

Career fairs at Haaga-Helia UAS, Pasila Campus

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<p>This thesis focuses on the concept of career fairs within the events industry, specifically the ones aimed at students of the higher education sector. The scope is narrowed down to the last edition of Duuniin.net at Pasila campus, a fair that is organized annually by Haaga-Helia University of Applied Sciences.</p> <p>The thesis is research oriented, and it was carried out between March and May of 2020. Its objective is to identify what are the most important factors that motivate students to attend Duuniin.net., what is their level of satisfaction with the way these needs are addressed, and whether demographic characteristics of the respondents, such as origin and field of study, have an effect on the issue.</p> <p>The theoretical framework for the research briefly outlines some of the key concepts of events management and events planning. It also defines the role of research in events management, with an emphasis on customer satisfaction and market research. In addition, it includes a brief background information about Duuniin.net.</p> <p>The research itself uses a quantitative approach and builds on the general information about the fair, as well as an earlier feedback form sent out by the organizer. The data was collected through a structured survey with questions about the demographic background of the students and their perceptions of the fair. The obtained data is analysed with the help of statistical methods, such as distribution and cross-tabulation.</p> <p>The results of the research show clear differences between students of different origin regarding the perception of the fair, especially when it comes the factors that motivate them to visit Duuniin.net. The limitations of the data make it impossible to determine whether the degree programme is a relevant factor.</p> <p>For Finnish respondents, special services, such as the professional photographer, proved to be the most important driver, while for the international respondents employment related issues are on the top of the list. The data also reveals that in several cases there is a mismatch between motivators and satisfaction. This is particularly true for the job-related services provided, which were poorly rated.</p> <p>From the practical point of view, the outcome of the research offers an insight to the annual Duuniin.net regarding the current perception of the fair by the students. It underlines the fact that there are significant differences between demographics that need to be taken into account in the future development of the fair. It also offers additional information for the participating companies about the main target group of the fair.</p>	
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1 Introduction

The word event has a remarkably broad meaning. It can refer to many different things, starting from small informal get-togethers with a couple of friends to the Olympic games, that involve almost literally the whole world. Each event has its own unique characteristics regarding its purpose, format, and size, just to name a few. However, all events have three key things in common. They are planned gatherings with a purpose, they are special, and they are temporary (Dowson & Bassett 2015, 2).

This thesis focuses on a specific concept within the events industry that is known as a career fair or a recruiting event. There are different types when it comes to the scope and aim, but overall, they can be described as a place where potential employees and potential employers meet. In this case, the emphasis is on events that are aimed at students of the higher education sector, who are about to enter the workforce.

These types of career fairs are usually organized by the universities themselves, such as Duuniin.net at Haaga-Helia, or independently from institutions, as in the case of Contact Forum in Messukeskus. Each fair is slightly different, but they all seem to have a similar aim, which is to help young professionals enter their respective fields by offering opportunities to create contacts, introduce companies to the students, and recruit both present and future professionals.

The scope of this thesis is narrowed down to career fairs organized by Haaga-Helia University of Applied Sciences at Pasila campus in Helsinki, in particular Duuniin.net 2020. The event is held annually, and the last edition took place in February 2020. The participants included a couple of recruiting agencies and around 60 companies from different fields, many of which are recurring.

The aim of the career fairs organized at Pasila campus, including but not limited to Duuniin.net, is to help students look for an internship or an entry level position, and network with companies. This would facilitate them to enter the workforce and to start a career in the field they are studying. Pasila is Haaga-Helia's largest campus and it offers several degree programs in English as well, mostly aimed at international students.

The principal research problem of this thesis is whether career fairs are useful for the students that attend Haaga-Helia. In order to answer that, the research seeks to address the following questions: What are the main reasons/needs that motivate students to attend

career fairs? What is the level of satisfaction with the way these needs are addressed at the career fairs? Are there any differences between different demographic groups?

A few weeks after Duuniin.net 2020 a survey was sent out, asking for feedback regarding the benefits of the event and the satisfaction with it, among others. On the other hand, it did not include demographic variables, such as degree programme, and whether the respondent is a Finnish or international student. It is common knowledge that for foreigners, especially with no or little knowledge of the Finnish language, entering the workforce poses several challenges.

The aim of this thesis is to determine the relationship between the expectations of the students of Haaga-Helia regarding career fairs organized on campus, their reasons for attending, and the level to which these expectations are met, all of this with special attention to the demographic variables. It seeks to help improve career fairs organized at Pasila campus and help optimize the practical benefits of these events for the stakeholders.

The objective is to identify, through research, which are the most important factors that motivate students of Haaga-Helia to attend career fairs the university organizes and the primary outcomes they wish to achieve by visiting such events. Furthermore, the goal is to uncover to what extent these expectations are addressed, pinpoint the areas of possible discord, and to see whether demographic characteristics of the respondents have an effect on the responses.

The second chapter introduces the theoretical framework for the research. It briefly outlines some of the key concepts of events management and planning. Furthermore, the framework defines the role of research in events management, with special attention to market research and customer satisfaction. Finally, additional information is included regarding the background and the current version of the Duuniin.net career fair.

The third chapter is dedicated to the empirical part of the thesis. It defines the scope, the characteristics of the sample, and the methods and tools used for data collection and data analysis. At the end, the obtained results are presented and summarized, which serves as a basis for the last part of the thesis reserved for reflection and analysis.

The results of the thesis help identify and assess the needs of the target audience, how these needs are currently met, and whether it is important to address demographic differences. The research offers a chance for the students to express their opinion, to

share their views on the practical utility of career fairs, and the opportunity to influence the future development of the events, in order to make them more suitable for their specific needs.

The fourth chapter is dedicated to the analysis and conclusions that were drawn from the acquired results, and it seeks answers to the research questions stated at the beginning. Proposals for additional future research are presented as well. Subchapters are set aside for the assessment of the reliability of the data, and for the summary of the author's own learning during the process.

From the practical point of view, the outcome of the research offers an insight to the annual Duuniin.net career fair, and, consequently, other similar events organized at Haaga-Helia. More specifically, it gives insights to the current perception of the fairs by the primary target audience – the students. It also underlines the importance of market research and customer satisfaction assessment as a crucial part of the planning process.

The participating companies can use the results of the research to see the needs and expectations of the primary customer visiting career fairs, and whether they are in accordance with their own needs and the purpose of their participation. This can help them evaluate future participation and elaborate plans for improvement to achieve a better use of resources put into the activity and, at the same time, to get better outcomes.

Lastly, the organizers, in this case the Career services at Pasila campus of Haaga-Helia, are getting an additional feedback from the main target audience regarding the perception of the career fairs. It will help them identify the weaknesses of the current concept model and it has a potential to serve as a basis for further research, the goal of which is to optimize the benefits of career fairs for the primary target group – the students.

2 Theoretical framework

This chapter deals with the theoretical framework for the research. First, it summarizes some of the key concepts of events management, including the types and purpose of events, the planning process, and the key players. Furthermore, the role of research in events management is discussed, with special focus on the utility of customer satisfaction and market research. Finally, the concept of career fairs is introduced through the definition of Duuniin.net organized at Haaga-Helia, the career fair that is the subject of this research.

2.1 Event management

Events have always been part of our lives. We are, by nature, social beings, which is why we have been gathering for various reasons since the beginning of humankind. Simple acts, such as weddings, that only involved family and close friends, celebrating a generous harvest in a community, but also larger scale happenings, such as the Roman gladiator games that gathered hundreds of people and required a lot more organization, these all prove that events have been around for centuries.

Even though the event industry might seem as a fairly recent concept, event management and event planning have indeed a long history. Over the years, with the growing population, development, and the increasing quality of life and well-being in several parts of the world, the driving factors for holding events have multiplied. Events have become larger, more diverse, and more elaborate, which consequently lead to a newfound need for professionals in the field. (Fox, Gouthro, Morakabati & Brackstone 2014, 9.)

Social needs have possibly been one of the main factors determining the demand for events. Events have been an answer to basic human needs, such as the need for social integration, interaction, bonding between people and communities, reinforcement of social norms and structures, and celebrations, just to name a few. However, there are other needs as well, such as, for example, economic, political or organizational, that figure among the driving factors for events. (Shone & Parry 2013, 36.)

It is quite hard to determine the size and worth of the events industry on a global level, but one thing is certain, it is continuously growing. One of the challenges that comes up when trying to make any estimates is the fact that the industry is very fragmented, which makes it hard to see exactly how many companies there are and how many people are involved in the sector. Another challenge is the heterogeneity of the event concept and the lack of

clear boundaries of the sector, due to the fact that it often overlaps with other closely related areas, such as tourism, sports, or hospitality. (Dowson & Bassett 2015, 8-15.)

2.1.1 Definition of events

The first step in defining the key concepts of event management is establishing what the word event means. If we look up the word in dictionaries, they all seem to give a similar definition. For example, an event is (a) a thing that happens, especially something important, (b) a planned public or social occasion, and (c) one of the races or competitions in a sports programme (Oxford Advanced Learner's Dictionary 2020). The first two definitions are quite broad, and the third one defines one specific type, which is only a small facet of the whole concept.

In the context of events management, event does not indicate natural occurrences, it refers particularly to those phenomena that involve a social factor – a gathering of people (Dowson & Bassett 2015, 1). Quite often the term special event is used to make a clear distinction between the two. Over the course of time, the types of events, their purpose and the reasons for holding them have broadened, which is why characterizing it with one simple definition poses several challenges. Nevertheless, several authors and experts on the subject have attempted to define what were the aspects that all events, however diverse, have in common.

Shone and Parry (2013, 6) characterize special events as those phenomena that arise from non-daily routines that have leisure, cultural, personal, or organizational objectives, and are not part of normal daily activities. Kilkenny (2011, in Dowson & Bassett 2015, 3) offers a somewhat similar definition according to which an event is “An occasion, a gathering of people at a certain place at a certain time for a specific reason”. On the other hand, Getz (2007, in Dowson & Bassett 2015, 3) says that “Every event experience is unique arising from interactions of setting, programme and people”.

As mentioned in the introduction, Dawson and Bassett (2015, 2) define events in the following way: it always involves a gathering of people for a specific reason, it is planned, has a pre-set timeframe, and it is memorable (figure 1). Even though some events are recurring, each and every one of them is unique in the sense that at least one aspect of them is impossible to reproduce, such as the exact participants or the exact time.

Besides the key aspects of events, such as the memorability, temporality, and the social factor, Shone and Parry offer a list of characteristics that describe special events as a ser-

vice (figure 2). In addition to the above-mentioned terms, they came up with a set of definitions that include the following: uniqueness, perishability, labour-intensiveness, fixed timescale, intangibility, personal interaction, ambience, and ritual or ceremony (Shone & Parry 2013, 20).

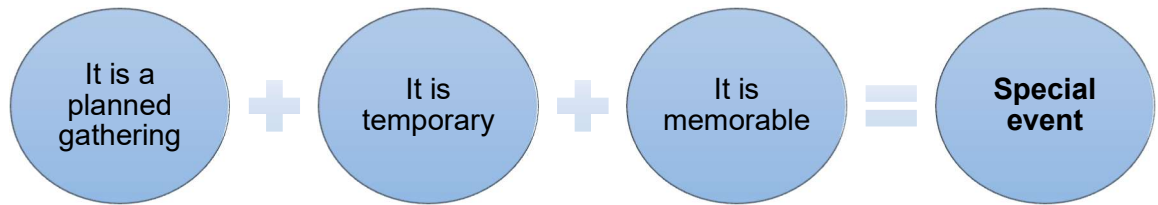


Figure 1. Definition of special events (adapted from Dawson & Bassett 2015)

Perishability comes hand in hand with uniqueness and fixed timescale. Once the event has ended, it is impossible to reproduce it later in the exact same way. Intangibility refers to the abstract nature of events. Most of the times, apart from memorabilia, such as photos or souvenirs, you cannot physically touch them. The more complex events are, the more planning and organization they require, which means they are a labour-intensive endeavour. Furthermore, one of the key issues that need addressed during this process is achieving the right ambience, because that can have a huge impact on the overall success of the event. (Shone & Parry 2013, 21-25.)

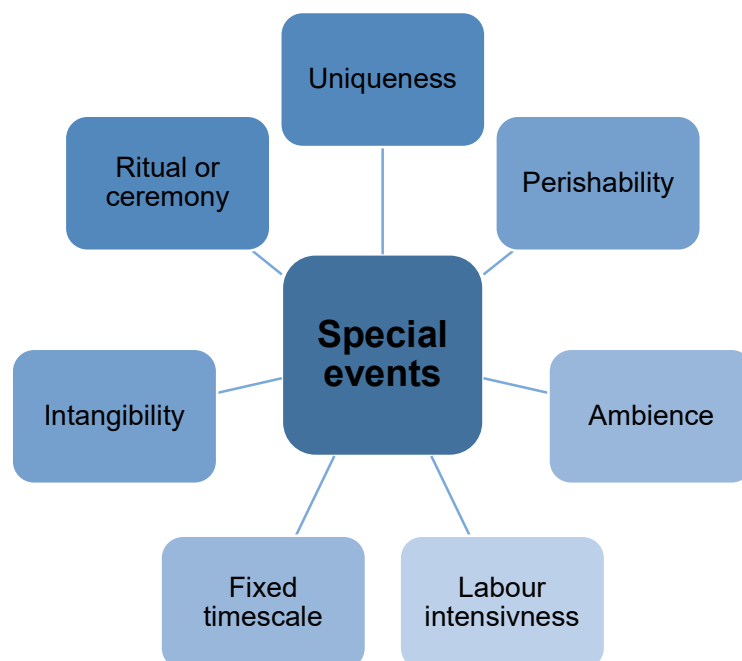


Figure 2. Special events as a service (adapted from Shone & Parry 2013)

2.1.2 Purpose of events

Events have been around forever. People have been coming together since the beginning of time for various reasons, whether to celebrate important family moments, such as weddings, or religious rituals to ask the gods for a good harvest. Even though these two examples are very different, they both have something essential in common: they have a specific purpose. Without a purpose there would be no event, only an aimless gathering of people for no reason.

Defining what an event is poses quite a few challenges, but, as we saw in the previous chapter, several experts in the field were able to construct a definition that encompasses all events quite well. The case of purpose is different, since it seems to be impossible to find a simple phrase that would summarize it without having to list all the different varieties. This list might be endless, since there are countless ways in which we can formulate the reason why we are holding an event, and history has proved that new concepts keep appearing continuously.

