing multicultural education for the future managers the impact of racism and discrimination can be decreased.

5.5 Evaluation of the company's HR functions

The following chapter presents a short summary of company's HRM actions and aims to analyse them. The information presented in this chapter is related on only the case company. The aim of the chapter is to give a brief analyse about state of company's present actions and point out the possible issues.

The orientation of the case company seems to be on the line with the general trend in the industry. In other words, the orientation is badly neglected. The interviewed employees E1 and E3 shared their experience regarding the topic and M1 also confirmed that the company should put more e E1 pointed out that there barely existed any training when the employment contract started. The first training was given for her/him half a year after the employment contract was started.

E3 revealed better how badly her/his introduction was neglected. According to the interview she/he had any kind of introduction period or program. She/he hadn't any

meeting with human resources management. The interviewee wasn't even taught any manual skills, for instance, how to use the cashier system problem. E3 had to learn the skills herself/himself and work simultaneously. Only online courses were provided but the online courses concentrate more on the multinational organization itself than the basic work.

Excluding the training of new employees the other training procedures were seen quite well organized. For instance, M1 stated that the training of employees is well executed in Hilton. On the other hand E1 would have wanted to have certain additional training sessions e.g. courses that would enhance barista skills. M3 also said that Hilton could improve its training procedures but pointed out that so could other companies in the industry too.

As was stated already earlier in the results all the managers discussed about the possibility to offer language training for the foreign employees. In this case the opinions were in a line with the earlier presented results. Two of the managers saw it as a possibility but one of them saw this to be unnecessary or not the duty of the organization. E1 mentioned language training as a possible additional training.

The conducted interviews indicate the employees of the organization to be really committed to their workplace and the employer. Interviewees E1, E3 and M1 all stated that they are satisfied and are willing to work for the organization in the future too. M3 agreed with the other interviews and stated that based on her/his experience as a manager of two entities employees are really committed to their workplaces. As a conclusion it can be said that Hilton has successfully been able to engage its employees. As M1 also pointed out organization's state of retention seems to be much better than in some other companies in the industry.

Based on the collected data it can be said that the career management is well organized in the case company too. For instance, E2 stated that employees are encouraged to apply for higher position and that there is given a chance to develop. E3 also stated that she/he has always had a feeling that the management level trusts on her/him. Ac-

According to the interviewee the management of the company really tries to find solution for issues that occur. They are also ready to take an extra step if needed to keep an employee.

M1 agreed with E3 and emphasized that everybody is given a chance to develop. M1 stated that a multinational organization doesn't categorize its employees but everybody is given a chance to develop. On the other hand M3 pointed out that there could be given even more possibilities for the employees. According to the interviewee different hotels and restaurants shouldn't jealously try to keep their employees on themselves but encourage excellent employees to apply for more demanding tasks. M3 mentioned that such a way of thinking should be highlighted for the management and trainings related to the topic could be organized to make the career management even better.

E3 highlighted the role of appraisals in retaining and managing employees' careers. As stated earlier in the results and discussed better later on in the analyses the yearly appraisals were seen as an excellent tool. According to the interviewee E3 the company should furthermore in the future continue the use of appraisals and similar development discussions.

When discussed the management of multicultural employees one more thing that arose from the collected data needs to be brought out: the diversity within the organization. E3 stated that the franchised multinational brand is already a diverse organization that has long traditions with the diversity and multiculturalism issues. But on the other hand the operating company isn't as diverse as the franchised brand. According to the M3 the operating company is just now facing the multiculturalism and isn't that way as experienced yet. Related to the diversity topic E1 stated that she/he would like to see from the management more open and tolerant way of thinking. E1 saw that the organizations should better utilize the possibility of using foreign labour force.

5.6 Summary of the results

To summarize the cultural part of the results it could be said that the concepts of cultural diversity and multiculturalism are difficult to explain and comprehend. The interviewees had some similar views and some very differing explanation for the terms and the point of views varied.

Also the five main multicultural issues or dimensions derived from the literature were proved different in importance and visibility in the results. Time conception was seen as futile and quite unimportant. The differences of communicational differences were acknowledged but not seen as any major issue. Hierarchical and status differences were also noticed but not seen as a problem. They were seen as a matter of adaptation. The different aspirations towards work were seen as somewhat culture related but again not as a problem. Communality was generally seen as very important and it seemed that multicultural workers valued it more.

Two new topics rose from the interviews in addition to these five main issues according to literature. These issues were racism and the problems with the Finnish language skills. And actually these were the heaviest and biggest issues as opposed to the five that already came out in the literature review.

Introduction is seriously neglected in the restaurant industry in Finland even though it's seen as an important part of companies' HRM operations. Introduction barely seems to even exist in the industry and the existing introduction isn't considered to be wide enough. At the moment the existing introduction concentrates only on the work duties. More attention should be given e.g. multicultural issues and organizational culture. Case company's training procedures are well organized and conducted.

Varying opinions regarding the retention of multicultural employees were stated. The general opinion being that the retention of multicultural employees differs from Finnish employees. Some interviewees saw multicultural employees to be more committed to the organization but some stated the opposite. The importance of retention is understood in the restaurant field but at the same time two of the interviewed managers

brought out the benefits of workforce fluctuation. The employees of the organization seemed to be highly committed to the organization.

The collected data showed career development to be much more difficult for multicultural employees. Especially the lack of Finnish skills was seen as an obstacle to proceed. Language training and understanding attitude were stated as possible tools. All in all, the interviewees emphasized the role of offering career possibilities.

6 Analysis

This part is to analyze the results of the interviews. The analysis is divided into chapter by the themes according to the structure of the interview questions. First there is the part dealing with the multiculturalism and cultural diversity at the work place and the differences and problems and then the part concerning the Human Resources Management function in the company and the problems and possible deficiencies.

6.1 Backgrounds of the interviewees

As asked about their background information and working experience the interviewees were all different but had some similarities also. There were total of eight interviewees and six of them have completed or are in progress of completing their studies in HAAGA-HELIA UAS (Table 5). This shows that HAAGA-HELIA UAS is a popular educational institution in the hospitality field in the capital area of Helsinki. The fact that the interviewees with foreign background were all studying or already completed their Bachelor's degree in HAAGA-HELIA UAS shows that the school attracts also foreign students.

All of the interviewees had long and diverse working histories. It was interesting to see that also the educational representative had worked on the field for a long time. It must be useful when she/he teaches to have hands on knowledge and personal experience on the field as she/he is teaching hospitality students.

The vast experiences in the hospitality field of some of the respondents might also affect the way they think and the answers they have provided. M1 has worked abroad during several years and so she/he might have a different view on the multicultural staff as she/he has experienced being a foreigner at a work place.

The fact that all of the interviewees had had at least some experiences abroad (not their home country or Finland) gives an image of the hospitality field to be extremely multicultural and also intercultural. It seems that it is common to go to work abroad for some time and then return with new experiences and knowledge to bring to their work

places. The hospitality field is becoming more and more multicultural day by day and then it is probably crucial to be culturally educated and to have knowledge and experience from other cultures.

