



JÖNKÖPING INTERNATIONAL  
BUSINESS SCHOOL  
JÖNKÖPING UNIVERSITY

# **International Students Integration into the City**

## **A Case Study of Jönköping International Business School**

Bachelor Thesis in Business Administration

Author: Jelena Filipovic 890817 2201  
Amanda Hanaeus 890818 7423  
Meagan Jonsson 900802 0407  
Tutor: Zehra Sayed

Jönköping May 2012

## **Acknowledgements**

The authors would like to thank and acknowledge the supervisor of this thesis Zehra Sayed for her support and advice throughout the writing process. Furthermore, we would like to thank all the interviewees who participated in this study: Andreas Torén, Eric Freid, Einav Peretz Andersson, Ylva Millback and Sanja Nikic Lesic, as well as the student-workers who completed our questionnaire. Their views and opinions are greatly appreciated and were important in contributing to the findings of this thesis.

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Jönköping 2012.05.18

Jelena Filipovic

Amanda Hanaeus

Meagan Jonsson

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Title:	International Students Integration into the City: A Case Study of Jönköping International Business School
Authors:	Jelena Filipovic, Meagan Jonsson & Amanda Hanaeus
Tutor:	Zehra Sayed
Date:	2012-05-18
Subject terms:	Internationalization, higher education, part-time employment, international students, city development.

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### **Abstract**

The prevalence of internationalization in universities today is affecting the cities in which they are located. As the integration of international students adds to the ambiance and culture of a city, the authors argue that mutual participation of universities and communities will influence the development of a city. The aim of this thesis is therefore to explore the collaborations between the two, using Jönköping's International Business School (JIBS) as a case study. In focusing our attention on international students and their part-time employment, we wish to gain a better understanding of the potential effects a university may have in enhancing a city. Research was conducted in an effort to obtain diverse views and uncover underlying themes that may exist between different stakeholders. Respondents from the following organizations were interviewed to clarify the different perceptions: The University Service's Career Center, International and Recruitment Offices at JIBS, and Jönköping Municipality.

It was found that networking between JIBS and Jönköping exists, but that the relationship appears to be complex as each party has different dimensions to consider, making true collaboration difficult. However, communication and cooperation could be useful in steering the direction of city development. The presence of international students is seen as influencing the culture, knowledge, and image of the city, but a true integration of these students is lacking. A further contribution through the inclusion of international students in part-time employment is believed to be beneficial to both the city and students, but barriers such as language make this a difficult task. An alliance between JIBS and Jönköping is therefore encouraged, as their combined efforts are crucial in solving these types of issues. We claim that the integration of international students through the creation of part-time jobs or internships demonstrates one way JIBS contributes to the city.

# Table of Contents

<b>1</b>	<b>Introduction.....</b>	<b>5</b>
1.1	Background.....	6
1.1.1	Internationalization and the University .....	6
1.1.2	Stakeholders and the University.....	7
1.1.3	Students and the City.....	7
1.2	Problem Specification .....	9
1.3	Purpose.....	11
1.4	Research Questions .....	12
1.5	Case Study: Jönköping International Business School.....	13
<b>2</b>	<b>Frame of Reference .....</b>	<b>15</b>
2.1	University Contribution to the City .....	15
2.2	Student Integration into the City .....	20
2.3	Collaboration between the City and University .....	22
<b>3</b>	<b>Method .....</b>	<b>25</b>
3.1	Qualitative Method .....	25
3.2	Case Study .....	26
3.3	Data Collection.....	26
3.3.1	Literature Study .....	27
3.3.2	Interviews .....	27
3.3.3	Analysis of Findings.....	29
<b>4</b>	<b>Empirical Findings.....</b>	<b>30</b>
4.1	University Contribution to the City .....	30
4.2	Student Integration into the City .....	32
4.3	Collaboration between the City and University .....	35
<b>5</b>	<b>Analysis .....</b>	<b>38</b>
5.1	University Contribution to the City .....	38
5.1.1	Circulation of Knowledge .....	38
5.1.2	Entrepreneurship and Research .....	39
5.1.3	Internationalization.....	40
5.2	Student Integration into the City .....	41
5.2.1	Part-Time Employment for International Students .....	41
5.2.2	Managing the Current Situation .....	42
5.2.3	Barriers and Challenges .....	43
5.2.4	Additional Options .....	44
5.3	Collaboration between the City and University .....	45
5.3.1	Current Relationships .....	45
5.3.2	The Role of International Students .....	46
5.3.3	Mutual Goals .....	48
<b>6</b>	<b>Conclusion .....</b>	<b>50</b>
<b>7</b>	<b>Discussion .....</b>	<b>52</b>
	<b>List of references .....</b>	<b>54</b>
	<b>Appendix</b>	