One might mistakenly think that the purpose would be determined by the type or category of the event, but this is not a suitable way to look at it, since some events might have more than one, or they might overlap. Furthermore, sometime the purpose of a specific event can change overtime. Even though the format is conserved, the reason why it is organized is different to the original. This happens quite often to events, that used to have religious objectives, but nowadays they are more of a touristic attraction.

Despite the challenges, many distinguished authors in the field have attempted to give some sort of classification based on purpose. Shone and Parry (2013, 7) list the following: to enlighten, to celebrate, to entertain, and to challenge the experience of people. These four categories work for quite many events. However, they do not cover the whole field, since events, such as trade shows or demonstrations do not seem to fit to any of them.

Matthews (2008, in Dowson & Bassett 2015, 3) takes a slightly different perspective and says that events are “designed to celebrate, honour, discuss, sell, teach about, encourage, observe, or influence human endeavours”. Once again, this list can be used to classify quite many of the events, but it makes it a little bit hard to see, where would those events fall, the main purpose of which is to entertain, such as a rock concert.

As we can see, the purpose, the same way as the definition of events is challenging to formulate due to the broadness of the concept. However, when planning a specific event, es-

Establishing what is the purpose is one of the key issues that has to be clear at the very beginning of the process, since it has an influence on many other aspects and decisions concerning the event.

2.1.3 Types of events

As we have established earlier, special events is a very vast concept that include all kinds of occurrences that differ in various aspects, such as, size, objective, or complexity, among others. It is due to this broadness of meaning that we come across several categorizations in the corresponding literature. This section presents a couple of these typologies defined by some of the renowned experts in the field.

Probably the easiest classification can be done based on size and impact. Bowdin & al. (2012, in Dowson & Bassett 2015, 5) differentiates between four categories. Local events are of relatively small scale, for example a fair organized for the residents of a village. If this fair was also aimed at attracting visitors from other areas, we would consider it a major event. Then, we have hallmark events typical of one specific locations. The largest category is mega events, that practically engage the whole world, like the Olympic Games.

Dowson and Bassett (2015, 7) also mention other factors that can be used to categorize events, that could be considered quite straight-forward, such as:

- Frequency, e.g. annual or monthly events
- Geography, e.g. regional or national events
- Sector, e.g. corporate or public
- Internal vs. external, e.g. team building vs. product launch

Shone and Parry (2013, 6) define special event are those phenomena that emerge from non-daily routines, with a leisure, cultural, personal, or organizational objective. This definition is based on a classification of events regarding their objective; a typology that was originally used by Julia Tum (2006, in Shone and Parry 2013, 7). Figure 3 shows this categorization into four broad groups with respective examples.

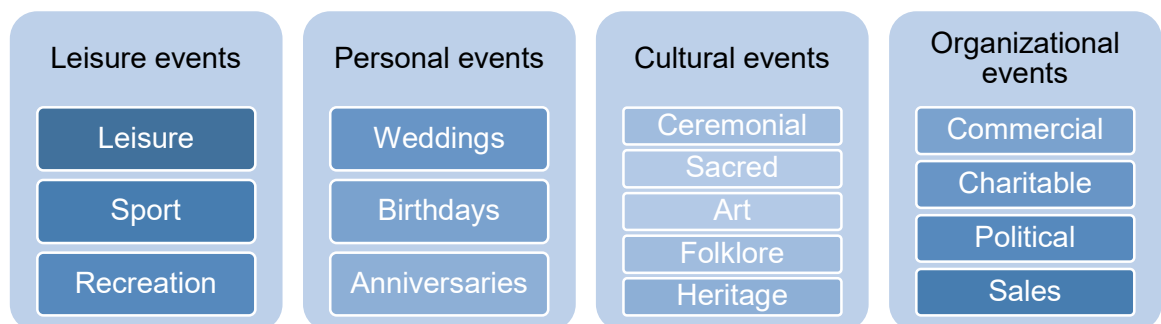


Figure 3. Categorization of special events based on objective (adapted from Shone & Parry 2013)

This classification involving objectives is not unusual. Getz (2007, in Dowson & Bassett 2015, 3-4) uses a very similar categorization, but with eight types instead of four: cultural, business and trade, art and entertainment, education and scientific, political and state, private, recreational, and sports competitions (figure 4). Weed (2012, 57) takes this classification and adds two more layers to it: private or public, and required or non-required engagement.

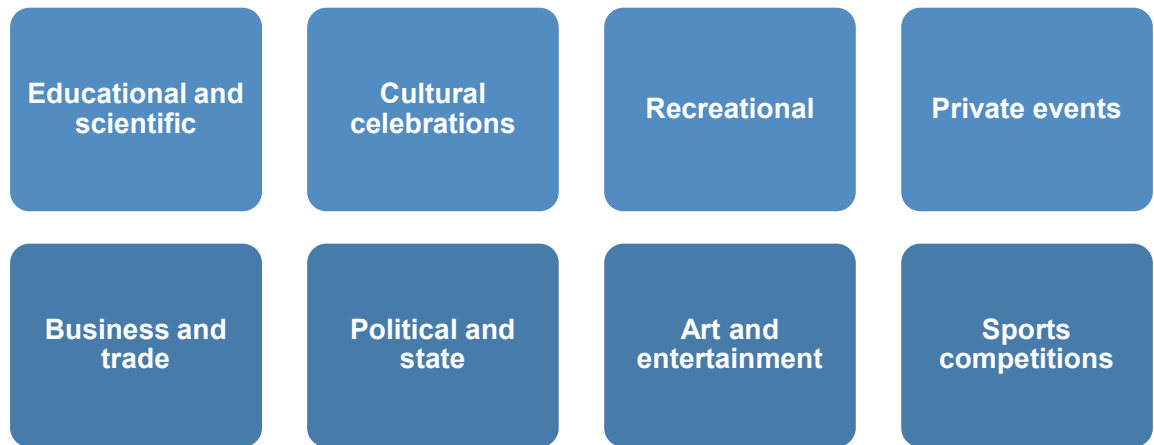


Figure 4. Typology of events by Getz (adapted from Dowson & Bassett 2015)

2.1.4 Planning process

Special events are always planned. One might think that it is not necessary in case of rather small-scale gatherings with a fairly simple concept, such as a small family dinner. However, even these events require a certain level of preparations. Naturally, the more complex the event, the more elaborate the plan needs to be, since there are a lot more aspects and factors to be considered to ensure the best possible outcome.

The fact that no two events are identical suggests that the planning process will also be different every time. Despite that, there are some crucial steps that are very likely to be present in most of the cases, especially when talking about events that have the same format and objective. These key tasks can serve as a sort of a framework that has to be later customized and fitted to the event in question. In any case, it makes the otherwise demanding planning somewhat smoother. (Dowson & Bassett 2015, 21.)

Planning an event is never easy, and the complexity of the process is almost directly proportional to the complexity of the event, which is why having a plan is a must. Dawson and Bassett (2013, 22) made a model of the event planning by dividing the process into three main stages: preparation, planning, and post-event. In figure 5, each phase has its own set of example tasks.

It is important to point out, that this is only an example. Sometimes these phases can overlap, or contain different tasks depending on the event in question. Some tasks might be completely missing due to their irrelevancy and some might be added. If we take another look at the Dowson and Bassett model, we can see that such a task as preparing a bid proposal might be obsolete if we are not outsourcing the implementation to an event management company. Or in case of a family Christmas dinner, such things as location, venue, or promotion are not applicable.



Figure 5. Event planning model (adapted from Dowson & Bassett 2015)

Even though the exact planning steps are case specific, many authors seem to agree that one of the very first and utmost important steps is to specify the concept and objectives. Before anything else gets into motion, it is crucial to clearly determine what are we doing and what is the reason for doing it, in order to make the rest of the steps easier, more effective, and to avoid going in the wrong direction. This might seem as a challenging task, but it serves as a baseline for everything else that is coming later in the process.

Developing the concept is not always an easy task. Consider a simple event, such as a birthday party. If you are organizing it for yourself, it can be relatively straight forward. You know you want an intimate gathering at your own home, with about a dozen people that include your closest friends and family. You know that you want a casual dinner with food ordered from your favourite restaurant, a cake from that little bakery you once visited, and some self-made drinks for after dinner conversation.

On the other hand, imagine you are put in charge of organizing a birthday party for superior, who you barely know, and all that your colleagues tell you, is that you should make it

fun. You have no proper information about the desired size of the event, nor the budget, the preferences of your boss, or who you should or should not invite. It is hard to start planning an event this way, and the probability that something goes wrong is quite high.

Unfortunately, sometimes a vague idea is all we have at the beginning. In these cases, a principle called the 5 Ws might be of help in tackling this challenge of conceptualizing it (Dowson & Bassett 2015, 24). 5 Ws refer to who, what, where, when, and why (figure 6) with a number of items included in each. Answering these five questions in detail will give a good start for outlining the event.

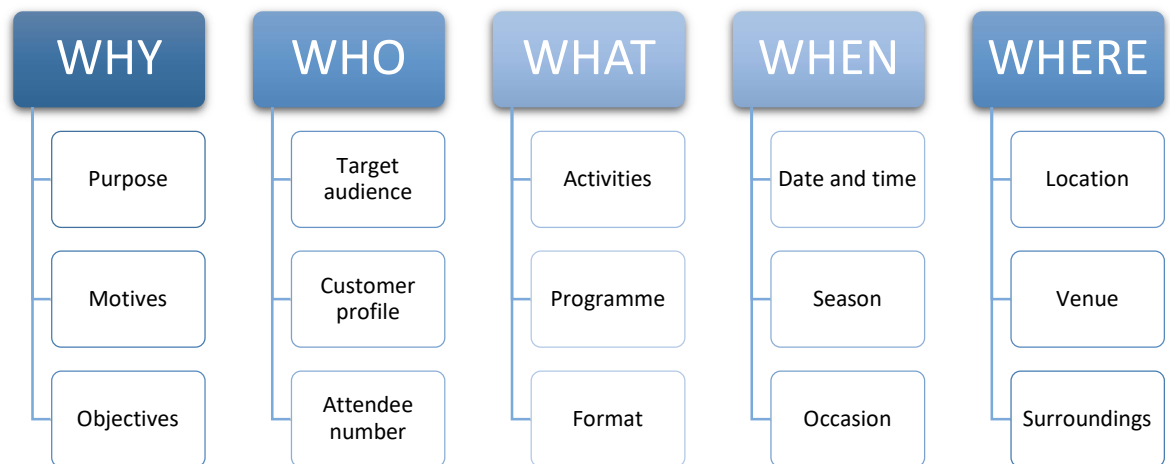


Figure 6. The 5 Ws (adapted from Dowson & Bassett 2015)

An essential part of determining the concept is establishing what are the exact objectives that we are trying to achieve with the event. This might take some effort as well, but it is a crucial step of the process. It is quite common that there would be more than one objective. However, quite often the available resources do not allow us to address all of them to their full extent. It is advisable to put them in order of relevance to see what has to be prioritized in order to achieve the best outcome. (Dowson & Bassett 2015, 27.)

A good practice is to ensure that your event objectives are SMART. This acronym stands for specific, measurable, agreed, realistic, and time bound. Clarity and measurability are key factors that help determine whether the objectives have been achieved, which is also highly subject to their feasibility. Furthermore, all those involved in the planning process should understand and agree with the objectives to ensure that everybody is working towards the same goal. In addition, objectives should be established in time, since changing them in the middle of the planning process might start a figurative avalanche. (Dowson & Bassett 2015, 28.)

Right after having established the reasons why we are doing an event, it is good to pin down, who we are doing it for. Who is our target audience, what are they like, what do they like, what are their needs? Profiling helps planning other steps of the process. If we are aiming at senior citizens, a location and a venue that do not have easy access, might not be the best choice. The same applies for other things, such as the programme. The same objective probably requires a different approach when we are dealing different demographics.

Quite often the target audience and the organizer are not the only parties that should be considered. Imagine you are having a house party in your apartment. You are the organizer and your friends are the attendees. However, providing a good time for your guests is not the only thing to consider. You might think about your neighbours, that might not be happy about the noise and loud music late at night. While this factor does not seem to be important, it can have an adverse effect on the outcome of your event, in case they decide to call the police with a noise complaint.

Anybody who is involved in or affected by an event is called a stakeholder. The bigger and more complex the event, the more parties are involved in the process. Dowson and Bassett (2015, 33) differentiate between internal and external stakeholders, in relation to the organizer. External stakeholders can vary depending on the type of event, and they can include different entities, ranging from the visitors, to the local community and authorities.

Of course, not all stakeholders are the same. Their expectations and objectives can be quite different, sometimes even contradictory. Equally, their level of interest and influence in the outcome of the event varies. Some are more relevant than the others, so it is advisable to rank them hierarchically to make sure the most important ones are addressed in a proper way. (Dowson & Bassett 2015, 33.)

Establishing the key items in the preparation phase has a huge impact on many of the tasks in the actual planning phase. Location, timing, programme, suppliers, promotion strategies are highly dependent on such things as the budget, the objectives and the characteristics of the target audience. That is why the preparation phase should not be neglected, because it makes the later stages easier.

Among the last stages of the planning process are the tasks related to post-event evaluation. They are equally important as any other part of planning an event. Measuring the result, evaluating the outcome and the success, by such simple activities, as collecting

feedback, serves as good point of reference to see what went well, what went wrong and what needs to be improved in the future. (Dowson & Bassett 2015, 49.)

2.1.5 Key players

We have established that each event can be characterized as a gathering of people, but we have not established who these people are. Besides the attendees, in this case meaning visitors, Dowson and Bassett (2015, 10) set aside those individuals and organizations, that are involved in the planning and implementation of an event, and divide them into three groups: clients, organizers, and suppliers. Quite frequently these group partially, in some rare cases even completely, overlap.

If we look at smaller scale gatherings, such as family celebrations with only a dozen people, it is not very common to outsource the planning of the event to an event professional, simply because there is no need for it. In this case the client and the organizer are the same person, or people. Some bigger organizations might also have a separate department that is in charge of corporate event organization, therefore there is no need to outsource the service (Dowson & Bassett 2015, 11).

On the other hand, some events are so complex that all the organizational tasks would be too much to handle for a non-professional, or the client simply does not have the time or the expertise to carry it out. These are the situations when the help of the professional event organizer or event management company that takes over the responsibilities of ensuring that everything runs smoothly, and the event is successful.