6.2 Varying concepts on multiculturalism and cultural diversity

The interviewees for this research were from different national cultures that included Finnish (Human Resources Manager, Educational Representative, M1, M2 and M3), and three other cultures (E1, E2 and E3). All these cultures can be found in the Lewis model (Figure 1) presented in the literature review. In the model Finland is in between the linear active and reactive cultures but still closer to the linear active end, as can be seen. All the other cultures are in between linear active and multi active cultures but still they are a bit closer to the multi active.

The table (Table 1) shows the common characteristics found in each culture type and they give an idea of what kind of people the interviewees are when it comes to their cultures. Of course personalities have a great affect on this and stereotypes should be avoided. The model is a major factor when it comes to analyzing their answer for this research as it gives an idea of their culture and how it may affect their way of thinking.

It can be clearly seen that's most of the interviewees have thought about the importance of diversity at a workplace whether it is cultural diversity or diversity in general even though it was difficult for most of the interviewees to actually define the terms. As defined by Trompenaars & Woolliams (2003) in the literature review cultural diversity should not be considered as a negative thing in any case. And it looks like all the respondents see cultural diversity and multiculturalism as a positive thing except E2 who did not say anything about the terms or whether they are positive or negative. There could clearly be seen a distinctive difference on the view. The educational representative who has personal interest on the matter of diversity in general saw the terms completely different. This must be due to the fact that she/he lectures on the subject of multiculturalism and cultural diversity and sees it as a very important and maybe neglected subject at work places and in the educational world.

The managerial level on F&B had differing views from each other. This is probably due to the fact that they have had different kinds of experiences in their work places and life in general concerning the topic. They all have experiences from abroad but different periods of time. It seems that the longer they have spent abroad the broader the picture they have in their head on the subject is.

The employee level interviewees E1 and E3 seemed to have very positive views on the terms that were asked to define. This might be due to the fact that they are or at least have been themselves foreigners in Finland and feel that it is important to take into consideration at work. E2 then again brought out a completely new aspect of multiculturalism and it feels like this is a very personal matter for her/him. It feels like she/he tried to mention racism in between the lines, without actually saying it.

6.3 The futility of time concepts

When looking at the theoretical information in the literature review chapter and comparing it with the results on the topic of time conception there is clear distinction to be seen. The literature suggest that there are many different ways of seeing time and therefore conflicts can happen and it is hard to integrate people from different time views in a same group and in general the understanding of other cultures on time conception is difficult. But most the interviewees have encountered only small or manageable size problems or no problems at all. And if they have had problems they have easy to solve by communicating. But all of them were aware that there are several different ways to see and feel about time.

The biggest problems that had been encountered with time conception were with the HAAGA-HELIA UAS lecturer. The educational representative had encountered many problems concerning the time conception different cultures have. As she/he is a lecturer in HAAGA-HELIA UAS and teaches culturally extremely diverse study groups she/he has had students from all different possible time conception cultures. All the views presented in the literature review see time differently and that is probably she/he has had to communicate very clearly what she/he expects from the students. Students from a multi-active time conception cultures see deadlines differently than she/he as a

person from a culture with linear time conception. If the students learn the Finnish way of thinking about time already during their studies in Finland it is much easier for them to adapt to the Finnish working life if they choose to get a job in Finland. As Finns are very strict on being on time it might be good to see it already in school rather than learn it the hard way in the working life.

The managerial level hadn't had any major problems when working in the company in question. This is probably due to the fact that either the subordinates have already learned the Finnish time conception or that they represent the same culture on time conception. And again the problem of making a difference in between one's personality and cultural background and its affects is brought out by two of the managers.

The employees that were interviewed have all been to Finland for several years and that is maybe the reason they personally have had no problems with the Finnish time conception now in their current job. This might also be the reason for the fact that they have noticed other having problems and noticing other people doing things the "wrong way" like coming late to work. They have become more Finnish after spending time here for so long and now they notice all the differing ways more easily.

The fact that the interviewees have noticed problems with time conceptions but have mostly been witnesses to the problems rather than a part of them, show that there is room for improvement on the behalf of the company. The importance of being on time and doing tasks when they are supposed to be done might not have been clear enough in the orientation phase. But then again the fact that none of the respondents in the interview had experienced any major difficulties shows that it is something that is not as big of a problem as the literature on the topic suggests.

It seems like that in Finland or at least in this company in question the time concepts and the differences have become extinct. People realize there are differences but they are not a problem. By communicating clearly the way time is seen in Finland solves the problem before it even becomes a problem.

6.4 Importance of written communication

As presented in the literature review chapter the role and nature of communication is varying across cultures. Three of the interviewees M1, the educational representative and the Human Resources Manager said that is important to have the conversation and the instructions in written whenever possible. So it seems like the managers should pay more attention to the instructing and in having the instructions clear and in written. It seems like the importance of language is acknowledged but still left neglected into some extent.

The literature suggests that there are different factors affecting the communication process and whether the communication is successful or not and whether the message is conveyed. As the interviewees had had some problems in communicating properly with their colleagues and subordinates the factors presented might be the reasons the problems occurred.

M2 brought out the Finnish communication style of straightforwardness and no small talk. It is good that he as a Finn has noticed the difference and realizes that it might be difficult for others to understand. It might come across very rude even though it is not intended so. As a manager he probably takes these kinds of differences in consideration and makes it work.

Also the language should be taken into consideration by the managers. As mentioned earlier, the literature suggests language to be one of the factors affecting the communication process and its success. Even though there was no question specifically addressing any language problems many of the interviewees said language to be one of the major factors when it comes to communication problems. Even though this might be true the interviewee E2 said that he feels language is not the key to solving any of these problems but it is rather an excuse. It seems that language problems are used as a disguise in order to not be forced to say the real reason. Racism can be hidden behind a politically correct statement on language issues. This might be the case quite often and it is sad to see this kind of discrimination happening in the modern world. The managers' of any company should make their effort towards not using the language problems

as an excuse if it is not actually the problem. They should find the courage to speak out the real reason or get rid of their own prejudices.

All in all, choosing the right language and having every piece of instruction in written are the most important findings. Also more attention should be paid on the importance of language. Then language might be an obstacle but it can be overcome as long as the initiative comes from the employee and the employer provides support. All the employees of the company should be aware that people from different cultures are different and that by learning about other cultures one can make the working place easier to work in. But again E3 brings out the importance of remembering the difficulty in making a difference between one's culture and one's personality and it is difficult to know whether people act the way they do due to their cultural background or their personality.

6.5 The role of the manager in a multicultural work environment

There are clear differences to be seen in the way the employees relate to hierarchy structure and how they see their superiors. All the employees are from cultures with more structured and strict hierarchy and therefore were surprised when they came to Finland. But it seems that all they found it relatively easy to adapt to the Finnish way and it would have more difficult the other way around. All the managers acknowledge the fact that their employees interact differently with their managers and superiors depending on the culture. In this case the shift from high to low hierarchy cultures has been easy but the managers in any company should bear in mind that there might be employees who come from cultures that have even lower hierarchy structures and therefore might be experiencing some kind of troubles.