Appendix 1.....	59
Appendix 2.....	62
Appendix 3.....	63

# 1 Introduction

Cities throughout the world today experience new types of challenges, one of them being the increased competition between cities that try to create their own identity in the globalizing world. The concept of city branding has therefore become increasingly used and acknowledged. It is used to attract peoples' attention, to keep residents by providing an attractive place to live, to make the city appealing to visitors and to enhance its regional reputation. As traveling has become more frequent and easier over time, each city competes by itself to entice the world's population which is moving around more than ever. A city may be viewed in many different ways depending on factors such as location, size and culture. Also, personal preferences seem to play an even more important role.

Universities are often key features of their cities, influencing community development and affecting the cities they are located in. This results in increasing demands from both the academic world and city stakeholders (Perry & Wiewal, 2005). New challenges such as attracting national and international students and competition with top universities worldwide have forced universities to change their traditional mind-set and adapt to the rapidly changing environment (Altbach & Teichler, 2001). As the role of higher education institutions (HEIs) becomes increasingly important and complex, the successful collaboration between the city and university is significant for all stakeholders involved. The internationalization of higher education is becoming a crucial strategy for universities as they strive to provide quality education and survive in the global marketplace (Altbach, 2004). When students choose their future university, it is no longer a matter of looking at local campuses, but often selecting a school due to its location, possibly far away from home. Today's students are selective and choose a university with a reputable image and attractive location, which leads back to the significance of building a successful city image with strong internal and external relationships. However, students also face their own challenges as the increasing tuition fees have been seen globally. A natural response to this has been that students find new ways to fund their studies, often through part-time jobs. While this issue appears to have caught more attention earlier in countries such as the UK and the United States, it is our belief that it is becoming more prevalent in Sweden as regulations have recently changed regarding international program students and tuition fees. By using Jönköping International Business School

(JIBS) as a case study, an exploration of how this university relates to this issue will follow.

## **1.1 Background**

In order to fully comprehend and convey the connection between an international university and a city, while focusing on its international students and their integration into the city, a few concepts must be clarified. The occurrence of internationalization of higher education, as well as a presentation of possible stakeholders of the university, and the phenomenon of part-time employment, are aspects that will be explained individually. This organization allows a better understanding of each phenomenon and how they are connected. These concepts are intertwined and the connections can be illustrated as such: Internationalization of higher education accelerates the movement of students, and expands the pool of networks within and outside the university. This fact puts pressures on both universities and students as the necessary introduction of tuition fees has resulted in students' need to finance their studies, often through working part-time.

### **1.1.1 Internationalization and the University**

For the purpose of this thesis, we will use Knight's (2003) definition of internationalization as, "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (p.2). This phenomenon has inevitably become a key source of competitive advantage and is observed worldwide (Bartell, 2003). One way universities achieve this, is through carrying out minimal activities such as study abroad programs, international exchange programs, and international research as means to generate external funds. While it can also be achieved through complex, policy driven, and all-encompassing methods integrated into the curriculum, culture, research activities, and instructions of a university and its members (Bartell, 2003). Furthermore, goals for internationalizing higher education vary greatly and depend on the individual institution. According to Altbach and Teichler (2001), some prioritize the stakeholders' interests and focus on local priorities, while others try to create a competitive advantage in the global market and respond to global pressures. International initiatives are often directed towards attracting foreign students and increasing profits; however other goals may be the development of the institution through the integration of an international mind-set into the curriculum and campus (Altbach &

Teichler, 2001). Creating an international brand image and achieving a commercial advantage is additionally helpful in attracting students. Clearly, some are more profit-minded, while others seek to provide societal good and influence the world by distributing new knowledge and educating young professionals (Altbach & Teichler, 2001).