Unlike the first two groups, that can completely overlap, it is almost impossible to organize an event without having any external suppliers. Unless you are cooking dinner for a dinner party and using exclusively raw ingredients that you grew and produced by yourself, at the very least you will use some sort of grocery store as a supplier. The exact types of event suppliers depend from the nature of the event, and the provided services can range from catering, through entertainment to venue, among many others.

2.2 Role of research on event management

All special events are planned, and the planning process includes the design, as well as the implementation, of all long list of tasks. These tasks can range from themes, places, refreshments, to services and programmes, that provide experiences for everybody that is in some way involved. (Getz 2012, in Fox & al. 2014, 4.)

However, these tasks cannot be planned without prior knowledge. This can come from various sources, such as the observations of the organizers and their previous experience, or the perceptions of other involved parties, like the visitors. Recognizing what is already known and building on this knowledge while taking into consideration the expertise of others is the core pillar of event research. (Fox & al. 2014, 4.)

Even though events industry has a long history, it has not been recognized as an industry on its own up until the second half of the twentieth century. This partially due to the fact that it frequently overlaps with other sectors, such as tourism, or hospitality. Nevertheless, the events industry has been continuously growing during the last hundred years, and the sector has been gaining visibility. This growing interest in the field has led to a need for professional management, and consequently the need for field related research to ensure the success of the industry. (Fox & al. 2014, 9.)

It was in the 1980s when governments worldwide began to realise the potential for events to generate positive impacts. Even though the areas of research have gradually broadened, to this day most of the conducted research on special events is mainly economic focused, with less attention to other factors, such as the socio-cultural, environmental, and political impacts. (Mair & Whitford 2017, 1-3.)

2.2.1 Market research and analysis

DJS Research Ltd (2020) defines market research as “A systematic, objective collection and analysis of data about a particular target market, competition, and/or environment”. In the events industry, one of the main reasons for conducting market research is to predict the attendance (Fox & al. 2014, 11). This is especially true for launching new event concepts, or for introducing an existing type of event in a new place.

Knowing whether there is a potential market for an event, and how huge it is, will definitely have an effect on how many people will take part. For example, organizing a boat fair in a region where there are no lakes or sea, will most likely make no sense. There might be a few aficionados, but the number of people owning, or planning to purchase a boat is probably going to be quite low.

People attend events to satisfy a specific need, whether it is to be entertained, to learn something new, or to socialize with other people (Shone & Parry 2013, 36). They have certain expectations towards the event, even when they might not consciously be aware of them. One can decide to spontaneously attend an event only because it seems fun, and

for no other apparent reason, yet walks away disappointed, because it was not what he/she expected.

The success of the event is largely dependent on how these needs were addressed and whether the expectations have been met. The experience will affect the probability of future attendance, as well as the likelihood of positive advertising by word of mouth. Unfortunately, in many cases event organizers do not have a ready-made list of who their target market is, what they are like, what their opinion and values are, and so on.

Market research is a way to get a better understanding of the audience. This information helps to tailor the event to the specific target market, and it has an effect on the planning process. It determines how the objectives are supposed to be met, because different group most likely require a different approach. While older generation might prefer listening to an expert speaker to be educated, it might not be the best format for younger generations. Knowing the target audience is a key factor in achieving a successful event.

2.2.2 Customer satisfaction

As stated in the previous section, people attend events in order to satisfy a certain need, or needs, and they come with certain expectations, that the event organizer should be familiar with to a certain extent. Customer satisfaction measurement is a tool frequently used to measure how well these needs and expectations were addressed. They are one of the key aspects of event evaluation (Fox & al. 2014, 13).

Even though you do not see any unhappy or angry faces during the event, it does not mean everything was spot on and there is nothing to improve in the future. Some things might be evident or even observable by a naked eye, but some might not. Collecting feedback from participants helps determine what went well, and to what extent, what did not work, what could be better and what could be done in the future to improve the experience. (Fox & al. 2014, 13.)

Customer satisfaction measurement goes closely together with market research in the sense that it also serves as a tool for gaining additional insight on your target audience. It shows whether if your profiling was correct and whether your approach worked. It can also point out new areas that were not given enough attention or that were completely unthought of.

2.3 Duuniin.net as a concept

The origins of Duuniin.net date back to 2007 when the first career fair event was organized in Helsinki Fair Centre, nowadays Messukeskus, jointly by six universities of applied sciences from the capital region. However, in 2013, changes in legislation and funding for the universities made the existing concept difficult to maintain and a new, smaller on-campus event was created under the name of Duuniin.net, organized solely by Haaga-Helia. (Väyrynen & Lajqi 7 April 2020.)

The original event in Helsinki Fair Center was free for the students but required prior registration. The companies could rent stands of different sizes, which ultimately proved to be too costly for them. In spite of that, the companies were keen to participate, and the event hosted annually between 70 and 150 of them. Apart from that, there were various workshops, shows and seminars, but attracting more students proved to be rather challenging mainly because it was an off-campus event. (Väyrynen & Lajqi 7 April 2020.)

Duuniin.net with its current format and name started in 2014, held simultaneously at Pasila and Haaga campuses. For the first time in 2020 the two events are organized at different times. The number of participating companies had to be reduced to about 60 due to limited space and security reasons. Moreover, the event offers year by year also other services, such as workshops, CV clinic, and a professional photographer and hairdresser. (Väyrynen & Lajqi 7 April 2020.)

3 Research methods

The thesis is research-oriented and it aims to determine what is the relationship between the main expectations of the students that attend career fairs, and their level of satisfaction, with special attention to their dependence from the demographic variables, such as origin and the field of study. The scope of the research is narrowed down to students that attended the career fair Duuniin.net organized at Haaga-Helia, Pasila campus, in February 2020.

The research is quantitative and builds on the general information about the fair, as well as the feedback form that was sent out after the event. It seeks to answer the following questions: What are the main reasons/needs that motivate students to attend career fairs? What is the level of satisfaction with the way these needs are addressed at the career fairs? Are there any differences between different demographic groups?

The term quantitative refers primarily to the nature of the data collected for the research. Quantitative methods are used to gather numerical information that can also be used to assess relationship between different variables. This type of data usually gives a good general assessment of a certain issue; however, it does not explain the underlying reasons that generated said information. Quantitative data is mostly collected with the help of a survey, and it is analysed using statistical methods. (Fox & al. 2014, 24.)

This approach was chosen as the most suitable, since the present research is building on already existing data. It aims to find more information regarding given issues, in this case a specific set of expectations that might motivate the students to attend career fairs. It does not seek to find out whether there any new issues that should be taken into account regarding the topic. It also does not pretend to explain why the collected data is the way it is, it merely wants to describe it, to give a better understanding of the market and possibly to serve as a basis for further research.

This chapter presents the stages of the research process, the methods, and tools that were used in each stage, and how they were implemented. Separate subchapters are dedicated to describing what kind of data was collected, how it was collected, what methods were used for the analysis of the gathered information, and to the summary of the results generated by the research.

3.1 Data collection

As mentioned above, the research is based on an earlier feedback form that was sent out after the event by the organizers. It seeks to collect additional data on the already existing concepts, in order to offer insights from a new angle by taking into account new factors. The data is of quantitative nature, and it was gathered with the help of a structured survey in the form of ten predefined questions.

In order to determine what are the main motivating factors for students to attend the career fair, they were asked to mark the importance of a set of predetermined statements. These statements were based on the activities and services Duuniin.net was offering, and on the issues that were determined by the nature of the event concept, which were also mentioned in the email invitations.

The predefined statements included in the question were the following:

- I wanted to get to know the companies in my field.
- I wanted to network with the company staff and make contacts.
- I was hoping to find an internship.
- I was hoping to find full time employment.
- I wanted to look for ideas for my thesis topic.
- I was hoping to find a thesis commission.
- I was hoping to get feedback on my CV.
- I wanted to use the professional photographer and/or hairdresser services.

The students were asked to mark the importance of each statement on a Likert scale. The scale offered four options: not at all important, a little important, moderately important, and very important. All of them were obligatory to mark. In addition, there was an optional field, that offered the possibility to add a statement, if the respondent felt like something was not included in the answers.

To measure the level to which the expectations of the students were met, a second question was designed to indicate how satisfied they were with how each issue was addressed at the fair. The statement that the respondent marked as not at all important in the previous question were excluded from the list. The Likert scale had four levels: not at all satisfied, a little satisfied, moderately satisfied, and completely satisfied.

The survey also included a couple of demographic questions regarding the background of the respondents, such as the name of their degree programme, whether they are Finnish or international students based on country of origin, and the level their knowledge of the Finnish language. This type of data was missing from the original feedback form, but it

was incorporated here to see whether there is a difference between specific groups in relation to the same issue.

There were three additional questions at the end to gather information about whether the respondent thought their field of study was properly represented among the companies, and whether they thought that there was enough variety to serve both the Finnish and the international students. Lastly, they were asked how likely they were to recommend attending future career fairs to others.

Open ended questions might have presented a risk in terms of slowing down the process and lowering the response rate. They usually require more time and effort from the subjects and might discourage them right in the beginning. This format might also not have been the most suitable one for all devices, such as smart phones, that were expected to be the most common device used. Therefore, it is important to keep in mind that the survey had to be in a user-friendly format.

The questionnaire was online based and intended to be filled in individually and independently. This format was chosen to generate more responses in a short period of time and to avoid superficial and/or ambiguous answers. The tool for collecting the empirical data was the survey application Webropol, provided by Haaga-Helia, that served as a platform to create the structured online questionnaire.

3.2 Data analysis

The quantitative nature of the collected data implies a quantitative approach to the analysis, which was carried out with the help of statistical methods. The first stage of the process was a descriptive stage, where the collected data was objectively summarized. The distribution and frequency of each variable were analysed to see the occurrence of individual answers for a specific question.

This first stage also provided additional information about the sample used for the research and the answers to the first two research questions: What are the main reasons/needs that motivate students to attend career fairs? What is the level of satisfaction with the way these needs are addressed at the career fairs?

The second stage of the analysis focused on possible correlation between variables. Cross-tabulation was used to identify whether there is a connection between the distribution of the answers to the questions about the fair, and the information provided by the demographic questions, and what is the nature of this connection. This stage attempted to

find and answer the third research question: Are there any differences between different demographic groups?

The thesis does not seek to explain the reasons why the results are the way they are, neither does it aim to explain the relationship of causality between demographic and non-demographic variables. It simply presents the data that serves as a basis for reflection and for drawing conclusion regarding the thesis questions and the areas that might require further research.

3.3 Research results

The survey was sent out to all the students that registered to Duuniin.net 2020 organized at Haaga-Helia's Pasila campus. The response rate was relatively low; from the 132 individuals only 11 answered, which give a response rate of 8,3%. The timeframe for collecting the answers was five days from the day when the survey was sent out. Most of the responses came during the first 24 hours, after that the response rate rapidly declined.

In terms of degree level, the majority of the respondents, nine out of eleven, were Bachelor's degree students (table1). Four of them study Business Information Technology, two International Business, two were from the Johdon assistenttityön ja kielten koulutus programme (Finnish equivalent of the Degree Programme in Multilingual Management Assistants), and one was from the Tietojenkäsittelyn koulutus programme (Finnish equivalent of the Degree Programme in Business Information Technology). As to the Master's degree respondents, they both study Leading Business Transformation.

Regarding the factor of country of origin, the distribution of Finnish and foreign students was quite even, with a ratio of six to five (table 1). All the foreign students were Bachelor's degree students, with a four to one distribution between Business Information Technology and International Business. Both Master's students were Finnish, and on the Bachelor's lever, only one Finnish respondent belonged to a degree programme taught in English.

Table 1 only list the programmes that were represented among the respondents. Hereinafter, the Bachelor's degree programmes will be referred to by their acronyms included in brackets in table 1. Since there was only one Master's programme represented among the respondents, Degree Programme in Leading Business Transformation, the terms Master's will be used to refer to that specific degree programme.

Table 1. The distribution of respondents based on degree level, degree programme, and origin

	Finnish		International		Total
	n	%	n	%	n
Bachelor's Degree					
Johdon assistenttityön ja kielten koulutus, tradenomi (ASSI)	2	50%	0	0%	2
Tietojenkäsittelyn koulutus, tradenomi (HETI)	1	25%	0	0%	1
Degree Programme in Business Information Technology (BITE)	0	0%	4	80%	4
Degree Programme in International Business (GLOBBA)	1	25%	1	20%	2
Total	4		5		9
Master's Degree					
Degree Programme in Leading Business Transformation, Master of Business Administration	2	100%	0	0%	2
Total	6		5		11

The foreign students were also asked what their approximate level of Finnish language was. As table 2 shows, the respondents were relatively equally distributed on the scale. The only category that got two answers was B1, which equals to limited skills, but enough to get by in everyday situations. The exact country of origin, age, and gender were not considered as relevant factors in this research.

Table 2. Distribution of international respondents based on their level of Finnish language skills

Skill level	n	%
No skills at all.	1	20%
Beginner, familiar with some words and phrases (A1-A2).	1	20%
Limited skills, but enough to get by in everyday situations (B1).	2	40%
Advanced skills, able to communicate without problems in most situations (B2).	1	20%
Fluent speaker, close to native (C1).	0	0%
Total	5	

The next questions asked the respondents to rate the importance of a set of eight motivators, or expectations, that drove them to attend the career fair (table 3). The results show that the most relevant driver was to find a full-time employment; 63,64% of the students marked it as very important. The second highest motivator was finding and internship with 54,55%, and the third was to know the companies in the respective fields with 27,27%.

Worth mentioning is the motivator of networking and making contacts with company staff, which was marked as of moderate importance by 63,64% of the respondents.

Table 3. The expectations that drove the respondents to attend the fair and their level of importance

	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
I wanted to get to know the companies in my field.	18.18%	27.28%	27.27%	27.27%
I wanted to network with the company staff and make contacts.	18.18%	0%	63.64%	18.18%
I was hoping to find an internship.	36.36%	0%	9.09%	54.55%
I was hoping to find full time employment.	9.09%	18.18%	9.09%	63.64%
I wanted to look for ideas for my thesis topic.	54.55%	18.18%	9.09%	18.18%
I was hoping to find a thesis commission.	54.55%	18.18%	9.09%	18.18%
I was hoping to get feedback on my CV.	9.09%	54.55%	27.27%	9.09%
I wanted to use the professional photographer and/or hairdresser services.	18.18%	9.09%	36.37%	36.36%

On the other hand, thesis related motivators resulted to have very little importance among the students. Over half of them did not consider finding a thesis topic, or a thesis commission, important at all. The third lowest motivator was finding an internship, with over one third of the subject marking it as not at all important. Getting feedback on the CV received quite low rating as well, since over half of the students rated it to be of little importance.