Few of the interviewees had encountered problems in having male employees dealing with female colleagues or superiors. M1 and M2 both brought out their experiences on the matter. M1 noticed that a male taking orders from female colleague was impossible but female superior was okay. M2 had experienced problems with male employees dealing with female superiors. This is something that should be addressed immediately if noticed. Some cultures have different views on the roles of females and males as ex-

plained in the literature review chapter. It is understandable that the employees from these kinds of cultures act the way they have learned. But in Finland the roles of males and females are much more vague and equal and therefore discrimination based on gender is unacceptable.

Communication is in a key role, no matter what intercultural problem is in question and so it is also with the different views on manager and superiors. It should be kept in mind that those employees who are not used as low hierarchy structures and have an opposite view of a manager than a Finn would, could experience troubles in dealing with it even though the interviewees for this research had not experienced any major problems. E2 mentioned that in her/his home country the way employees address their superior is very different from the Finnish way. It has quite high hierarchy structure and Finland has quite low so the confusion and possible problems can be easily seen.

The managers should keep in mind that if there is a difficulty or the employee needs to talk with their manager they might not do it as they are not sure how to deal with the manager as it is so different from their own culture. It might be very intimidating for the employee and therefore it should be made very clear in the beginning of the work relationship that it is acceptable to go talk to your manager straight away if there is something to talk about.

6.6 Culture related work morale and motivation

When examining the results from the question addressing hierarchy and status it seems like the managers feel the motivation is higher with foreign workers as they might have no other option for work places. It sounds harsh to say that if an employee does not speak Finnish well enough his/her opportunities becoming employed or changing jobs are limited or even inexistent but at the moment it seems to be the case. This is something the manager should take into consideration when having multicultural employees and subordinates. It would definitely be useful for the employee to know Finnish even though it is not required to perform the work tasks. The managers should then support the subordinates and maybe offer help in learning the language as the employee might

want to change jobs inside the organization and the requirements might include the skills in the Finnish language.

Most of the interviewees said that learning the language when working should be a common effort and goal for the manager and the subordinate. It all starts from the employees own motivation and desire to learn the language and the manager and the company should support it. Maybe the company could offer some language courses in order to support the employee in learning.

As the managers feel that foreign labor force is more motivated to do their job, in this case it raises out the question of whether the motivation is real or forced. If a person has no other place to work and no chances of changing their job will the motivation be something the employee naturally has or is it just something they have been forced to create? The same goes with the work morale. Do the multicultural employees naturally just have higher morals concerning working or does it just seem so as they have no other options in the working life? This also makes one wonder if it is possible or even necessary to raise the motivation of the Finnish workers.

Most of the interviewees agreed on the fact that the foreign background workers have higher working morale than the Finnish workers. The source of the morale is not clear but as one of the interviewees said the motivation and the morale go hand in hand. This is probably true as the connection can be easily seen when one's morale towards work is high their motivation is probably high as well and vice versa. Also the literature suggests that there are many criteria affecting ones motivation and also morale in the working life. The source of the motivation is related to the national culture and also the individual's personality traits and characteristics. But as Human Resources Manager reminded, making a difference in between culture and personality is hard and should be taken into consideration in order to avoid biased opinions.

6.7 Colleagues versus friends

Generally all the respondents for the interview felt that all the foreign background employees are more communal than Finnish employees. This is probably due to the fact that the Finnish culture is very individualistic at least on the Hofstede's Individualism versus collectivism scale. Finns tend to take care of themselves and the closest people to them. People from collectivistic culture tend to take care of all of their friends and family and they might consider their working colleagues as friends because of that and therefore seem more family-oriented even when working. Also Trompeter's dilemma on Neutral versus Affective cultures has an impact. The Finnish culture is very neutral and people tend to not show their emotions. When a person from affective culture shows their emotions it might seem they relate to their co-workers as family. Finnish people might think the same way but they do not show it as neutral cultures do not show emotion. After all, family is an emotional thing.

All the respondents seem to give great importance for the communality of the work place. It is seen as a key to having a well working system in the company. Many of the interviewees had noticed grouping patterns based on nationality at work. They had witnessed people forming smaller groups inside the work community with employees from the same national culture as themselves. This might prevent the employees from forming a well working work community as they are separated by nationality.

Similar behavior can be seen also in the educational world. The educational representative had noticed the same thing happening in her/his classroom when the students are from various different cultures. It would be beneficial for the students work with people from different cultures as it would make it easier to do so also when they start working.

As other nationalities and national cultures were seen as more communal than Finns at work maybe there is something to learn from that. If people feel like their colleagues are also their family and friends it might make the atmosphere at work a lot better and more relaxed. It will then translate to the work results as the employees are more relaxed they might succeed in their jobs better. If the groups formed at work would be

more culturally diverse it would probably diminish the amount of racism at the work places. It seems that the foreign background workers are doing their jobs with their hearts more than Finns and therefore they have an emotional connection to work which Finns might be lacking.

The literature review has a table (Table 1) that shows the different common characteristics that can be seen in different types of cultures. It shows that linear active cultures like the Finnish culture to separate professional and social lives from each other whereas multi-active cultures interweave their social and professional lives. This is one reason for the fact that the foreigners think the colleagues as a family and Finns do not. Of course this is the case only with multi-active cultures. The table (Table 1) also shows how linear active cultures are job oriented and multi-active cultures people oriented. This also shows why some might see the work community as more family-like.

To think how the company could benefit from the intercultural differences it would be maybe beneficial for the company to create better relationships with the employees in order to make them more emotionally involved in the job and the company and therefore maybe more motivated to do their jobs. But the most important thing for the managers is to remember that there are people from different cultures and people tend to react differently depending on the culture. But then again the productivity might also decrease as people might start losing focus on their jobs as all the people they are working with are too close to each other and are more focused on colleagues than on the customers.

To conclude, in Finland the workers in multicultural work environments face the dilemma of either having a family like atmosphere and colleagues spending time with each other outside working hours; and the traditional Finnish very professional work relationships inside the work community. Each has their good and bad sides but when addressed correctly the best of both worlds could be brought together and merged into a working solution.

6.8 Negligence of orientation

As the results of the interviews show the orientation and training of the new employees concentrate mainly on the job itself. The training aims to give new employee the needed skills to carry out the duties that are expected from her/him. These basic skills are naturally essential for the employee and the whole functionality of the work community as at the end the aim is to integrate the employees to the organization and ease their work.

Literature strongly supports the findings. As was stated in the literature part by Walker & Miller the orientation in the restaurant industry focuses usually on the work procedures and basic labour skills. The orientation aims to close the gap between the skills of a new employee and the required skills to serve customers. This is exactly what the results tell us the orientation in the industry to be.

Although the job focused orientation is common in the restaurant industry it doesn't mean that it would be enough or the ideal situation in every single company and situation. In the literature was stated the need for cross-cultural and diversity training. The collected data support this view and shows us that there is a need for multicultural training in the company. Both the multicultural employees and the Finnish employees of the organization would benefit from this as they daily face issues related to cultural differences. In addition, the international customer base of the company increases even more the need of multicultural training.