### **1.1.2 Stakeholders and the University**

A university exists to serve the public, not only by educating, but also through its influence on the community. It can often be seen as a source of culture, along with the local government, firms, churches, and other organizations that may contribute and add value to society. Universities can create morals that shape the community, while providing economic health and contributing to the physical landscape of the city (Perry & Wiewal, 2005). Arguably then, the university has both internal and external stakeholders, making the relationship between the city and the university extremely complex (Bartell, 2003). External stakeholders include the surrounding community, firms, and the media while internal stakeholders encompass everyone within the campus (Bartell, 2003). Each of the aforementioned therefore takes part in the creation of internal and external logic (Perry & Wiewal, 2005). Internal logic refers to the relationships and events that exist within life on campus, while external logic involves the role of the university in society as both a large landowner and employer. The university and its stakeholders are also consumers of both private and public goods and services, therefore creating external constituents in the surrounding area (Perry & Wiewal, 2005). These stakeholders originate both indirectly, with an educational mission in mind, as well as directly, in regards to economic relations, physical locations, and political demands (Perry & Wiewal, 2005). Consequently, it is difficult for an individual university to operate and compete independently today as it is reliant on established relationships to create the necessary opportunities for advancement (Altbach, 2004).

### **1.1.3 Students and the City**

The integration of students into the city is a key driver in city development and is one main way a university influences its host city, creating diversity and transferring

knowledge. Students today are entering the labor market later in life as they are enrolled in universities longer, and that they fund their education through procuring part-time jobs (Rosemary and Lammont, 2006). Part-time jobs and other external supports are necessary as the escalation of tuition fees has been seen worldwide, resulting in an increasingly stressful financial situation for students (Altbach, 2010).

Participating in higher education requires students to pay tuition fees in addition to everyday life expenses, a fact that is leading more students today to combine full-time education with part-time employment (Rosemary & Lammont, 2006). This is primarily due to the replacement of state funded means with students' loans, and the raise of tuition fees (Curtis & Rosemary, 2000). Walsh (1990) on the other hand argues that part-time employment is increasing and existing, mainly in the private sector, due to its adeptness in controlling labor costs, as well as minimizing costs associated with full-time employment. Furthermore, because of this increase in part-time employment among students Ford, Bosworth and Wilson (1995) argue that they are replacing other workers, thus implying that it is not just an issue for higher education but also an issue in understanding the labor market. Regardless of the reasons, part-time jobs have now become a "majority experience for students", and in some cases, students are working more hours than legally allowed (Robotham 2009, p. 238), proving that the trend is prevalent and that part-time jobs are in demand.

The occurrence of part-time employment of students means that they are changing their role as merely consumer of goods and services, as they are also coming in contact with business and employers (Ford, Bosworth & Wilson 2006). With students taking on part-time employment to fund their full-time education, their interactions in the city and with the businesses that reside there increase. Arguably, it seems the university and the city impact and affect each other and are connected in this way.

The position of the city has been stressed because of its role in both networks of production and the world economy, but this has been done with little regard to the university's role (Perry & Wiewal, 2008). Even as a university's host city achieves global prominence, the role a university plays in accomplishing this, has hardly been considered (Sassen, 2002). The increase of part-time employment for students has gained attention, but without much consideration of the connections between the university and the city

itself. The education provided by universities currently exceeds campus and national borders, but ultimately those educated often settle within the city, making it the center for networks of capital, information, and knowledge (Clark 2002; Scott, 2005; Sassen, 2002).

## **1.2 Problem Specification**

The knowledge-based activities conducted at a university contribute to regional earnings (Goldstein & Drucker, 2006) and educated individuals transfer their education to the workplace, thereby increasing human capital within the city (Proenza, 2002/2003). With this in mind, the aim of this thesis is to consider the importance of building networks and strengthening relationships between stakeholders and the university, and argue that this is a valuable tool for both the city and university in driving development. Students may amplify these contributions within a city as they enter the labor market. Career centers in universities, among others, have helped strengthen and establish this link between the city and university. In order to specify and limit our research we have chosen to focus our attention to Jönköping International Business School (JIBS) and explore how this University relates to this problem.

JIBS is the most international business school in Sweden (JIBS, 2011a) and is therefore largely affected by the recent introduction of tuition fees. Due to the large amount of international students residing in Jönköping, this financial burden is experienced by many. Therefore, the trend of students searching for part-time jobs (Richardson, Evans & Gbadamosi, 2009) is applicable for international program students studying in Sweden today. Employment will not only help students pay for their living and education expenses, but also integrate them into the labor market and allowing them to interact with businesses and employers early in their career (Dustmann, Micklewright, Rajah & Smith, 1996).