The following question asked the respondents to rate how satisfied they were with how their expectations were met (table 4). The list only included the items that they had marked, as a minimum, as a little important in the previous question. In general, the answers were on the lower side of the scale, which indicates that the respondents do not consider any of the listed issues to have been properly addressed at the fair.

Finding an internship or a full-time employment received very low scores in term of satisfaction. As table 4 shows, over 57% of the respondent were not at all satisfied with the way how the fair had helped them with finding a work placement, and 70% were not

happy about how it helped them find a fix term position. These are the two items that receive the highest level of importance in the previous question. Networking, which was rated as moderately important, did not receive a very favourable scoring either.

On the other hand, getting feedback on the CV receive quite a high level of satisfaction considering that it was not on the top of the list in terms of importance. Special services, such as the professional hairdresser and photographer, show the highest level of satisfaction among the listed items, with 55,56% of the respondents saying they very completely satisfied with the way the service was provided. The option of other was not taken into consideration in the analysis since it has received only one answer, and the respondent only filled in one of the questions, forgetting to indicate his/her level of satisfaction.

Table 4. The level of satisfaction with the expectations of the respondents

	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
I wanted to get to know the companies in my field.	11.11%	22.22%	44.45%	22.22%
I wanted to network with the company staff and make contacts.	33.34%	33.33%	22.22%	11.11%
I was hoping to find an internship.	57.14%	42.86%	0%	0%
I was hoping to find full time employment.	70%	30%	0%	0%
I wanted to look for ideas for my thesis topic.	20%	60%	20%	0%
I was hoping to find a thesis commission.	20%	60%	20%	0%
I was hoping to get feedback on my CV.	10%	30%	20%	40%
I wanted to use the professional photographer and/or hairdresser services.	11.11%	22.22%	11.11%	55.56%

Furthermore, over half of the subjects said that their degree programme was properly represented among the companies that participated in the fair. When it comes to the possibilities offered for international students, only 9,09% which equals to one respondent, said that there were enough, four said that the options were not enough, and six were not sure about the way the issue was addressed.

The overall likelihood of recommending the Duuniin.net career fair to others was measured on a scale of 0 to 10, where 0 meant not at all, and 10 meant completely. The average rating was of 6,27, the highest was 10, and the lowest was 3. Three respondents, out of the total of eleven, gave the fair maximum points. The rest was distributed more or less equally between 3 and 7.

Appendix 2 includes a basic report provided by Webropol, with details regarding data collected by the survey. The distribution of the answers is expressed in numbers and percentages. The Likert scale and the slider value questions are complemented with charts and tables with additional statistical information, such as average, median and standard deviation, in case we consider the values as numerical.

Next, we look at the result from the perspective of different demographics. First, we group the respondent based on origin, Finnish and international. Second, we take a look at how they responded to each question, and whether there are some notable differences between the two. In the next subchapter, we are going to do the same with different degree programmes to see if this factor shows differences in the answers.

3.3.1 Demographic variable: Finnish students

Finnish students made up 54,5% of the respondents, which equals to six students. As to their motivators (table 5), the highest rank in average was given to the use of extra services, such as the photographer and the hairdresser. 50% marked it as very, and another 33,33% as moderately important. Networking also received a relatively high ranking, with 66,66% saying it is moderately important, and 16,67% saying it is very important.

Finding a full-time employment was roughly divided equally. Half of the respondents considered it to be very important, the other half gave it very little importance or none at all. On the other hand, finding an internship turned out to have no importance for two thirds of the group, while the rest marked it as moderately to very important.

Furthermore, quite a low rank was given to the thesis related items, both turned out to be not at all important for two thirds of the respondents. Receiving feedback on the CV also proved to be of little importance based on the responses of two thirds of the Finnish respondents. Knowing the companies in the respective field was rated evenly on the scale, without any notable tendencies.

Table 5. The expectations that drove the respondents to attend the fair and their level of importance, comparison between Finnish (F) and international (I) students

		1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
I wanted to get to know the companies in my field.	F	33.33%	16.67%	16.67%	33.33%
	I	0%	40%	40%	20%
I wanted to network with the company staff and make contacts.	F	16.67%	0%	66.66%	16.67%
	I	20%	0%	60%	20%
I was hoping to find an internship.	F	66.66%	0%	16.67%	16.67%
	I	0%	0%	0%	100%
I was hoping to find full time employment.	F	16.67%	33.33%	0%	50%
	I	0%	0%	20%	80%
I wanted to look for ideas for my thesis topic.	F	66.66%	16.67%	0%	16.67%
	I	40%	20%	20%	20%
I was hoping to find a thesis commission.	F	66.66%	0%	16.67%	16.67%
	I	40%	40%	0%	20%
I was hoping to get feedback on my CV.	F	16.67%	66.66%	0%	16.67%
	I	0%	40%	60%	0%
I wanted to use the professional photographer and/or hairdresser services.	F	0%	16.67%	33.33%	50%
	I	40%	0%	40%	20%

The satisfaction level with the most important motivators showed big differences (table 6). The special services seemed to have been well received. Half of the respondents were very happy with the photographer and hairdresser. On the other hand, 40% of the students who wanted to network with companies were not happy about the possibilities provided. Only 20% were completely satisfied. Finding a fixed position receive even lower rankings. 80% of the respondents were not at all satisfied and the rest only a little.

As to the selection of participating companies, half of the Finnish students said that their respective field was sufficiently represented. None of them were able to give a definite answer to the question whether there were enough possibilities for non-Finnish speakers. The average score on the scale (0-10) of likelihood of recommending the fair to others was 7.5, 3 was the lowest and 10 was the highest. All top ratings on the scale were given by Finnish students.

Table 6. The level of satisfaction with the expectations of the respondents, comparison between Finnish (F) and international (I) students

		1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
I wanted to get to know the companies in my field.	F	25%	25%	25%	25%
	I	0%	20%	60%	20%
I wanted to network with the company staff and make contacts.	F	40%	20%	20%	20%
	I	25%	50%	25%	0%
I was hoping to find an internship.	F	100%	0%	0%	0%
	I	40%	60%	0%	0%
I was hoping to find full time employment.	F	80%	20%	0%	0%
	I	60%	40%	0%	0%
I wanted to look for ideas for my thesis topic.	F	0%	100%	0%	0%
	I	33.34%	33.33%	33.33%	0%
I was hoping to find a thesis commission.	F	0%	100%	0%	0%
	I	33.34%	33.33%	33.33%	0%
I was hoping to get feedback on my CV.	F	20%	20%	20%	40%
	I	0%	40%	20%	40%
I wanted to use the professional photographer and/or hair-dresser services.	F	16.66%	16.67%	16.67%	50%
	I	0%	33.33%	0%	66.67%

3.3.2 Demographic variable: international students

International respondents represented 45,5% of the respondents, which equals to five students. The exact country of origin was not taken into account; however, the students were asked to indicate their level of Finnish language. In comparison to the Finnish students, the answers of foreign students show considerable differences in many cases, occasionally they are completely opposing.

In the section of the expectations of the students towards the fair probably the most notable difference can be seen in the items related to employment (table 5). All of the respondents unanimously marked finding an internship as very important, and 80% of them considered finding a full-time job to be of equal importance, with the remaining 20% saying it was moderately important.

Networking with companies showed to have a similar level of importance for the foreign students, with 60% of them marking it as moderately important, and 20% as very important. Same applies for the thesis related items, 40% of the foreign respondents did not consider either of them to be important, with the remaining 60% ranging more or less equally between little and very important.

Getting feedback on the CV was rated a little important by 40% and moderately important by 60%, which is notably higher than in the case of Finnish student. On the other hand, the special services were not given a lot of importance, 40% of the respondents were not at all interested in them. Getting to know the companies did not show clear tendencies, most of the respondents marked it as little to moderately important.

When it comes to the level of satisfaction, the two major motivators related to employment received very low ratings (table 6). The respondents' opinions were divided between not at all and a little satisfied. Networking possibilities were also not seen as sufficient. 50% said they were a little satisfied, 25% not at all, and nobody indicated they were completely satisfied with what was offered.

Thesis related issues were not marked as of high importance, but they received equally distributed percentages of 33.3% ranging between not at all to moderately satisfied in both cases. Getting feedback on the CV was successfully accomplished by 40% of the respondents, which is the same as in case of the Finnish student. Nobody marked it as completely insufficient.

Even though the special services provided by the professional photographer and hairdresser were not considered to be very important by the international student, compared to their Finnish colleagues, they received high rating in terms of satisfaction, with a 66,6% giving it the highest evaluation. The same applies for getting to know the companies in the respective fields. 60% said they were moderately satisfied; the rest was equally distributed between a little and very satisfied.

When it comes to the sufficiency of possibilities for foreign students, 80% of them said that there were not enough. 60% of them thought that their degree programme was properly represented. On the likelihood of future recommendation to other the average score was 4.8, considerably lower compared to the Finnish respondent. The lowest ranking was 3 and the highest was 6.

More detailed information about the responses of the Finnish and international students can be found in appendix 3.

3.3.3 Demographic variable: degree programme

The respondents belong to five different groups based on their degree programme, one Master's and four Bachelor's. The results of the questions can be found in appendix 4. The biggest difference between the two levels, in the category of motivators, appeared to be in the first item, getting to know the companies in the respective field. For Master's students it was not at all important, while for the Bachelor's students the importance was considerably higher.

Bachelor's degree students showed overall more interest in networking with companies, finding an internship, or a full-time employment, compared to Master's degree students. However, it is worth mentioning that for ASSI students (Finnish business administration programme) finding an internship was unanimously not at all important, while a full-time position was unanimously very important.

The thesis related issues were overall not important, with no considerable differences between programmes. Getting feedback on the CV was more important to Bachelor's students. All of them gave at least a little importance to the issues, while the Master's students were split between not at all and little importance. The special services were of utmost importance for Master's students, while Bachelor's students' responses were distributed all over the scale.

The level of satisfaction with getting to know the companies was somewhat lower for ASSI students compared to others. On the other hand, networking was equally split between the two extremes, while it was quite low rated by the other groups. Employment related issues were overall given a low level of satisfaction, with none of the programmes rating it higher than a little satisfied. The rest of issues did not show any considerable variations.

The answers for whether a degree program was properly represented were split half and half between yes and no, regardless of the programme. On the likeliness of recommendation, the degree programmes that are taught in Finnish language gave the highest possible score, but at the same time the gap between minimum and maximum was also notable.

4 Conclusions and reflection

This chapter is dedicated to the objective analysis of the obtained data and the implications that derive from the results. This process seeks to answer the research questions presented in the introduction. A separate section deals with the issue of the reliability and limitations of the research outcomes. Furthermore, the author's own learning is assessed at the end.

4.1 Analysis of the results

The amount of answers received from respondents is low, but the obtained data, however scarce, does allow certain conclusions to be drawn based on the nature of the results. Some of the areas show certain differences, as well as occasional similarities, between different demographic groups, others show signs of discord between what is offered at the fair, and what is expected from it.

The first research question, concerning the main reasons/needs that motivate students to attend career fairs, cannot be answered without taking into consideration the demographic factor of origin. It proved to have a considerable impact on the answer. For foreign students, the most dominant motivators are employment related, while their Finnish colleagues are most interested in the special services (photographer, hairdresser, etc.).

The invitation emails themselves mention summer jobs and internships as an incentive to encourage students to attend. Based on observation, the companies that participate do actively offer these open positions targeted at students. However, the satisfaction levels are the lowest from all the items included in the survey, which indicates that there are issues with the way this service is provided in practice. Further research could be conducted to find out what are the exact reasons that cause this discord.

In case of foreign students, the research gives us one reason that could possibly explain why they are not satisfied with the service provided. The majority of them thought that there were not enough options for international students provided by the participating companies, regardless of their level of Finnish. It is surprising since the fair is held at a university with a significant number of students from abroad.

This is most likely caused by the fact, which was mentioned by the organizers of the fair – Career services in the phone interview (Lajqi & Väyrynen 7 April 2020), that many companies that participate in the event do not realize that a considerable percentage of

the students who study at Haaga-Helia are foreign, which consequently means that their language skill are in many case not that advanced.

The case of networking and making contacts with company staff members showed a similar tendency. Overall it received high ratings on the scale of importance, and there are no notable differences between demographic groups. The fact that it is mentioned in the name of the fair makes it a reasonable expectation to have towards it. Yet, the satisfaction with achieving this goal resulted to be relatively low.

There can be several reasons to why students could feel like they did not have enough opportunities to interact with the companies. One of them could be the crowdedness, and the limited duration of the fair. Networking is also very subjective skill, and not all individuals have necessarily mastered it. Of course, these are both hypothetical reasons.

On the other hand, what is not hypothetical is the fact that, as stated by Career services in the previously mentioned phone interview (Lajqi & Väyrynen 7 April 2020), some companies do not participate themselves, but instead they send a recruiting agency. This eliminates direct contact with the company, and therefore may result in a disappointing experience for those who wished to make valuable contacts in their respective fields.

Now, if we look at Finnish students, we can see that the most important reason that motivates them to visit the fairs is the possibility to use the services of the professional hairdresser and photographer. For 40% of the foreign students it has no relevance at all. On the positive side, these special services seem to have been well provided since at least half of the respondents from both groups indicated the highest level of satisfaction.

Career services have mentioned that, throughout the history of the event, they have had difficulties with attracting student to visit the career fair. If we consider that the primary market has been Finnish students, the research result supports this issue to a certain extent. Since they showed a low interest in employment, especially internship, related issues, it is not surprising that a fair advertised primarily as a networking and recruiting event, would not catch their attention.

The increasing number of special services, such as a professional photographer, hairdresser, CV clinic, and various seminars, has been introduced to remedy the situation. They have been very well received. However, it is important to pay attention to the fact that improving them and expanding them will cater only to one demographic segment of the target group. It will not answer the main needs of all potential attendees.

The research results clearly show that the expectations towards the fair are not the same for different groups. In the case of Finnish students, the relationship between their main expectation and the satisfaction with it was favourable, which explains the high probability of recommending the fair to others. The average score given was 7.5 out of 10. On the other hand, in case of foreign students the difference between expectation and satisfaction regarding the most important issue was noticeably bigger, which leads to a considerably lower 4.8 score.