What to include into diversity training? What is essential and useful? The interviewees stated same aspects as Moran, Harris & Moran in the theory part. Their model could work as the basis for multicultural training. At the same time is important to remember the scale and purpose that is to integrate the employees into the organization and ease their work. The multicultural training should then concentrate really on the issues in the particular workplace and what is happening there. This is something that Moran, Harris & Moran emphasize as well.

As pointed out already multicultural and diversity training offered for the employees of the organization is something that the case company and other companies in the restaurant field should really consider as part of their training procedures. In the future the need for such trainings isn't at least decreasing as Finland is becoming more and more multicultural like the statistical information in the theory shows. The need is proved by the collected data as well.

As was mentioned in the results already the interviewed employees of the organizations would like to have larger scale introduction that wouldn't only concentrate on the department of the new employee but would cover the whole hotel. Based on the theory can be said that this aspect might be overlooked in general in the industry as the topic wasn't discussed much in the literature. This is an aspect that the case company should consider too. Providing cross-training possibilities and other chances to familiarize with the other departments might improve company's results and increase work motivation of the employees. The following figure (Figure 8) shows together all the aspects that should be included into the orientation of a new employee.



Figure 8. The essential parts of successful orientation program. (Jarva & Mäkinen 2014)

In the theory part was stated the importance of evaluating the training procedures. It is important to collect feedback from the training procedures in order to be able to develop training and orientation further. Without follow-ups and feedback it is difficult to know what should be done otherwise. The management of the company can be blinded because of the lack of feedback and think that they are doing good job. In the case of the studied organization wasn't found out if feedback has been collected or not but based on the collected data can be assumed that feedback collection hasn't existed or it has been scarce. This assumption is done based on the experiences of the interviewed employees. The employees clearly stated that there has barely existed any training for new employees.

As introduced in the theory part there is a bunch of reasons why an organization should put effort on the training of the employees and especially on the training of new employees. When considering all the positive effects of training from lower staff turn-over to fewer conflicts one can be ask why are there companies that don't have proper orientation and training procedures for their employees? Isn't the importance of it understood?

The collected data disagrees with this. All the interviewed managers and many other interviews pointed out that for the training of new employees should be more emphasized. It seems to be so that the importance of the orientation is recognized in restaurant industry but nothing is still done to improve the situation.

As presented in the theory by Iverson there can exist thinking among managers that training is waste of money and resources as the employees will leave in some point no matter what is done. As stated in the theory this way of thinking is false as well-conducted training has many positive side effects and it can make the employees to stay in the organization and that way the resources aren't lost. One of the interviewed managers clearly brought out that there aren't enough resources to conduct adequate training for new employees. Based on the work experiences of the interviewees' in other restaurants can be concluded that the lack of resources is not only an issue of the

case company. There aren't enough resources on the operational level to conduct a proper training period for new employees. This is something that should be changed in the future. The executive management of the organizations in the restaurant industry should understand the importance of the training and integrate this into the strategy of the company.

6.9 Importance of retention

Widely known fact is that restaurant field is one of the industries where employee fluctuation numbers are high and employees are considered to be not so committed to the organisation they work for. Staff turnover rates are extremely high. This fact was proved by the collected data. The collected data strongly emphasized that for many people this particular industry is just a stopover for a shorter period and not a lifetime long career option. Young employees are typical for the industry as well as short work relationships. Many of the young people will later on change career and retire from another industry.

As the theory strongly highlights the ideal situation from the employer's point of view is that the employee fluctuation numbers would be as low as possible and there wouldn't be much voluntary separation. In the case of restaurant industry the theory shows that there are problems regarding the employees' commitment and welfare. Situation isn't the ideal and something should be based on the theory done in order to improve e.g. profitability.

The interviewees provided different reasons that might explain the high employee turnover numbers. For instance, was stated that young employees want to experience different things and aren't that easy to retain. The high number of young employees might explain the situation a bit but the fact is that there are also older people working on the restaurant field. For sure is that there isn't only one certain reasons for this but a bunch of them. The physicality of the work, uncommon working hours and low salaries aren't at least things that make the industry appealing for most of the employees not at least in a long run.

At the end the most important question isn't what the reason is for the employees' unwillingness to stay in the organisation, but how to make the employees stay. As the theory clearly states this is the state where the organisations should aim to. Some of the interviewees also pointed out the importance of this and stated this to be highly beneficial. But on the other hand some interviewees disagreed and questioned the importance of the retention.

Based on the literature can be wondered how retention can't be seen as an important matter. The theory clearly emphasizes the value of long lasting work relationships for the organisation. In the theory there are pointed out how much money replacing of an employee takes and which additional costs it creates. Do the restaurants really have money for this? This can be questioned as was found out earlier that there aren't even resources for a proper introduction and orientation for new employees. It can be also wondered, what would happen if the money that is lost due to the high employee turnover rates would be invested to improve the retention and welfare of the new employees. If the employee turnover rate would be lower there wouldn't be a need for that much money for introduction procedures either.

During the interviews the interviewees introduced many ideas how to improve the retention of the employees. For instance good communication at workplace was stated as an important tool to improve retention. It was also seen that it is really important that the managers listen to their employees. Yearly appraisals between a manager and an employee were pointed out too. All of them are examples of communication at workplace.

Two-way flow of information and effective communication between the management and the employee level were mentioned already in the literature as tools to improve the retention at workplace. That way can be said that the data is supported by the theory and a connection between the effectiveness of the communication and the level of the employee commitment can be spotted. Managers should try to be more involved in the daily work situation and be in contact with the employees. They shouldn't isolate themselves from the other workforce but be more part of it. This shouldn't be any-

thing extraordinary as the power distance between the employees and the managers is traditionally extremely low in the Finnish culture.

Appraisals aren't just good tools because they give a chance to share an opinion and discuss about things and issues, but cause they are also a chance to receive and give feedback. Feedback is always important for the employees. It gives a feeling that somebody is actually caring about what they are doing. Especially positive feedback makes employees feel better and more confident which both can improve their commitment to the workplace but also improve their ability to work. On the other hand private appraisals are ideal chance for the management to tell if they aren't satisfied with something the employee is doing. As the theory presents negative feedback should always give privately not to embarrass the employee. As a conclusion can be said that yearly or even more often conducted appraisals or other kind of development discussions are one of the best HRM tools. Their role shouldn't be underestimated but praised instead.

Theory highlighted the usefulness of exit interviews. None of the interviewed persons even mentioned exit interviews. Nobody said that exit interviews would be conducted at their workplace or that she/he would have personally been interviewed for such a purpose during their career. This brings out the question, if exit interviews aren't used at all on the restaurant field in Finland? Are they unknown and not-well-utilized tool? Based on the theory exit interviews would be at least as beneficial tool as the development discussion. In the exit interviews employees usually speak more freely and are willing to bring out things that they maybe wouldn't bring out in a development discussion. The already known end of the work relation gives them usually courage to speak about more difficult things as well.