An investigation of the current situation seen at JIBS, combined with an exploration of collaborations between the University and its host city, Jönköping, was conducted. Consideration of the existing issues relating to a case study of JIBS will help in understanding of the local environment as well as develop the general knowledge pertaining to a

university's contributions to a city. A further explanation of these relationships and trends will be presented and analyzed using a qualitative method and data collected through interviews and from JIBS as a case study to increase our understanding of the current situation in Jönköping.

Due to the critical importance of both cities and universities, along with the increase of student part-time employment it seems further research of the dynamics of their relationships is a pertinent subject of study. By using this parameter we will examine the existing relationship between the University and city from an organizational point of view, discovering any coinciding interests that may exist between the two. This will be done by studying the relationship each entity has with international students and how their role as stakeholders in the employment of these students links them together. The term "overlap" is used throughout this thesis to describe this mutual affiliation with students, and we argue that this occurrence increases the need for collaboration between Jönköping and JIBS.

Furthermore, considering the recent implementation of tuition fees for non-European Union (EU)/ European Economic Area (EEA) students, it is our intention to see if JIBS and the city of Jönköping are aware of these trends and what consideration they are afforded. In investigating how international students are viewed by JIBS and Jönköping we will gain a better understanding of the existing relationships, and uncover any overlapping interests that may occur between them. The focus will be on the part-time employment of international program students; however, it is not the purpose to investigate the specific value added to the workplace through these students. Rather, the aim is to find out if their integration into the city, and consequently the international focus of the school, influences city development by identifying the potential barriers and benefits of these students entering the labor market.

### **1.3 Purpose**

The research aims to explore the ways in which a university may contribute to a city and influence its development. As the topic is broad and includes various parameters, the integration of international students into the city through part-time employment will be used as a lens to narrow the focus of this thesis. This was done to provide clear examples of how integration may be achieved and to focus our attention on one way a university can contribute to a city. By studying this subject we hope that both JIBS and Jönköping will benefit and that the significance of the existing collaborations may be noticed and further developed. The exploration of this topic will bring to light one of the many ways a university can impact a town as well as increase others' interest in this area and encourage further research and action.

## 1.4 Research Questions

- In what respect does the relationship between JIBS and Jönköping overlap in terms of part-time employment for international students?
- What are the potential barriers for international students in acquiring part-time employment and are there benefits from their integration into the labor market?
- Has the trend of increasing demand for part-time employment among students been acknowledged by JIBS and Jönköping in light of the recent introduction of tuition fees for international students?



## 1.5 Case Study: Jönköping International Business School

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*‘Mission: JIBS creates value in society by excellent education and research. We are committed to advance entrepreneurship and business renewal. We are international at heart and entrepreneurial in mind.*

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*Vision: JIBS is one of the most recognized international business schools in the world‘*  
(JIBS, 2011b).

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JIBS provides a special case due to its international focus and international students' role in creating diversity in the city. The University campus has a central location in Jönköping, making it a key characteristic in the city. Furthermore, as the city is relatively small, JIBS's presence is more noticeable and of interest to Jönköping. The founding of a business school in Jönköping started as a report to the Swedish Minister of education proposing its establishment in 1992. A year after its foundation, the Swedish parliament decided to privatize the existing governmental university in Jönköping. The business school was intended to have international dimensions by combining foreign faculty, exchange students, and internationally focused curricula (JIBS, 2012a).

The international focus of JIBS was apparent from the beginning as all students were offered the opportunity to study abroad for one or two terms. The University became internationally recognized and began the development of partnerships with universities, and today has over 200 partner universities across the world (JIBS, 2011a). As of 2003, JIBS international students were given the opportunity to study entire bachelor programs in English. It was also the first university to offer programs completely in English at bachelor, masters, and doctoral levels in Sweden (JIBS, 2012a). Each year about 450 exchange students arrive at JIBS, along with approximately 500 international program students making it one of the most international universities in Sweden (JIBS, 2011a). The school's mission is affirmed by its faculty and students as approximately one third come from international backgrounds (JIBS, 2011e).

The schools profile focuses on entrepreneurship, particularly within small and medium-sized companies, while stressing additional cooperation between local and national trade and industries. Moreover, innovative host company programs were established and the necessary resources to establish a doctoral program was requested (JIBS, 2012a). JIBS carries out activities that attempt to integrate its students into the city through its contact with 350 host companies and an annual career day, Next Step; allowing students to interact with the business world. Next Step invites over 30 regional and international companies to meet with students, and gives students a chance to mingle and network with their potential future employers (JIBS, 2011d).