If we consider a different demographic segmentation, namely, based on degree level, we can see clear differences in certain aspects. Getting to know the companies seems irrelevant for the Master's degree students. Their level of education suggests that they have already entered their respective professional fields and they most likely know the sector, and the companies in it, better than Bachelor's degree students who are at the beginning of their studies and/or career.

The low interest in networking and employment related issues can be attributed to the same fact. Special services, on the other hand, seem to be very important for Master's level students. Due to insufficient data, however, it is impossible to say with certainty that these results are determined by the differentiating factor of degree level. All the Master's degree students are Finnish, therefore the nature of the result might also be attributed to the factor of origin.

Unfortunately, the same applies for the difference between Bachelor's degree programmes. As expected, the Finnish programmes, ASSI and HETI, were represented by Finnish students only, which can affect the nature of the data. However, there are a few areas where it might indeed be the degree programme that that is the differentiating factor. In any case, it could be a good starting point for future research ideas.

ASSI students do not seem to be interested at all in finding an internship, while this issue seems to be of utmost importance for other Bachelor's degree programmes that have both Finnish and international students. On the other hand, full-time employment received the highest score from ASSI respondents compared to other, entirely Finnish degree programmes.

This result could suggest that, for a reason that this research does not provide, Finnish business administration students (ASSI), are much more focused on long term job opportunities, even though work placement is compulsory for all programmes. However,

we could also assume that everybody in that group has, by coincidence, already completed the required internship, which eliminates the need for it.

It is important to keep in mind that the HETI group is represented by only one respondent. Even though there are some visible differences in certain issues compared to other Bachelor's degrees, like networking with companies, getting feedback on the CV, and special services, the answers could be attributed to personal preferences of the student, rather than the degree programme itself.

Given the scarcity of data and the almost equal 50-50 split between the answers to the question asking whether the degree programmes were properly represented, it is impossible to come to any kind of conclusion. The data suggest this issue was perceived very differently by the respondents on an individual level, and has little to do with the degree programme or the country of origin.

When it comes to the level of satisfaction with the opportunities provided, there are a few areas that are worth highlighting. ASSI students were somewhat less satisfied with the opportunities to get to know the companies in the field. This might be due to the fact that the field is not company or industry specific, compared to IT, for example, but it is rather scattered over different areas of business.

Another notable difference can be seen in the networking opportunities. While in other degree programmes the importance and satisfaction scores are roughly the same, in case of BITE students the gap between the two was more notable. It is worth to point out that that is the only degree programme with no Finnish respondents in the group. The rating of how likely the respondents are to recommend visiting the fair to others suggests the same influence. The only fully international group gave the lowest score.

In the introduction, we established three questions that we wanted to find an answer to with the help of this research: What are the main reasons/needs that motivate students to attend career fairs? What is the level of satisfaction with the way these needs are addressed at the career fairs? Are there any differences between different demographic groups? The provided analysis serves as a basis for the following conclusions.

First, the main reasons that motivates student to attend career fairs are either employment related, i.e. they wish to find an internship or a full-time employment, or they are focused on the special, extra services that the fair has to offer, in this case the possibility to use the services of a professional hairdresser and a professional photographer.

Second, the level of satisfaction with how well these needs have been addressed is not the same for all the major motivators. Students were not happy with the employment related opportunities that were provided at the fair. On the other hand, the special services were received very well, with a high level of satisfaction regarding the services provided.

Third, there are indeed considerable difference between demographic group. The most notable difference is between Finnish and international students regarding the expectations towards the fair and what they are hoping to get out of it. Employment related goals are much more important for international students. The factor of degree level and degree programme showed to be less dividing.

4.2 Reliability of research

There are several limitations to the reliability of the obtained data and the conclusions made based on the analysis of said data. First of all, the number of responses received was very low, under 10%, and not all degree programmes were represented. Therefore, the results do not reflect the characteristics of all the different segments that the target group of the career fairs consists of, nor the characteristics of the target group as a whole.

The ratio between Finnish and international students was quite even. The distribution between degree programmes, on the other hand, was not. Given the scarcity of responses, most of the programmes count with only two, one of them with only one respondent. These low numbers cannot serve as a basis for objective conclusions about the programme. The probability of the influence of personal opinions and preferences is high, and the answers cannot be used for benchmarking the whole group.

Moreover, when comparing different degree programs, several answers had a 50-50 distribution between the lowest and the highest possible score. For example, GLOBBA was represented by two students, one of them rated finding a thesis topic very important, while the other one did not consider it important at all. The same is true for Master's students and the issue of full-time employment. This support the influence of personal agenda and the unsuitability of the data for drawing conclusions about a group as a whole.

Another issue that compromises the reliability of the answers given to the research questions is in the nature of the survey. The quantitative data and closed ended questions only shows the opinions on a given set of matters. They do not allow free commentary

that could possibly reveal new, unexpected issues when it comes to what motivates students to attend and why they were or weren't satisfied with the services provided.

Quantitative approach was chosen due to the limited timeframe and to increase the number of answers. With more time and resources, a qualitative research could be carried out with enough respondents for each demographic variable. The current research shows that the most relevant factor, that should be taken into account, is the origin of the students, specifically whether they are Finnish or foreign, since their needs seem to be very different.

4.3 Learning process

I chose the topic of the research based on personal experience with the career fairs organized on campus. I personally noticed a few issues and point of conflict between my own expectations and the results I got from attending the last three editions of Duuniin.net. I wanted to find out more and see whether my own observations were a subjective matter, or not.

As a foreigner living in Finland and planning to stay here after graduation, I have experienced difficulties with finding employment. I believe there are more foreigners at Haaga-Helia, who struggle with the same problems. Duuniin.net has great potential to help students enter working life, which is currently, in my personal opinion, not taken advantage to the fullest. With this research I wanted to help improve the event for the future, so that not only the students, but also the participating companies get the best possible results out of it.

Throughout the process, I got a deeper understanding of the importance of events research, the challenges that it presents, and the methods it uses by consulting relevant literature in the field. I also peeked into customer satisfaction and market research and learned about their relevance in organizing an event for a specific target group. They help tailor the event to fit the needs of the audience and to achieve the best possible outcome for all parties involved.

I have learned about the struggles of collecting data through a survey method. Getting enough respondents to be able to come to reliable conclusions presents its own challenges, since people are usually reluctant to fill in a questionnaire when there is no possibility to get some sort of reward in return. Another challenge is to formulate the question in a way that you get the desired answer.

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Appendices

Appendix 1. Questionnaire

1. What is your degree level?
 - a. Bachelor's
 - b. Master's
 - c. Other, please specify

2. *Hidden questions based on previous answer.* What is the name of your Bachelor's degree program?
 - a. Finanssi- ja talousasiantuntijan koulutus, tradenomi
 - b. Johdon assistenttityön ja kielten koulutus, tradenomi
 - c. Journalismikoulutus, medianomi
 - d. Liiketalouden koulutus, tradenomi
 - e. Myyntityön koulutus, tradenomi
 - f. Tietojenkäsittelyn koulutus, tradenomi
 - g. Degree Programme in Business Information Technology
 - h. Degree Programme in International Business
 - i. Degree Programme in International Business, part-time studies
 - j. Degree Programme in Multilingual Management Assistants

3. *Hidden questions based on previous answer.* What is the name of your Master's degree program?
 - a. Degree Programme in Aviation and Tourism Business, Master of Hospitality Management
 - b. Degree Programme in Business Technologies, Master of Business Administration
 - c. Degree Programme in Leading Business Transformation, Master of Business Administration
 - d. Liiketoiminnan uudistamisen ja johtamisen koulutus, tradenomi (ylempi AMK)
 - e. Liiketoiminnan teknologiat –koulutus, tradenomi (ylempi AMK)
 - f. Palveluliiketoiminnan johtamisen ja kehittämisen koulutus, restonomi (ylempi AMK)
 - g. Uudistuvan journalismin koulutus, medianomi (ylempi amk)

4. Are you a Finnish or international student (based on country of origin)?
 - a. Finnish
 - b. International

5. *Hidden questions based on previous answer.* What is your level of Finnish language?
 - a. No skills at all.
 - b. Beginner, familiar with some words and phrases (A1-A2).
 - c. Limited skills, but enough to get by in everyday situations (B1).
 - d. Advanced skills, able to communicate without problems in most situations (B2).
 - e. Fluent speaker, close to native (C1).

6. What motivated you to visit the career fair? What were your expectations towards it? Please, mark the importance of each of the options below from 1 (not at all important) to 4 (very important). 'Other' is an optional field. (*Likert scale with four options: 1 = not at all important; 2 = a little important; 3 = moderately important; 4 = very important*)
 - a. I wanted to get to know the companies in my field.

- b. I wanted to network with the company staff and make contacts.
 - c. I was hoping to find an internship.
 - d. I was hoping to find full time employment.
 - e. I wanted to look for ideas for my thesis topic.
 - f. I was hoping to find a thesis commission.
 - g. I was hoping to get feedback on my CV.
 - h. I wanted to use the professional photographer and/or hairdresser services.
 - i. Other, please specify.
7. *Options show based on the answers to the previous question.* Based on your answers to the previous question about your expectations towards the fair, indicate how well these expectations were met. Please, mark your level of satisfaction from 1 (not at all satisfied - the expectation was not met) to 4 (completely satisfied - your expectation was fully met). 'Other' is an optional field. *(Likert scale with four options: 1 = not at all important; 2 = a little important; 3 = moderately important; 4 = very important)*
- a. I wanted to get to know the companies in my field.
 - b. I wanted to network with the company staff and make contacts.
 - c. I was hoping to find an internship.
 - d. I was hoping to find full time employment.
 - e. I wanted to look for ideas for my thesis topic.
 - f. I was hoping to find a thesis commission.
 - g. I was hoping to get feedback on my CV.
 - h. I wanted to use the professional photographer and/or hairdresser services.
 - i. Other, please specify.
8. Was your degree program properly represented among the companies?
- a. Yes
 - b. No
 - c. Not applicable
9. Were there enough possibilities for non-Finnish speakers?
- a. Yes
 - b. No
 - c. Not sure
10. How likely are you to recommend the fair to others? *(Slider scale where 0 equals to not at all likely, and 10 equals to very likely.)*

Appendix 2. Webropol basic report – Duuniin.net

1. What is your degree level?

Number of respondents: 11

	n	%
Bachelor's	9	81.82%
Master's	2	18.18%
Other, please specify	0	0%

2. What is the name of your degree programme?

Number of respondents: 9

	n	%
Finanssi- ja talousasiantuntijan koulutus, tradenomi	0	0%
Johdon assistenttityön ja kielten koulutus, tradenomi	2	22.22%
Journalismikoulutus, medianomi	0	0%
Liiketalouden koulutus, tradenomi	0	0%
Myyntityön koulutus, tradenomi	0	0%
Tietojenkäsittelyn koulutus, tradenomi	1	11.11%
Degree Programme in Business Information Technology	4	44.45%
Degree Programme in International Business	2	22.22%
Degree Programme in International Business, part-time studies	0	0%
Degree Programme in Multilingual Management Assistants	0	0%

3. What is the name of your degree programme?

Number of respondents: 2

	n	%
Degree Programme in Aviation and Tourism Business, Master of Hospitality Management	0	0%
Degree Programme in Business Technologies, Master of Business Administration	0	0%
Degree Programme in Leading Business Transformation, Master of Business Administration	2	100%
Liiketoiminnan uudistamisen ja johtamisen koulutus, tradenomi (ylempi AMK)	0	0%
Liiketoiminnan teknologiat –koulutus, tradenomi (ylempi AMK)	0	0%
Palveluliiketoiminnan johtamisen ja kehittämisen koulutus, restonomi (ylem-pi AMK)	0	0%
Uudistuvan journalismin koulutus, medianomi (ylempi amk)	0	0%

4. Are you a Finnish or an international student (based on country of origin)?

Number of respondents: 11

	n	%
Finnish	6	54.55%
International	5	45.45%

5. What is your level of Finnish language?

Number of respondents: 5

	n	%
No skills at all.	1	20%
Beginner, familiar with some words and phrases (A1-A2).	1	20%
Limited skills, but enough to get by in everyday situations (B1).	2	40%
Advanced skills, able to communicate without problems in most situations (B2).	1	20%
Fluent speaker, close to native (C1).	0	0%

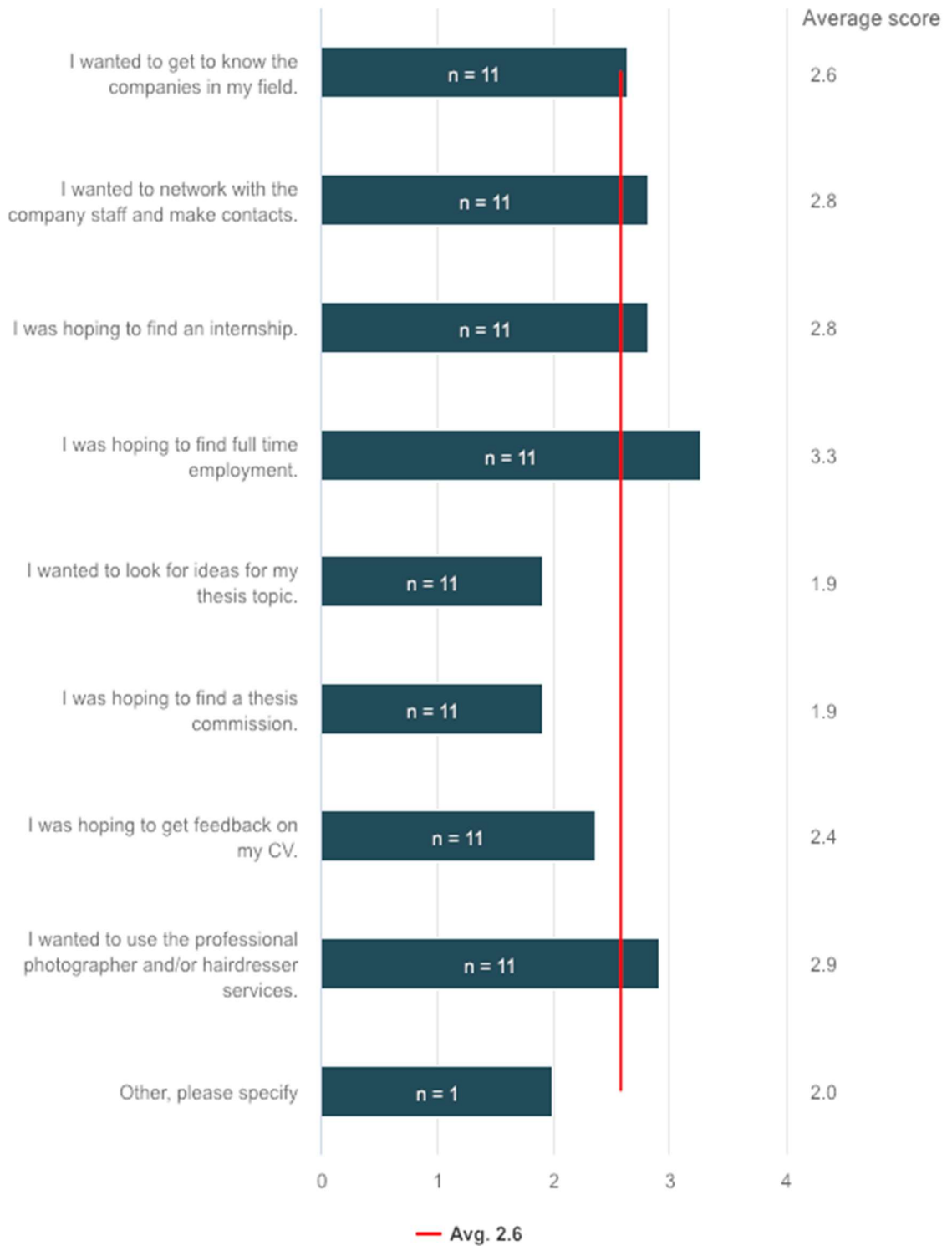
6. What motivated you to visit the career fair? What were your expectations towards it? Please, mark the importance of each of the options below from 1 (not at all important) to 4 (very important). 'Other' is an optional field.