The main reason for most of the employees is to work is the compensation they received from the work-input they give for the company. Without adequate compensation many of them wouldn't see any point to work at least not as effectively as they do now. The interviewed persons didn't highlight that strongly the importance of adequate compensation and perks. Only one of the interviewees mentioned the perks of a

multinational corporation as a retention tool. Can be questioned why adequate compensation wasn't brought out more. One of the reasons can be that compensation is seen as such a self-evident matter that its role isn't even thought through. Everybody is paid the certain amount of money according to her/his position, status and experience but the significance of the money might not be fully understood.

As stated in the results section already there can be seen a difference in the retention processes of multicultural employees and the employees with Finnish background. The differences should be taken naturally taken into consideration. The aim is that the employees would feel themselves equal with the Finnish employees and they wouldn't anyhow be discriminated based on their outer appearance or cultural background. Only by making them feel equal and important their retention can be improved.

There were also stated opinions that multicultural employees are more committed to the organisation than Finnish employee due to the fact that getting employed is more challenging for them. The fact might be true at least the collected data partly supports this view. But at the same time has to be pointed out that this situation might not be that long lasting. As stated already several times Finland and our labour markets are getting more multicultural which adds the number of multicultural and foreign employees. This development might open new chances for multicultural employees. The shortage of capable workers on the restaurant field, which was brought out by the interviewees, won't at least slow down this progress.

The role of individuality cannot be highlighted enough. All the employees are individuals who behave, feel and act differently. There can be used categorizations like Finnish employees and multicultural employees but at the end needs to be seen behind these terms and to be realized that all the employees are individuals.

6.10 Difficulties in becoming employed and in developing one's career

As already stated in the results section career management and offering career development opportunities for employees, were seen important by the interviewees. Theory states the same and highlights the role of career management. Even though the impor-

tance of career management is understood there are still certain issues related to the career management of the personnel. Career management isn't same for all the employees and especially multicultural employees face problems in Finland.

The role of Finland as a context country needs to be noticed and it's affect to the career management of multicultural employees. As was stated by the interviewed persons and mentioned in the results section it seems to be that multicultural employees have significantly more difficulties to proceed on their careers in Finland than they would have in other European countries. As stated by the interviewees too the reason for this might be the lack of multicultural career management know-how. Even though Finland is getting step by step more and more multicultural the number of multicultural employees are still remarkably lower than e.g. in Central Europe. Those countries have much longer and colourful history with foreign labour force than we have here in Finland. That way the whole system might be more flexible and open for multicultural employees.

Based on the collected data were able to point out poor Finnish skills, racism and biases as the biggest issues that slow down the career development of multicultural employees in Finland. These issues are analysed more thoroughly in the following chapters. Improvement ideas and solutions for the issues are presented too.

6.10.1 The Finnish language skills

The collected data indicated that Finnish skills are still highly valued in the working life in Finland. It is expected that the employees are able to communicate with the customers in fluent Finnish. Finnish customers are still use to the fact that they are able to get service in Finnish. In some other countries this might be anymore self-evidence and the customers might be forced to use another language to communicate with the guests. This particular phenomenon is linked with the long history of multiculturalism in the country and high number of foreign background employees which were mentioned in the previous chapter too. At the same time can be questioned if this is the future in Finland too? Some signs of this can be seen already now like, for instance, the article presented in the introduction states.

If the situation is changing into the direction that Finnish skills aren't required anymore or at least fluent or such a broad skills than at the moment aren't needed the career development of multicultural employees would ease a lot. Even though such a progress will happen in the future when Finland is getting more and more international it doesn't remove the fact that at the moment and still in the near future foreign employees face huge problems on the labour market.

Restaurant field is customer service that aims to fulfil needs and desires of the customers. If this aim can't be fulfilled because of communication problems it is an issue for the organization and reason not to employ a foreign background employee. On the other hand as the collected data proves the role of language skills is often exaggerated. They can be used for an excuse and an easy reason not to promote/hire somebody. Important would be to find the balance between these factors.

The interviewed managers brought out the possibility of offering language training for multicultural employees in order to improve their career development. Based on the collected data and the theory can be said that this to be option which should be highly considered. As the theory presents in the future labour markets will be lacking qualified and skilled employees. The language training would be a possible answer for this lack that was also brought out by an interviewee. Employees who would be otherwise qualified but are lacking certain language skills could be totally utilized by helping them to improve their language skills. Another fact is that recruiting new employees outside of the organization is relatively expensive. More cost efficient would be to develop the existing human capital and recruit internally. Internal recruitment also improves the motivation of the employees.

Varying from organization to organization can be considered what would be the best option to organize the language training. As mentioned in the results the interviewed managers introduced two different ways to organize the language training: training offered by the organization and training which takes place on employee's free time but is

rewarded by certain incentives. Even though both of the options create costs for the organization, they would also bring saving and benefits.

6.10.2 Racism

Varying opinions considering the existing racism in the restaurant field were shed. Some of the interviewees pointed out that racism which prevents employees with certain ethnical backgrounds to be promoted to more demanding positions or to be even hired might exist in the industry. But at the same time the Human Resources Manager representative of the organization emphasized how all the applicants have equal chances to develop on their careers.

The researchers of the thesis were slightly surprised about the fact how important the interviewees saw racism. Surely, the researchers were aware of the existing racism in the Finland and its existence was noticed in the theory search too. But at the end the researchers didn't thought it to be that big thing in the restaurant industry. Therefore, racism isn't included into the theoretical background.

Nevertheless it is important that there won't be space given for racism in the industry and all the means should be utilized to cut down the existing racist behaviour. The racist persons should be helped to see behind their bias and see the multicultural employees as a chance. At the end the company benefits when they choose the best possible person for the job regarding of her/his outer appearance.

6.10.3 Inhibiting factors -model and development possibilities

As stated in the theory part there is one more thing that complicates the career management process: the question for which party the career management really belongs to. Is the organization or the person herself/himself responsible for the development? This question can't be answered based on the conducted research. Only can be said that based on the research there are varying views and opinions considering the topic. For instance, the interviewed managers didn't agree if the organization should help the

employees to improve their language skills and that way to improve their career development chances or not.

In the literature review was presented the career management model of Gomez-Mejia, Balkin and Cardy with the three steps. The presented model could be taken into consideration and maybe in the future combined with the praised already existing appraisals and development discussion. Based on the model there could be analysed more thoroughly the present phase of the employee and defined the future career goals and the actions needed to actualize them.

To conclude all the findings of the collected data and the theory the following model (Figure 9) was created. The model aims to visualise and point out all the matters that might prevent multicultural employees to be promoted or hired.