JIBS now offers programs within business administration, commercial law, economics, informatics and statistics (JIBS, 2011a). Swedish students, program students from the EU/ EEA, and exchange students from all countries are not required to pay tuition fees when attending JIBS. Whereas previously foreign program students were not charged, students coming from outside of the EU/EEA studying undergraduate and graduate programs are now required to pay tuition fees. This fact may be influential in students' necessity to work during their studies (JIBS, 2011c).

## **2 Frame of Reference**

In an attempt to make the thesis more logical for the reader, it is arranged into the following three sections: university contribution to the city, student integration into the city, and collaboration between the city and university. Ultimately, we aim to compare theory with research to see if any contributions are made to a city through the integration of international students and how this is being handled by Jönköping University and the city of Jönköping.

### **2.1 University Contribution to the City**

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A discussion of the various ways a university influences the city will be presented next. The internationalization of HEIs within the city is also introduced as it is an important feature of the purpose of this paper. This will afford a clearer understanding of how the city and university are linked and what aspect international students play in this relationship.

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As asserted by Altbach and Knight (2007), higher education has played an important role in society since the medieval times; it has always been an interest for various stakeholders and a subject for debate. Matters have changed considerably as new tendencies appear in the 21st century, an era frequently referred to as the knowledge society (Altbach, 2004, Knight, 2004, van der Wende, 2007). The influx of knowledge-intensive industries has brought higher education to light and made it an increasingly central matter to the public. The demands on HEIs are thus greater than ever, and they are pressured to increase their quality standards as students nowadays are more aware of what to expect and what is expected of them (Altbach & Knight, 2007).

The research conducted at the university creates new knowledge. This knowledge increases human capital, which is then introduced to the market, thereby creating new employment, wealth and economic expansion (Proenza, 2002/2003). He further argues that higher education affects and contributes to both local and regional development,

and that the knowledge provided by the university is further mobilized by students and transferred to the labor market. By obtaining new jobs and moving to new cities students are developing the workforce, thus affecting economic development. In turn, economic development requires workforce development, which is one of the most important factors for companies and organizations. As quoted by Proenza, “human capital is business capital” (2002/2003, p.3), and thus the desire for workforce development becomes one aspect that all cities and universities have in common. Higher education also serves as a “basic generating industry”, Proenza says (p.3), as it generates revenues through sponsored research, tuition, support service fees, state appropriations, providing jobs, and by the consumption of various services in the community.

Tuition fees can be seen as an investment for the gained knowledge that consequently adds both economic benefit and knowledge capital to the city. However, this aspect often raises the topic of students and part-time employment. A part-time job provides income for students, which can help to keep retention rates up in universities and by doing so, increase human capital in the society (Dustmann et al, 1996). This has recently become an important aspect for JIBS to consider as many students are now paying fees for their education. The increased quality and reputation of universities is simultaneously pushing tuition fees up and education is becoming all the more expensive, a fact that may act as a deterrent. This change has recently been seen in Sweden where since 2011, bachelor program students at JIBS are required to pay a tuition fees of 90, 000 SEK per academic year, while for master program students the tuition is 117, 000 SEK per academic year, 58,500 SEK for the first semester (JIBS, 2011c).

Although a broad range of exchange agreements, scholarships and other support for international students exist, the most common situation is that students pay for their education themselves (Altbach & Teichler, 2001, Stromquist, 2007). Some countries are still not prioritizing financial support for incoming and outgoing exchange students and often the institutions themselves do not have the ability to provide this support. Thus, the spread of knowledge throughout the world, which should be a consequence of internationalization, may not be seen equally by everyone around the world (Altbach & Teichler, 2001). The upsurge in tuition fees worldwide has widened the gap between those who can afford education and those who cannot (Stromquist, 2007). Hence, there is an evident gap between students’ tuition expenses and the support they are offered,

which creates strong imperatives for students to find part-time jobs while studying (Hodgson & Spours, 2001).

Accordingly, international students need to finance their studies, but their involvement in part-time employment may also serve as a mean to circulate brain power, share knowledge across borders, and spread new skills that could potentially be transferred back to their home country (Van der Wende, 2007). Van der Wende (2007) argues, the goal should be to shift the idea of, “unilateral brain drain to mutually beneficial brain circulation...” (p.285). As HEIs are facing strong global competition, there is fiercer competition for recruiting students while, at the same time, employers are placing more value on international and practical experiences, and look for the most talented students worldwide (Van der Wende, 2007).