Number of respondents: 11

	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)	Average	Median
I wanted to get to know the companies in my field.	18.18%	27.28%	27.27%	27.27%	2.64	3
I wanted to network with the company staff and make contacts.	18.18%	0%	63.64%	18.18%	2.82	3
I was hoping to find an internship.	36.36%	0%	9.09%	54.55%	2.82	4
I was hoping to find full time employment.	9.09%	18.18%	9.09%	63.64%	3.27	4
I wanted to look for ideas for my thesis topic.	54.55%	18.18%	9.09%	18.18%	1.91	1
I was hoping to find a thesis commission.	54.55%	18.18%	9.09%	18.18%	1.91	1
I was hoping to get feedback on my CV.	9.09%	54.55%	27.27%	9.09%	2.36	2
I wanted to use the professional photographer and/or hairdresser services.	18.18%	9.09%	36.37%	36.36%	2.91	3
Other, please specify	0%	100%	0%	0%	2	2

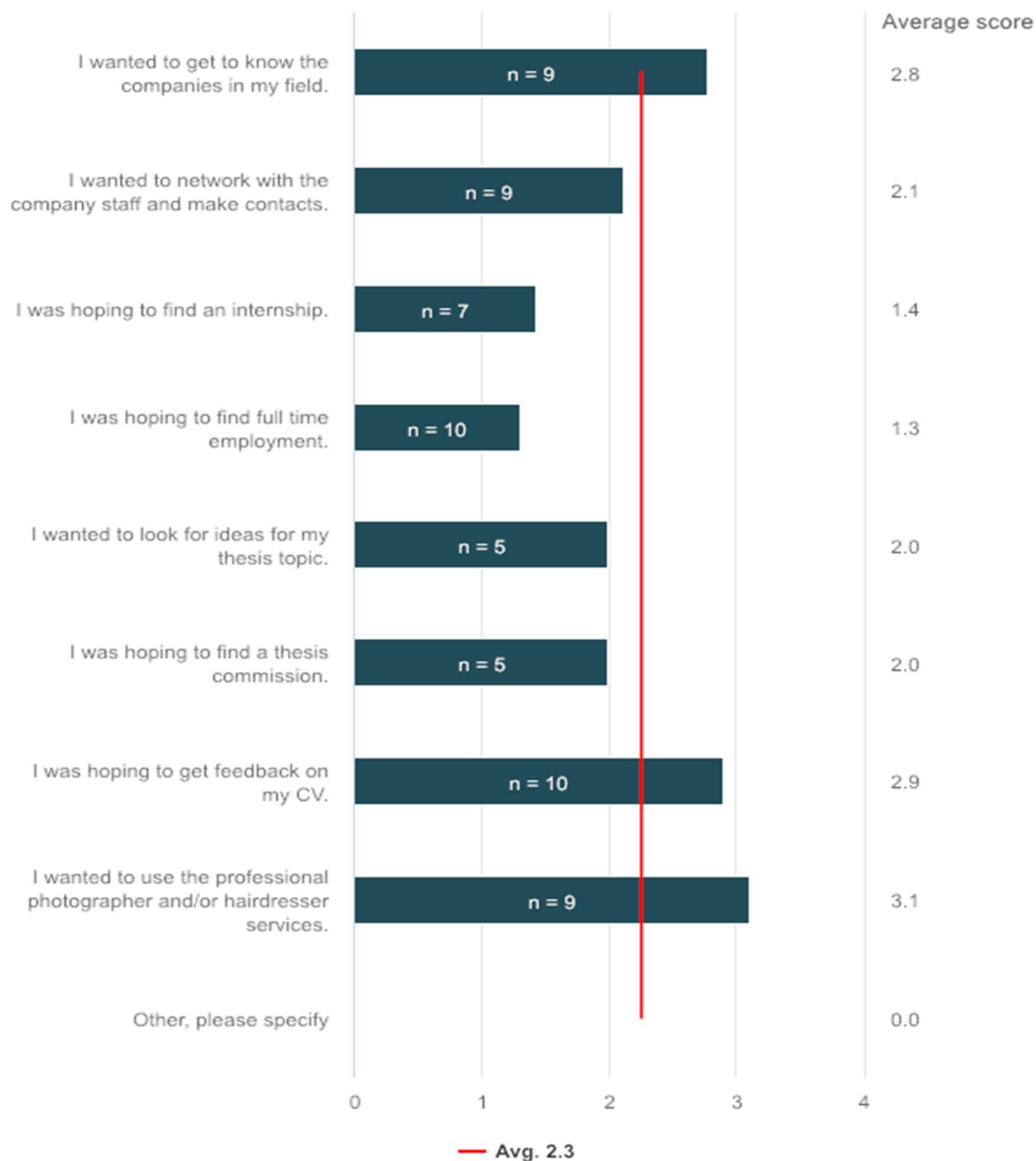
Answers given into free text field

Option names	Text
Other, please specify	Stickers, badges, pens etc!



7. Based on your answers to the previous question about your expectations towards the fair, indicate how well these expectations were met. Please, mark your level of satisfaction from 1 (not at all satisfied - the expectation was not met) to 4 (completely satisfied - your expectation was fully met). 'Other' is an optional field.
 Number of respondents: 11

	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)	Average	Median
I wanted to get to know the companies in my field.	11.11%	22.22%	44.45%	22.22%	2.78	3
I wanted to network with the company staff and make contacts.	33.34%	33.33%	22.22%	11.11%	2.11	2
I was hoping to find an internship.	57.14%	42.86%	0%	0%	1.43	1
I was hoping to find full time employment.	70%	30%	0%	0%	1.3	1
I wanted to look for ideas for my thesis topic.	20%	60%	20%	0%	2	2
I was hoping to find a thesis commission.	20%	60%	20%	0%	2	2
I was hoping to get feedback on my CV.	10%	30%	20%	40%	2.9	3
I wanted to use the professional photographer and/or hairdresser services.	11.11%	22.22%	11.11%	55.56%	3.11	4
Other, please specify	-	-	-	-	-	-



8. Was your degree programme properly represented among the companies?

Number of respondents: 11

	n	%
Yes	6	54.55%
No	4	36.36%
Not applicable	1	9.09%

9. Were there enough possibilities for non-Finnish speakers?

Number of respondents: 11

	n	%
Yes	1	9.09%
No	4	36.36%
Not sure	6	54.55%

10. How likely are you to recommend the fair to others?

Number of respondents: 11

Min value	Max value	Average	Median	Sum	Standard Deviation
3	10	6.27	6	69	2.69

Slider value quantity	n	%
0	0	0%
1	0	0%
2	0	0%
3	2	18.18%
4	1	9.09%
5	2	18.18%
6	2	18.18%
7	1	9.09%
8	0	0%
9	0	0%
10	3	27.28%

Appendix 3. Webropol report – Duuniin.net – Finnish and international students

1. What is your degree level?

Number of respondents: 11

	Finnish		International		Tot.
	n	%	n	%	
Bachelor's	4	66.67%	5	100%	9
Master's	2	33.33%	0	0%	2
Other, please specify	0	0%	0	0%	0
Total	6		5		11

2. What is the name of your degree programme?

Number of respondents: 9

	Finnish		International		Tot.
	n	%	n	%	
Finanssi- ja talousasiantuntijan koulutus, tradenomi	0	0%	0	0%	0
Johdon assistenttityön ja kielten koulutus, tradenomi	2	50%	0	0%	2
Journalismikoulutus, medianomi	0	0%	0	0%	0
Liiketalouden koulutus, tradenomi	0	0%	0	0%	0
Myyntityön koulutus, tradenomi	0	0%	0	0%	0
Tietojenkäsittelyn koulutus, tradenomi	1	25%	0	0%	1
Degree Programme in Business Information Technology	0	0%	4	80%	4
Degree Programme in International Business	1	25%	1	20%	2
Degree Programme in International Business, part-time studies	0	0%	0	0%	0
Degree Programme in Multilingual Management Assistants	0	0%	0	0%	0
Total	4		5		9

3. What is the name of your degree programme?

Number of respondents: 2

	Finnish		International		Tot.
	n	%	n	%	
Degree Programme in Aviation and Tourism Business, Master of Hospitality Management	0	0%	0	0%	0
Degree Programme in Business Technologies, Master of Business Administration	0	0%	0	0%	0
Degree Programme in Leading Business Transformation, Master of Business Administration	2	100%	0	0%	2
Liiketoiminnan uudistamisen ja johtamisen koulutus, tradenomi (ylempi AMK)	0	0%	0	0%	0
Liiketoiminnan teknologiat –koulutus, tradenomi (ylempi AMK)	0	0%	0	0%	0
Palveluliiketoiminnan johtamisen ja kehittämisen koulutus, restonomi (ylem-pi AMK)	0	0%	0	0%	0
Uudistuvan journalismin koulutus, medianomi (ylempi amk)	0	0%	0	0%	0
Total	2		0		2

4. Are you a Finnish or an international student (based on country of origin)?

Number of respondents: 11

	Finnish		International		Tot.
	n	%	n	%	
Finnish	6	100%	0	0%	6
International	0	0%	5	100%	5
Total	6		5		11

5. What is your level of Finnish language?

Number of respondents: 5

	Finnish		International		Tot.
	n	%	n	%	
No skills at all.	0	0%	1	20%	1
Beginner, familiar with some words and phrases (A1-A2).	0	0%	1	20%	1
Limited skills, but enough to get by in everyday situations (B1).	0	0%	2	40%	2
Advanced skills, able to communicate without problems in most situations (B2).	0	0%	1	20%	1
Fluent speaker, close to native (C1).	0	0%	0	0%	0
Total	0		5		5

6. What motivated you to visit the career fair? What were your expectations towards it? Please, mark the importance of each of the options below from 1 (not at all important) to 4 (very important). 'Other' is an optional field.

Number of respondents: 11

I wanted to get to know the companies in my field.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
Finnish	33.33%	16.67%	16.67%	33.33%
International	0%	40%	40%	20%

I wanted to network with the company staff and make contacts.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
Finnish	16.67%	0%	66.66%	16.67%
International	20%	0%	60%	20%

I was hoping to find an internship.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
Finnish	66.66%	0%	16.67%	16.67%
International	0%	0%	0%	100%

I was hoping to find full time employment.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
Finnish	16.67%	33.33%	0%	50%
International	0%	0%	20%	80%

I wanted to look for ideas for my thesis topic.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
Finnish	66.66%	16.67%	0%	16.67%
International	40%	20%	20%	20%

I was hoping to find a thesis commission.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
Finnish	66.66%	0%	16.67%	16.67%
International	40%	40%	0%	20%

I was hoping to get feedback on my CV.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
Finnish	16.67%	66.66%	0%	16.67%
International	0%	40%	60%	0%

I wanted to use the professional photographer and/or hairdresser services.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
Finnish	0%	16.67%	33.33%	50%
International	40%	0%	40%	20%

Other, please specify	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
Finnish	0%	100%	0%	0%
International	0%	0%	0%	0%

Answers given into free text field

Option names	Text
Other, please specify	Stickers, badges, pens etc!