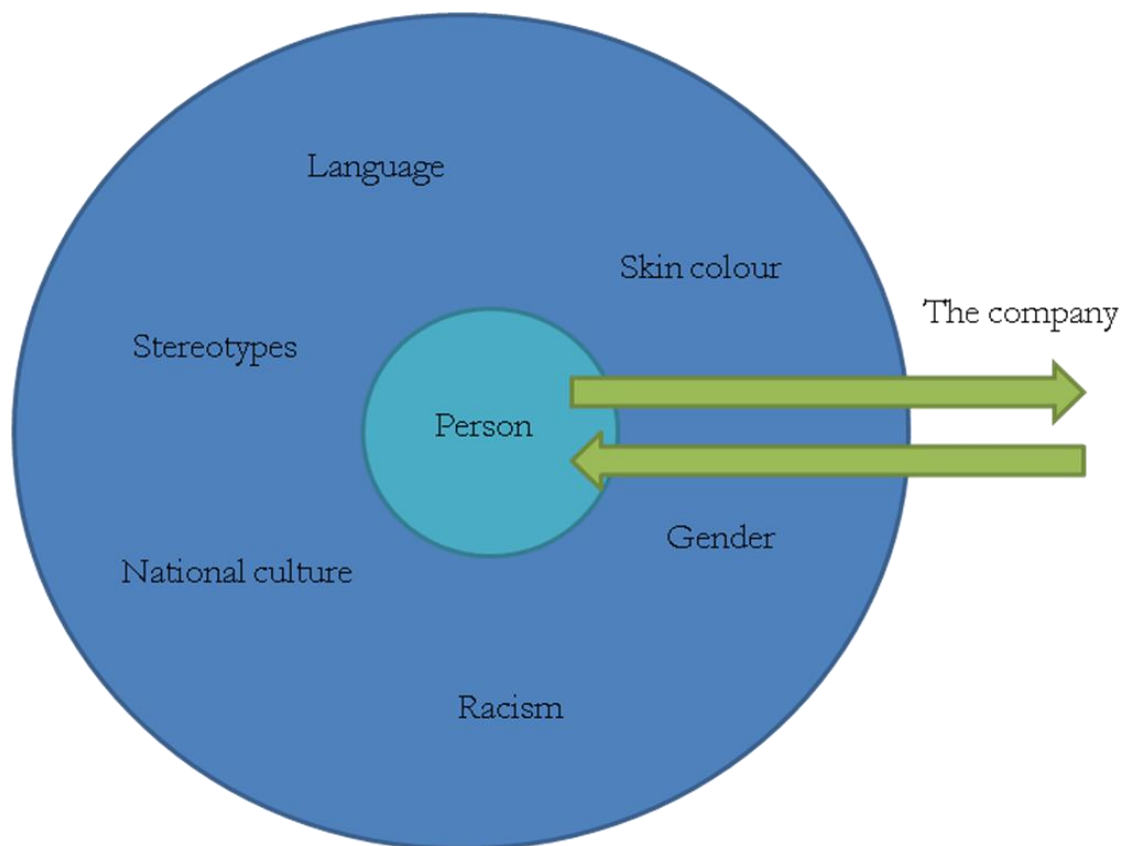


Figure 9. Inhibiting factors in multicultural career management. (Jarva & Mäkinen 2014)

In the center of the figure is “Person” that represents the employee. Outside of the circle is the company/the employer who is deciding whether to promote the employee or not. Person is surrounded with different matters or issues that are preventing her/him to be promoted. The surrounding factors form a wall/shell between the employer and the employee.

The employee needs to be able to vanquish the surrounding issues and stretch out to be promoted. If she/he isn't able to overcome the issues career development won't take place. The model works to the both direction. A company that aims to manage their career management should try to help an employee to win the challenges to get a promotion. The organization should also try to see through the issues and understand that there are issues but they aren't anything that couldn't be handled.

The presented model can be used also for analyzing recruitment functions. The same factors affect to the recruitment as to promotion. It's is essential to understand that the wall between the organization and the employee will always exist but the width of the wall can be changed.

7 Conclusion

After analysing the results of the interview the researchers took a look at the model (Figure 8) created based on the literature review and revised it according to the research results. The revised model (Figure 10) shows how the HR functions need to be assessed according to their importance.

Based on the research the importance of orientation is very important and is seen as the base for the following functions of retention and career development. Also the multicultural issues needed to be revised according to the results. Two more key elements arose from the results and they were added to the model. Also the importance and extent of the issues needed updating. In the previous model the issues were all equally important, visible and extant. But the results show a different weighing of the issues. The darker the colour of the issues is in the model the more important and extant it was seen. And vice versa, the lighter the colour the more futile and unimportant the issue was seen. (Figure 10)

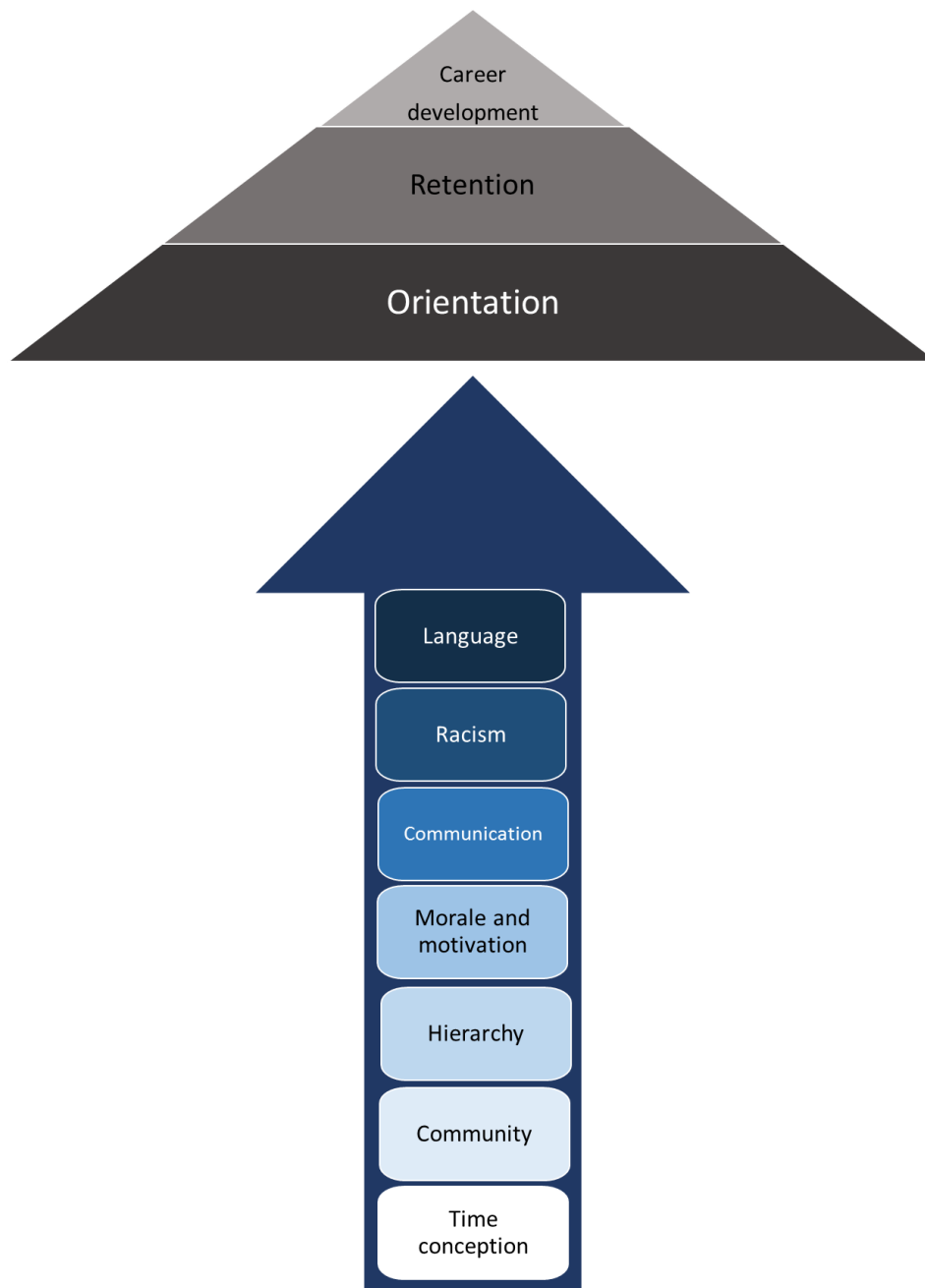


Figure 10. Multicultural issues affecting Human Resources functions model, adapted (Jarva & Mäkinen 2014)

7.1 Evaluation and validity of the research

When conducting any kind of research there are several factors that might be limiting the results, the validity and the reliability of the research. When conducting the research the aim was of course to have as valid and reliable results as possible but during the process we discovered several factors that might be limitations to the research.

First of all the authors can be a limitation as both of them are Finnish and speak Finnish as first language and English as a second language. Some of the interviews were conducted in English. This can cause problems in understanding the interviewees and what they really meant with their answers as English is not the first language of the authors. Also the fact that English is not the mother tongue of the interviewees might limit their ability to express themselves fully. When the interviewees were Finnish the interview was conducted in Finnish. Then the answers were translated in English in order to compare the results more easily. This is a limitation as there might be a mistake or a misunderstanding in the translation process.

The nationalities of the people interviewed for the research is also a limitation. It happened to be that all the managerial level interviewees and the representative of the HAAGA-HELIA UAS were Finnish and the employee level interviewees were foreign. This might affect the results as there is no mix in the nationalities among the certain groups of interviewees. The authors found the number of the interviewees to be adequate for this kind of research but it might still be limitation that affects the reliability of the research. If the sample had been bigger the results would have been more comprehensive and inclusive. The fact that one of the researchers knew some of the interviewees might affect the results and be a liability issue.

The interviewees were from three different locations of the chain in Finland. The locations and properties are very different from each other and the work environment and the clientele are also very different from each other. There are differences in the organizational cultures found inside the chain and might affect the interviewees answers to the questions. Also the fact that four of the interviewees were from one of the properties might affect the results and the liability as there were only one interviewee from the two other restaurants each.

The topic of multiculturalism in the restaurant field and the difficulties that come with it is a very sensitive subject as it brings out the topic of racism. The answers the inter-

viewees gave might not be true as the topic is very fragile and it might be difficult to express the actual opinions as it might be understood in a wrong way.

Time wise the research was done quite quickly due to time restraints and if there would have been more time the topic could have been researched more deeply. This would have led to a more comprehensive theory base and knowledge which would have made the research more reliable.

The biggest limitation that was realized during the research process was the question of making the difference in between the culture and the personality. It is hard to define what traits and characteristics are in the people's personality and what is due to their culture. Of course culture shapes the personality but still it was hard to see what things are caused by the culture what due to the personality. The whole research is based on stereotyping and categorizing different cultures which brings another limitation to the table. Stereotypes should be regarded as guidelines and not absolute solid truths. Stereotypes exist to help people form concepts in their heads but the concepts should be loose enough in order to change them if necessary. In this research the stereotypes are used as a base and a guideline to steer the reader through the researched topic.

7.2 Managerial implications

In the following chapters the managerial implications are introduced. The managerial implications are divided into educational and industrial implications.

7.2.1 Industry

The conducted study indicated that more attention should be paid into orientation and training in the industry in general. Especially orientation of new employees seems to be severely neglected. Orientation seems to barely even exist on the field. New employees aren't provided wide enough orientation even though theory clearly shows the importance of it. The employees are left without the care and guidance they would need to guarantee the best possible start for the new work. At the same time the organization makes losses due to the lacking introduction to work.

The scarce orientation that is given for new employees concentrates basically only on the job itself and happens only within the department the new employee works. The study showed there to be need for wider orientation that covers bigger and totally new entities. Based on the findings a proper introduction program should cover at least scarcely other departments of the company. In addition, multicultural issues and possible rules related to them should be gone through. As some of the multicultural issues that the managers and the employees have had problems with could be avoided by having sufficient training and briefing it is crucial to include this kind of multicultural training in the orientation.

Based on the study result multicultural training is beneficial to include into training procedures of the staff. Multicultural training gives employees information about the cultural differences and helps to understand the existing differences that can cause problems at work. Knowledge about different cultures can erase certain stereotypes and cut down possible existing racism. The importance of multicultural training is all the time growing. The employees and managers seem to know that there can be conflict based on different cultures but in the end they may not have the tools to solve them and if everyone would be familiar with the concept already in the beginning of their working career in the company many problems could be avoided; racism being one example.

Language training is another aspect which adding into training procedures of a multinational organization should be considered. Even though consensus regarding the need of language training wasn't found among the interviewees the idea should be highly taken into account in organizations that have many foreign employees. Language training could help the employees to develop as an employee and progress on their career. Without needed Finnish skills multicultural employees aren't able to proceed on their career. An organization would benefit from the training when the trained employees are staying in the organization because they are motivated and are able to handle more demanding tasks. Need to hire employees outside of the organization for more demanding tasks can be tackled at the same time too. Knowing the language

lessens the gap there might be in between the foreign background workers and the Finnish workers.

The role of retention can't be emphasized too much. Theory strongly highlights the benefits of retention and committed employees. Managers on the field of restaurant business should be made to understand this too. High employee turnover rates can't be just seen as self-evidence. We should be satisfied with them but do something to improve the working conditions and the welfare of employees because committed employees are strong and powerful asset for a company.

Vital for an organization is to understand the re-conceptualization of retention as well. In the case of a larger organization that covers more than one restaurant the employees should engaged with the organization itself instead of a particular restaurant. According to this wider way of thinking it wouldn't matter that much if an employee changes workplace within the organization. Important is to offer career development processes within the organization.

The case company was an example of an organization that is doing mostly good job on retaining its employees. As the conducted pre-research showed the case company is using its own internal recruitment channel which improves its own employees' career development. The case company has at least partly taken into use the organizational retention.

7.2.2 Educational

The importance of education was emphasized several times by the conducted study. Education was seen as a factor that is able to create change in the whole industry. Based on the study was found out certain things that should be taken more into consideration in curriculum planning of hospitality students.

The education of future managers should definitely include more inter- and cross-cultural education. The importance of intercultural competences in the working life has been proved by this study numerous times and their relevance can't be highlighted

enough. Such competences are important already now and their role will be even bigger in the future when Finland becomes more and more multicultural.