7. Based on your answers to the previous question about your expectations towards the fair, indicate how well these expectations were met. Please, mark your level of satisfaction from 1 (not at all satisfied - the expectation was not met) to 4 (completely satisfied - your expectation was fully met). 'Other' is an optional field. Number of respondents: 11

I wanted to get to know the companies in my field.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
Finnish	25%	25%	25%	25%
International	0%	20%	60%	20%

I wanted to network with the company staff and make contacts.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
Finnish	40%	20%	20%	20%
International	25%	50%	25%	0%

I was hoping to find an internship.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
Finnish	100%	0%	0%	0%
International	40%	60%	0%	0%

I was hoping to find full time employment.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
Finnish	80%	20%	0%	0%
International	60%	40%	0%	0%

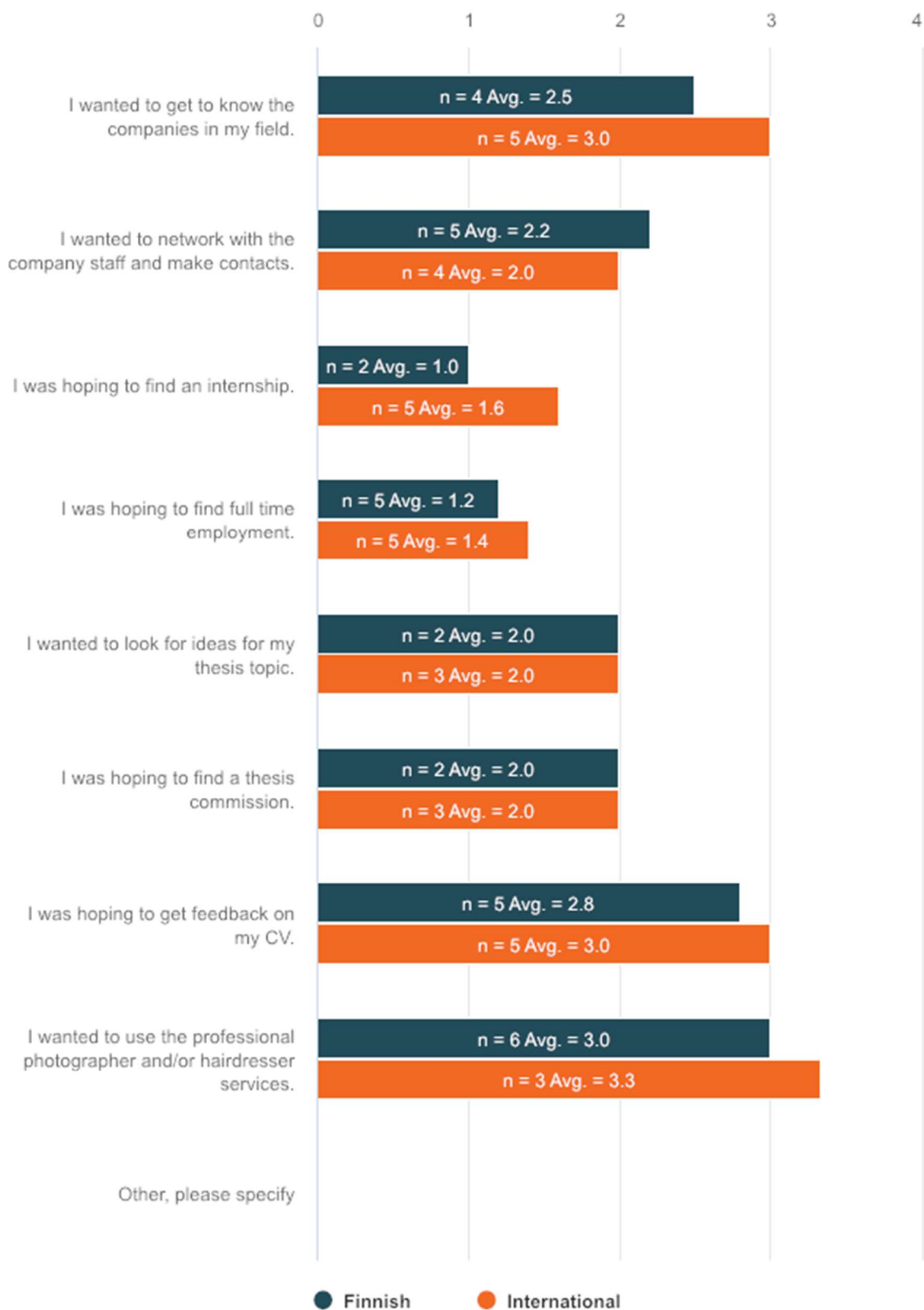
I wanted to look for ideas for my thesis topic.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
Finnish	0%	100%	0%	0%
International	33.34%	33.33%	33.33%	0%

I was hoping to find a thesis commission.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
Finnish	0%	100%	0%	0%
International	33.34%	33.33%	33.33%	0%

I was hoping to get feedback on my CV.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
Finnish	20%	20%	20%	40%
International	0%	40%	20%	40%

I wanted to use the professional photographer and/or hair-dresser services.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
Finnish	16.66%	16.67%	16.67%	50%
International	0%	33.33%	0%	66.67%

Other, please specify	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
Finnish	0%	0%	0%	0%
International	0%	0%	0%	0%



8. Was your degree programme properly represented among the companies?

Number of respondents: 11

	Finnish		International		Tot.
	n	%	n	%	
Yes	3	50%	3	60%	6
No	2	33.33%	2	40%	4
Not applicable	1	16.67%	0	0%	1
Total	6		5		11

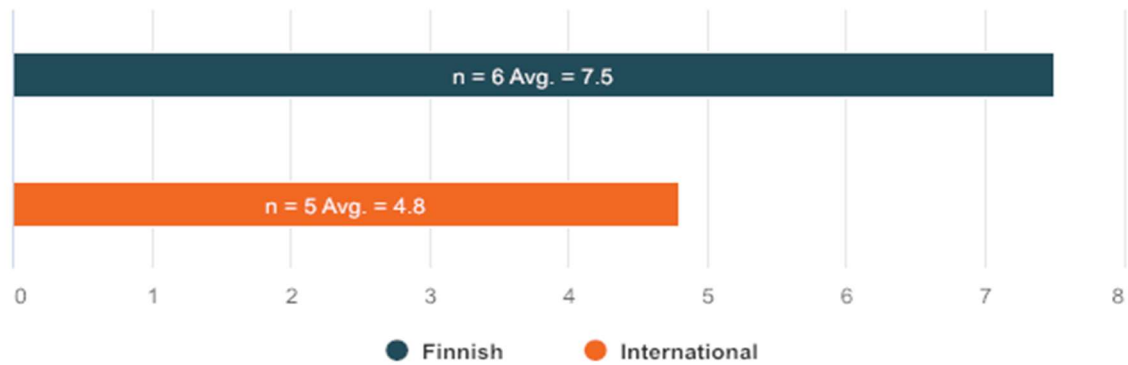
9. Were there enough possibilities for non-Finnish speakers?

Number of respondents: 11

	Finnish		International		Tot.
	n	%	n	%	
Yes	0	0%	1	20%	1
No	0	0%	4	80%	4
Not sure	6	100%	0	0%	6
Total	6		5		11

10. How likely are you to recommend the fair to others?

Number of respondents: 11



	n	Min value	Max value	Average	Median	Sum	Standard Deviation
Finnish	6	3	10	7.5	8.5	45	3.02
International	5	3	6	4.8	5	24	1.3

Appendix 4. Webropol report – Duuniin.net - Degree programme

The first three questions are not included. The results can be seen in appendix 2.

4. Are you a Finnish or an international student (based on country of origin)?

Number of respondents: 11

	ASSI		BITE		GLOBBA		HETI		MASTER'S		Tot.
	n	%	n	%	n	%	n	%	n	%	
Finnish	2	100%	0	0%	1	50%	1	100%	2	100%	6
International	0	0%	4	100%	1	50%	0	0%	0	0%	5
Total	2		4		2		1		2		11

5. What is your level of Finnish language?

Number of respondents: 5

	ASSI		BITE		GLOBBA		HETI		MASTER'S		Tot.
	n	%	n	%	n	%	n	%	n	%	
No skills at all.	0	0%	0	0%	1	100%	0	0%	0	0%	1
Beginner, familiar with some words and phrases (A1-A2).	0	0%	1	25%	0	0%	0	0%	0	0%	1
Limited skills, but enough to get by in everyday situations (B1).	0	0%	2	50%	0	0%	0	0%	0	0%	2
Advanced skills, able to communicate without problems in most situations (B2).	0	0%	1	25%	0	0%	0	0%	0	0%	1
Fluent speaker, close to native (C1).	0	0%	0	0%	0	0%	0	0%	0	0%	0
Total	0		4		1		0		0		5

Question 6. What motivated you to visit the career fair? What were your expectations towards it? Please, mark the importance of each of the options below from 1 (not at all important) to 4 (very important). 'Other' is an optional field.

Number of respondents: 11

I wanted to get to know the companies in my field.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
ASSI	0%	50%	50%	0%
HETI	0%	0%	0%	100%
BITE	0%	50%	25%	25%
GLOBBA	0%	0%	50%	50%
MASTER'S	100%	0%	0%	0%

I wanted to network with the company staff and make contacts.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
ASSI	0%	0%	100%	0%
HETI	0%	0%	0%	100%
BITE	0%	0%	75%	25%
GLOBBA	50%	0%	50%	0%
MASTER'S	50%	0%	50%	0%

I was hoping to find an internship.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
ASSI	100%	0%	0%	0%
HETI	0%	0%	0%	100%
BITE	0%	0%	0%	100%
GLOBBA	0%	0%	50%	50%
MASTER'S	100%	0%	0%	0%

I was hoping to find full time employment.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
ASSI	0%	0%	0%	100%
HETI	0%	100%	0%	0%
BITE	0%	0%	25%	75%
GLOBBA	0%	50%	0%	50%
MASTER'S	50%	0%	0%	50%

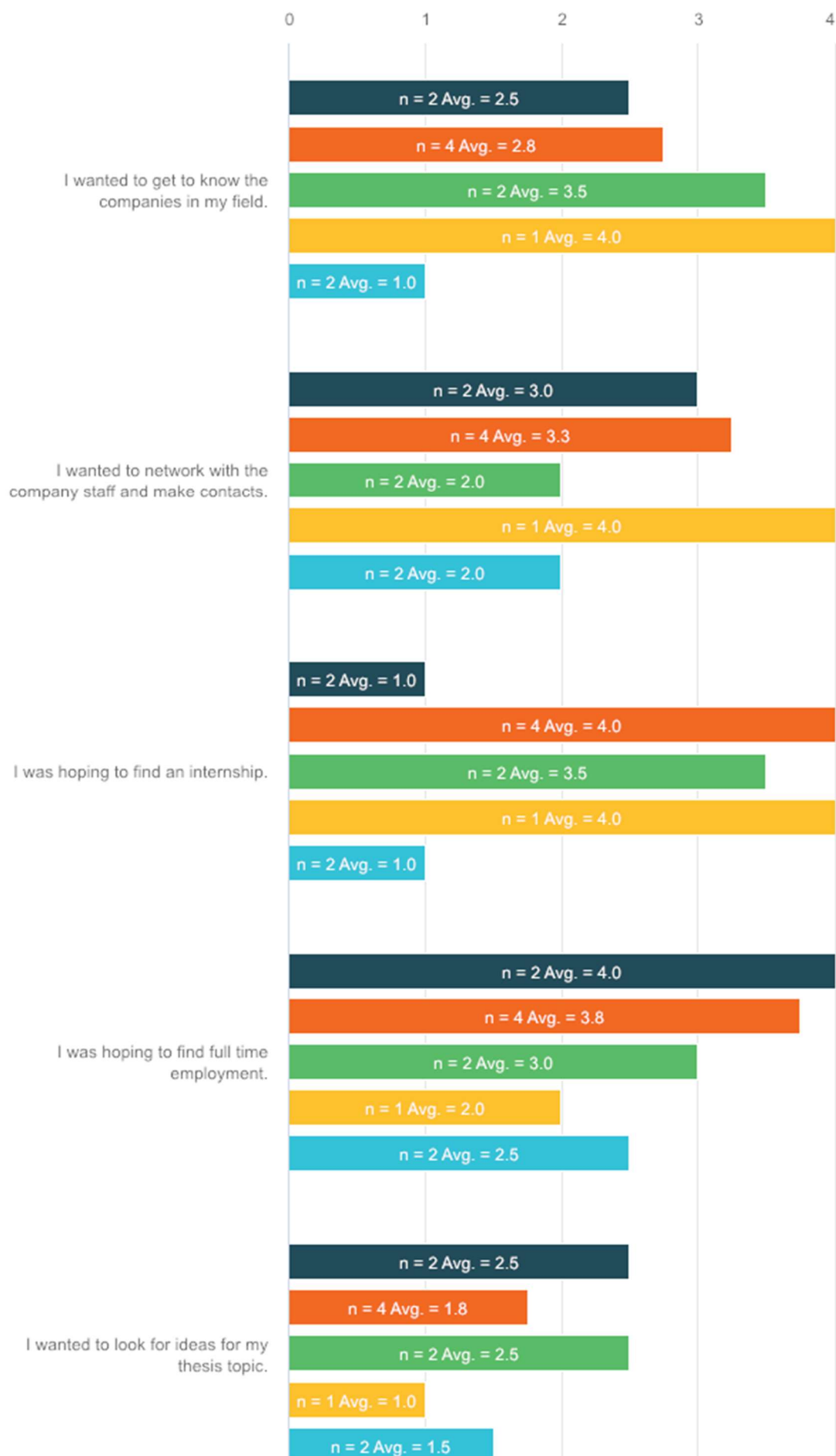
I wanted to look for ideas for my thesis topic.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
ASSI	50%	0%	0%	50%
HETI	100%	0%	0%	0%
BITE	50%	25%	25%	0%
GLOBBA	50%	0%	0%	50%
MASTER'S	50%	50%	0%	0%

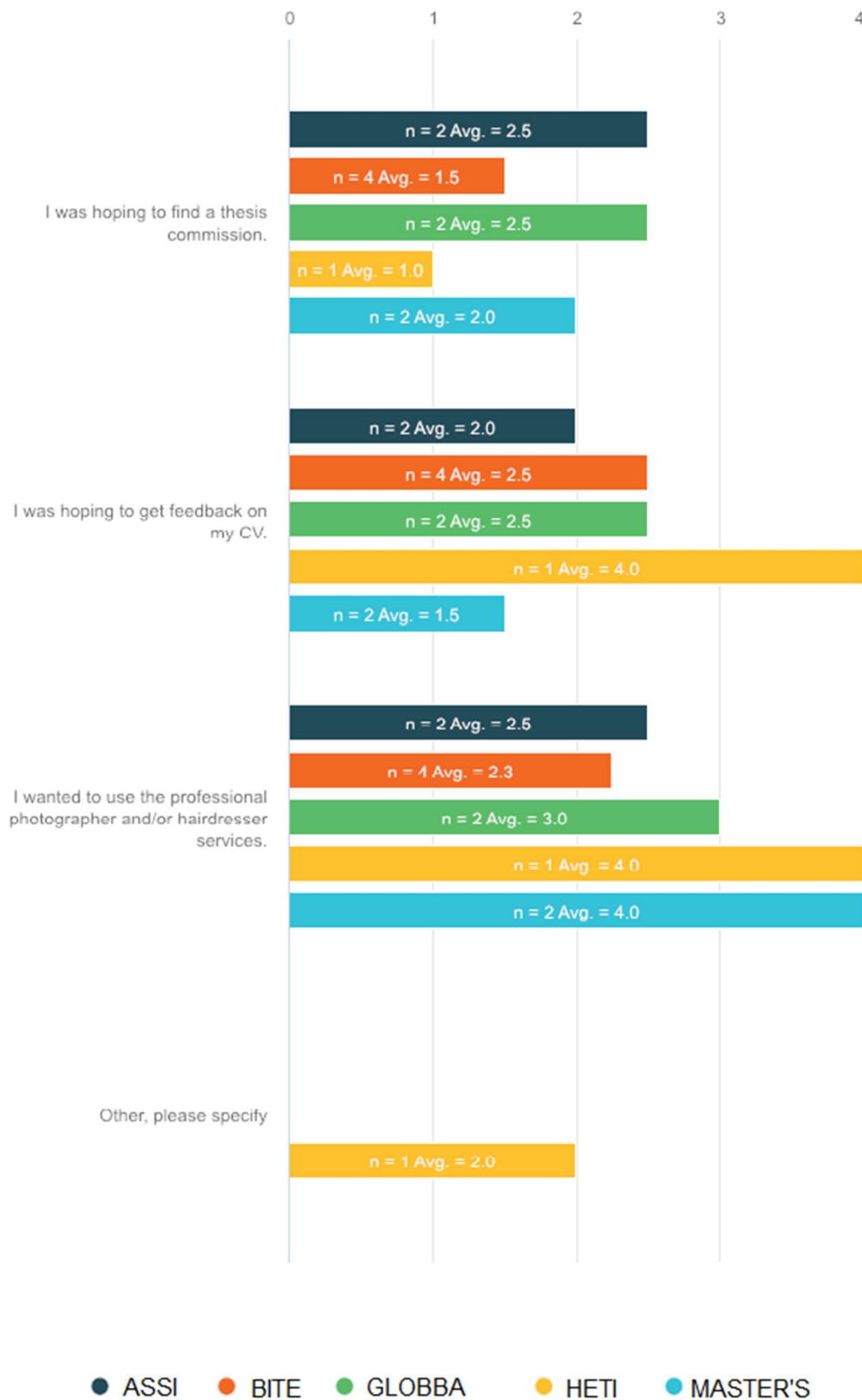
I was hoping to find a thesis commission.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
ASSI	50%	0%	0%	50%
HETI	100%	0%	0%	0%
BITE	50%	50%	0%	0%
GLOBBA	50%	0%	0%	50%
MASTER'S	50%	0%	50%	0%

I was hoping to get feedback on my CV.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
ASSI	0%	100%	0%	0%
HETI	0%	0%	0%	100%
BITE	0%	50%	50%	0%
GLOBBA	0%	50%	50%	0%
MASTER'S	50%	50%	0%	0%

I wanted to use the professional photographer and/or hairdresser services.	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
ASSI	0%	50%	50%	0%
HETI	0%	0%	0%	100%
BITE	50%	0%	25%	25%
GLOBBA	0%	0%	100%	0%
MASTER'S	0%	0%	0%	100%

Other, please specify (Stickers, pens, badges, etc.)	1 (not at all important)	2 (a little important)	3 (moderately important)	4 (very important)
ASSI	0%	0%	0%	0%
HETI	0%	100%	0%	0%
BITE	0%	0%	0%	0%
GLOBBA	0%	0%	0%	0%
MASTER'S	0%	0%	0%	0%





Question 7. Based on your answers to the previous question about your expectations towards the fair, indicate how well these expectations were met. Please, mark your level of satisfaction from 1 (not at all satisfied - the expectation was not met)

to 4 (completely satisfied - your expectation was fully met). 'Other' is an optional field.

I wanted to get to know the companies in my field.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
ASSI	50%	50%	0%	0%
HETI	0%	0%	0%	100%
BITE	0%	25%	50%	25%
GLOBBA	0%	0%	100%	0%
MASTER'S	0%	0%	0%	0%

I wanted to network with the company staff and make contacts.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
ASSI	50%	0%	0%	50%
HETI	0%	0%	100%	0%
BITE	25%	50%	25%	0%
GLOBBA	0%	100%	0%	0%
MASTER'S	100%	0%	0%	0%

I was hoping to find an internship.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
ASSI	0%	0%	0%	0%
HETI	100%	0%	0%	0%
BITE	50%	50%	0%	0%
GLOBBA	50%	50%	0%	0%
MASTER'S	0%	0%	0%	0%

I was hoping to find full time employment.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
ASSI	100%	0%	0%	0%
HETI	100%	0%	0%	0%
BITE	75%	25%	0%	0%
GLOBBA	50%	50%	0%	0%
MASTER'S	0%	100%	0%	0%

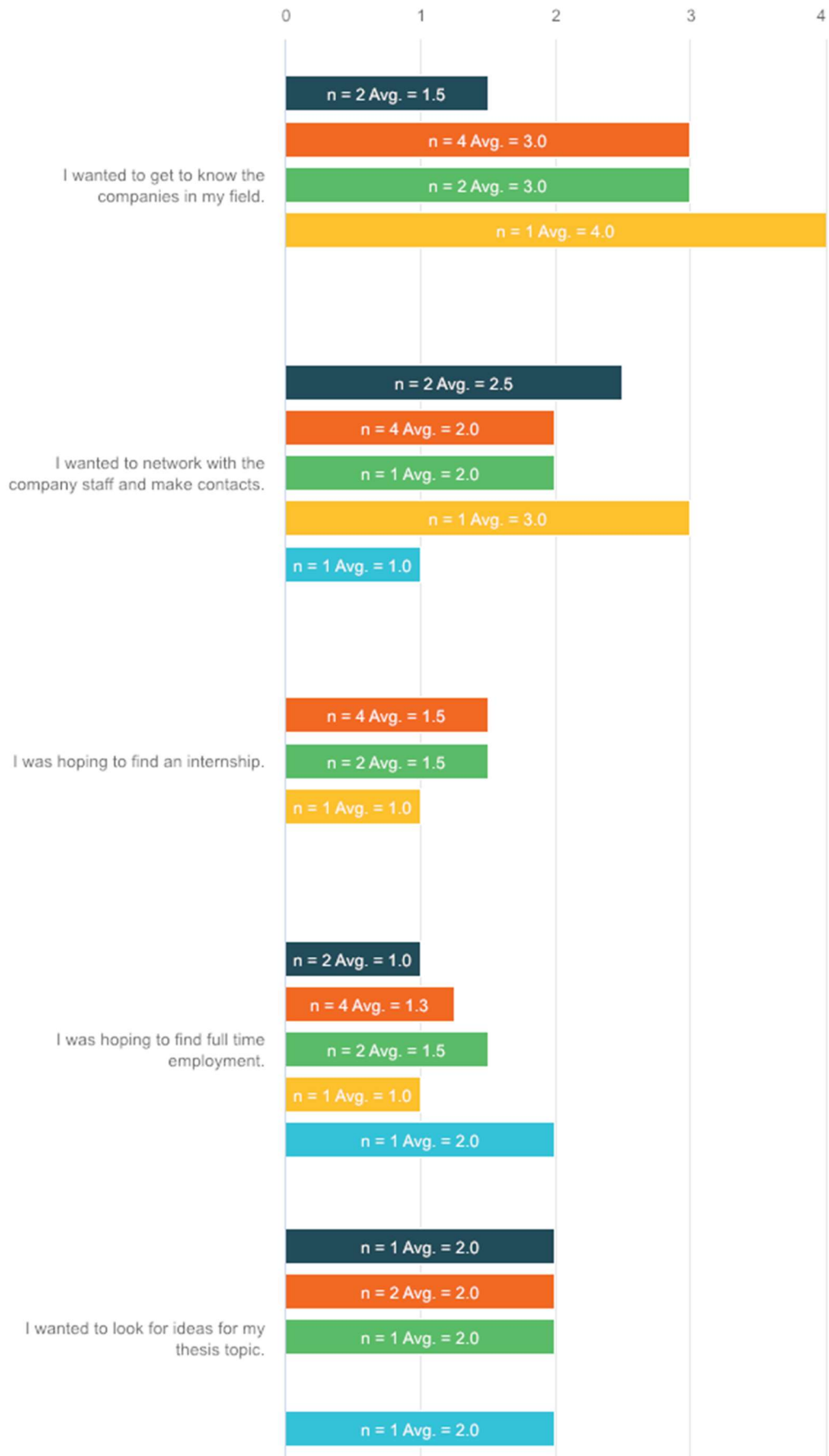
I wanted to look for ideas for my thesis topic.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
ASSI	0%	100%	0%	0%
HETI	0%	0%	0%	0%
BITE	50%	0%	50%	0%
GLOBBA	0%	100%	0%	0%
MASTER'S	0%	100%	0%	0%

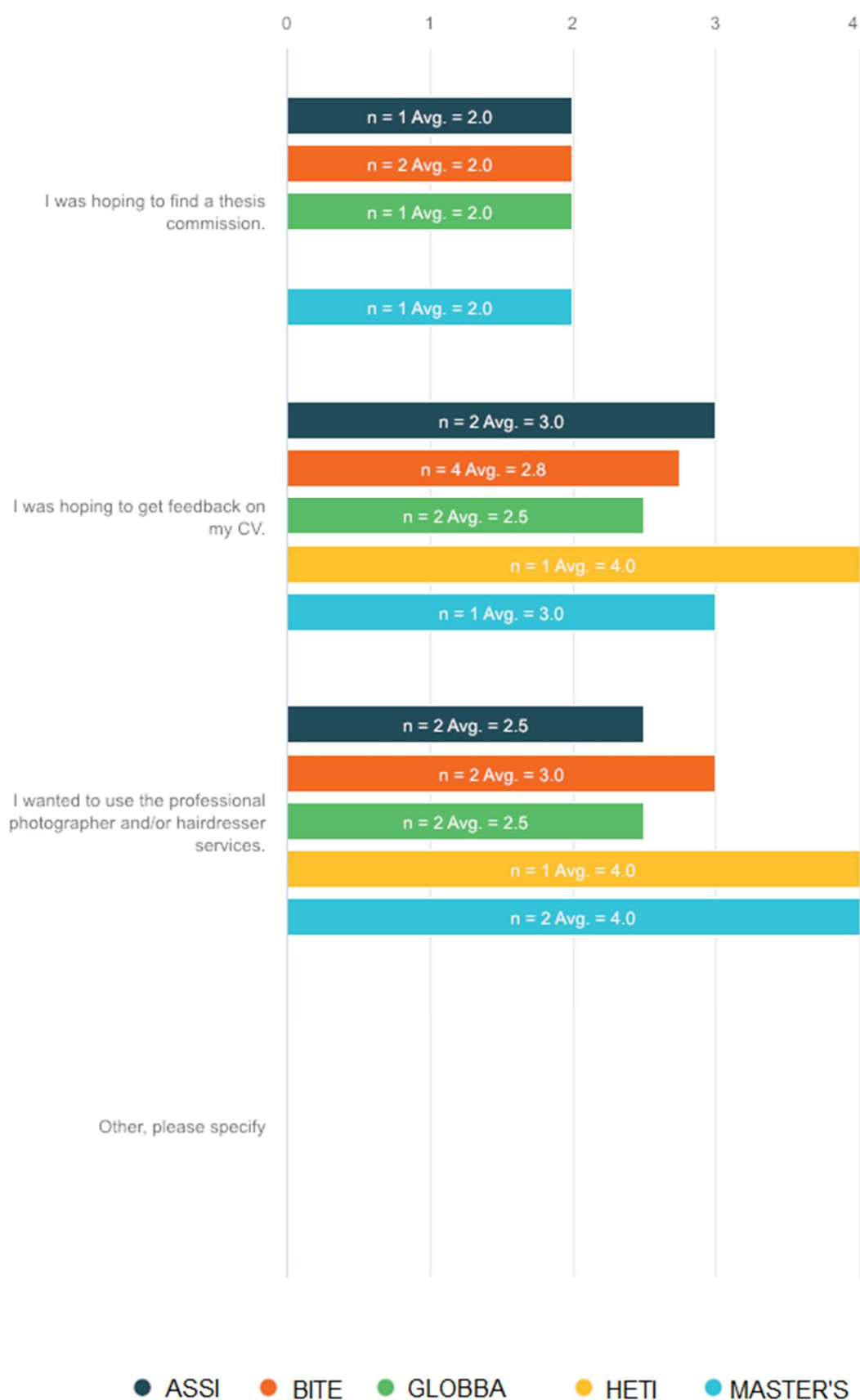
I was hoping to find a thesis commission.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
ASSI	0%	100%	0%	0%
HETI	0%	0%	0%	0%
BITE	50%	0%	50%	0%
GLOBBA	0%	100%	0%	0%
MASTER'S	0%	100%	0%	0%

I was hoping to get feedback on my CV.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
ASSI	0%	50%	0%	50%
HETI	0%	0%	0%	100%
BITE	0%	50%	25%	25%
GLOBBA	50%	0%	0%	50%
MASTER'S	0%	0%	100%	0%

I wanted to use the professional photographer and/or hairdresser services.	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
ASSI	0%	50%	50%	0%
HETI	0%	0%	0%	100%
BITE	0%	50%	0%	50%
GLOBBA	50%	0%	0%	50%
MASTER'S	0%	0%	0%	100%

Other, please specify	1 (not at all satisfied)	2 (a little satisfied)	3 (moderately satisfied)	4 (completely satisfied)
ASSI	0%	0%	0%	0%
HETI	0%	0%	0%	0%
BITE	0%	0%	0%	0%
GLOBBA	0%	0%	0%	0%
MASTER'S	0%	0%	0%	0%





8. Was your degree programme properly represented among the companies?

Number of respondents: 11

	ASSI		BITE		GLOBBA		HETI		MASTER'S		Tot.
	n	%	n	%	n	%	n	%	n	%	
Yes	1	50%	2	50%	1	50%	1	100%	1	50%	6
No	0	0%	2	50%	1	50%	0	0%	1	50%	4
Not applicable	1	50%	0	0%	0	0%	0	0%	0	0%	1
Total	2		4		2		1		2		11

9. Were there enough possibilities for non-Finnish speakers?

Number of respondents: 11

	ASSI		BITE		GLOBBA		HETI		MASTER'S		Tot.
	n	%	n	%	n	%	n	%	n	%	
Yes	0	0%	1	25%	0	0%	0	0%	0	0%	1
No	0	0%	3	75%	1	50%	0	0%	0	0%	4
Not sure	2	100%	0	0%	1	50%	1	100%	2	100%	6
Total	2		4		2		1		2		11

10. How likely are you to recommend the fair to others?

Number of respondents: 11



	n	Min value	Max value	Average	Median	Sum	Standard Deviation
ASSI	2	3	10	6.5	6.5	13	4.95
BITE	4	3	6	4.5	4.5	18	1.29
GLOBBA	2	6	7	6.5	6.5	13	0.71
HETI	1	10	10	10	10	10	0
MASTER'S	2	5	10	7.5	7.5	15	3.54