Multicultural education would help in the fight against the existing racism on the field. Hospitality students should be helped to understand the role and the power of different cultures. The similarities between people from different ethnical backgrounds should be emphasized instead of the differences.

Students should be familiarized with a multicultural working environment already at school. This means that the educational side should try to guarantee international atmosphere at school by using international teachers than they are using at the moment. International whole degree students, double degree students, top-up students and exchange students add the feeling of internationality. At the moment there are international degree students to some extent at Haaga Campus but the number of them is still lower than the average of whole HAAGA-HELIA UAS. The interview with the representative of educational side revealed that there are fewer teachers with foreign background at Haaga Campus than e.g. in Pasila Campus.

Based on the conducted study is drawn a conclusion that a mandatory cross-cultural course should be added into the curricula of all hospitality management degrees programs. In addition to a course handling on intercultural communication the theme should be incorporated to other courses, e.g. human resources management courses, as well. The students should be provided information how the field will be changing in the future and how to prepare for the changes. They need to be helped to understand, how to work as a manager on multicultural restaurant field and what aspects will need special attention in the future.

As revealed in the research the lecturer of HAAGA-HELIA University of Applied Sciences has herself experienced problems and issues with foreign background students. And those problems are probably the same that the working life also has. There is something to be learned from this and maybe the arising problems in the class room

should be taken as an educational factor and gone through properly in order to maximize the learning on multicultural issues.

Retention and its importance is another entity that needs be more brought out in the education. The conducted study pointed out over and over again how important it is to get the employees commit to the organization. Based on the study can be said that at the moment retention in general isn't the best possible on the field. Restaurant field should be tried to make more appealing industry on which employees enjoy working and are willing to stay. The study named management as the key for the success.

Hospitality students should be taught how retention can be improved. At the same time they should be made to see the benefits of retention. For instance how much costs can be saved by engaging the employees with the organization. By informing the future managers about the benefits of retention the whole state of the field can be changes little by little as the future managers are the ones that determine into which direction the whole industry goes.

In addition to the above-mentioned entities additional education should be given for foreign degree students regarding Finnish labour markets and working in Finland. There could be provided a small introduction to the topic together with the mandatory work placements. The foreign students should be told more about their rights and possibilities. Foreign students should be helped to understand that they have equal changes than Finnish students and there is a need for foreign labour force in Finland. Foreign degree students should understand their value on the labour market and not settle for less demanding jobs.

The importance of Swedish and especially Finnish skills should be emphasized for foreign students too. The conducted study showed Finnish knowledge to be highly appreciated in the industry. Foreign students should understand the role of language skills. As the conducted study showed it is essential both to speak and write good Finnish in order to progress on career. In other words, a foreign student planning to work in Finland in the future should pay attention for language studies already during the stud-

ies. If the student knows Finnish and at least some Swedish the people on the industry cannot say language skills to be the preventing factor from hiring and keeping them as staff members.

7.3 Suggestions for future research

Along the research process some ideas for further research arose. As this research was aimed to be concise and tackle the issues in one specific company and only this company's restaurants not hotels. In the future this research could be expanded by using the same questions used for this research in the hotels of this company. Of course this research could be also used as a base for any other research in any other restaurant or hotel with cultural diversity and employees from several cultures. Of course the sample could be made bigger and all the employees of the restaurants could be included in the research in order to get results that represent the restaurants in case better. It would be interesting to have also employees from the reactive cultures (Figure 1, Table 2) to participate in the research to get one more view point.

The theory base and the literature review could be expanded and further researched. The interviews could be done again with more in depth questions in order to get more in depth results and more applicable information for the company.

This research was tackling internal issues among the employees and the issues the managers have with the employees of the company. It would be interesting to also conduct a research in the same company tackling the issues the restaurant and hotel employees have with the customer.

This thesis was intended to give valuable information on possible problems and solutions for the problems identified. We hope to raise the interest of the managers in the company to realize the possible problems and making a change if it necessary. We hope to have given some tools or ideas for possible options for solutions. We also hope to have raised the interest of the reader to realize the changing multicultural environment in Finland and also abroad. Multicultural work community is a positive thing

but might bring also problems that have not been recognized or seen in communities with only Finnish employees.

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Attachments

Attachment 1: Thesis interview questions in English

1. Background
 - 1.1. Where do you come from and what is your cultural background?
 - 1.2. Please describe your educational background.
 - 1.3. Briefly describe your history in the industry?
 - 1.4. How long have you worked for this company and what is your current position?
 - 1.5. What kind of experiences do you have from abroad? (e.g. living, studying, working)
2. How would you define multiculturalism and cultural diversity at work?
 - Please, share an example

Please, answer the following questions from your own point of view as an employee of this organization.

3. Please describe your own experiences regarding the following topics. What should be taken into consideration especially when the workforce is multicultural?
 - a) Orientation and training
 - b) Staying in the organisation
 - c) Career possibilities and development
4. What kind of challenges have you experienced regarding the following topics?
 - a) Time conception
 - b) Different communication styles and habits
 - c) Hierarchy and meaning of status

- d) Work morale and motivation
 - e) The meaning of the work community
5. What should the company take into consideration regarding
- a) Orientation and training
 - b) Staying in the organisation
 - c) Career possibilities and development

Attachment 2: Thesis interview questions in Finnish

1. Taustatiedot
 - 1.1. Mistä olet kotoisin ja mikä on kulttuuritaustasi?
 - 1.2. Voisitko kuvailla lyhyesti opiskelutaustaasi?
 - 1.3. Kuvaile lyhyesti työtaustaasi ja –kokemustasi alalla.
 - 1.4. Kuinka pitkään olet työskennellyt yhtiössä ja mikä on nykyinen asemasi/työnkuvasi?
 - 1.5. Onko sinulla kokemuksia ulkomailta? (esim. asuminen, opiskelu, työ)
2. Miten määrittelisit termit monikulttuurisuus ja kulttuurinen monimuotoisuus?
 - Anna esimerkki

Vastaa seuraaviin kysymyksiin oman asemasi näkökulmasta esim. manager, opettaja.

3. Kuvaile omia kokemuksiasi koskien seuraavia aiheita/tilanteita. Mitä tulisi ottaa erityisesti huomioon silloin kun työntekijät ovat monista eri kulttuureista?
 - d) Perehdytys ja koulutus
 - e) Työsuhteen molemminpuolinen pysyvyys ja kestävyys
 - f) Urakehitys ja uramahdollisuudet
4. Oletko kohdannut haasteita liittyen seuraaviin aiheisiin?
 - f) Aikakäsitys
 - g) Kommunikointityylit/-tavat
 - h) Hierarkia ja statuksen merkitys
 - i) Työmoraali ja -motivaatio
 - j) Työyhteisön merkitys

5. Miten yhtiön tulisi parantaa seuraavia kohtia monikulttuurisuuden näkökulmasta?

- a) Perehdytys ja koulutus
- b) Työsuhteen molemminpuolinen pysyvyys ja kestävyys
- c) Urakehitys ja uramahdollisuudet

Attachment 3: Gantt table on the preliminary research