The increased mobility of international students all over the world has resulted in a push for a more integrated academic system. To support this, world agencies such as the World Trade Organization (WTO) have put more emphasis on higher education, and for example it initiated the organization for the General Agreement on Trade in Services (GATS), which implements new regulations in an attempt to encourage and legalize the trade of higher education (Altbach, 2004). International networking is creating a path for the successful future of education, and curriculum and standards are becoming increasingly similar within Europe in an attempt to more easily transfer credits from university to university and compare academic programs (Hobson, 2007). In 1987, the ERASMUS program was established by EU in order to facilitate student mobility in Europe (European Commission, 2012). The program enables European students to study or work abroad within the continent and provides aid through scholarships, increasing cooperation and growing networks between European HEIs. The relationships between HEIs, ministers, students and staff within Europe has been further extended through the Bologna process, which was proposed in 1999 and signed by European ministers (EHEA, 2010). It strives to make academic standards and quality assurance more compatible and to unify higher education in Europe. In strengthening international relationships and facilitating the academic exchange and mobility of students, academic programs and curriculum become more comparable.

International strategies commonly observed within universities are the increasing inclusion of international curriculum and use of English as a common language in teaching

and research (Altbach, 2004). Universities today strategically collaborate with partner universities, placed abroad, in order to develop profound and long-lasting relationships and in doing so, new knowledge is shared worldwide and cross-border understanding can form (Altbach & Knight, 2007). Such collaborations have stimulated internationalization further resulting in new interconnectedness between different nations (Stromquist, 2007).

The Organisation for Economic Co-operation and Development (OECD) is an example of how nations are collaborating and in 2006, they published the article “Four Future Scenarios for Higher Education”, in which different speculations for the future were presented and discussed by Education Ministers in Athens. Scenario three, “New Public Management”, highlights a situation in which the public funds HEIs receive become increasingly important, and there is competition for grants and status as top research organizations. This is currently seen at JIBS in light of the recent government policy changes that now make non-European program students to pay for their education in Sweden. The fourth option, “Higher Education Inc.”, where universities will compete as cooperation was indicated as being the most likely to occur, while the combination of all scenarios is likely to be seen internationally (van der Wende, 2007). Another major trend has been the ability for both students and academic personnel to study and teach abroad (Altbach & Knight, 2007). It is recognized that more people around the world aspire to study at a university level and international exchange studies has become a significant initiative in the attempt to fulfill this increase in demand (Altbach, 2004).

Consequently, mass higher education has become more established over the last decade as a term to describe the increasing amount of students around the world. This circumstance has pushed institutions to work more effectively in handling larger networks and remain both flexible and open (Scott, 1998). The ability to accomplish mass education while maintaining an international strategy has been debated. Scott (1998) claims these are conflicting orientations that require different directions. He believes the mass education approach focuses on the needs of the local market and demands inward activities, while international approaches are often oriented outward and pursue interactions with external players through building international networks. These two concepts can either create a synergy or conflict with each other depending on how they are managed (Scott, 1998).

Universities play a main role in driving the cultural development of a city and provides the city with its knowledge base by creating both “cultural and social” capital through the education of students (Doyle, 2010, p. 467). However, stakeholders exist both within and outside of the university, indicating that policies are shaped through interactions between the university and government (Benneworth & Jongbloed, 2009). A university’s role in creating an identity, in nation-building, and as a driver for cultural engagement is critical for cities and nations alike (Doyle, 2010). Florida (2002) further argues that the community in which the university resides within must be able to absorb the talent, innovation, and technologies that the universities produces, in addition to create an environment in which people want to live, indicating that universities cannot work alone. The strengths of a university must be realized and the city and university need to work together to drive development (Doyle, 2010).

Collaboration between employers and students may be one way of achieving this as students are significant features of both the city and university. Perhaps through the increase of international students procuring part-time jobs, an indirect relationship, suggested by Benneworth and Jongbloed (2009), could form and further networking between the university and employers could take place.

## 2.2 Student Integration into the City

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The topic of students' working behaviors will now be presented along with the reasoning behind this trend. As the design of university studies is no longer what it used to be, a consideration of new relationships between students, universities, and the employers within the city are included.

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Debt and universities are terms that are almost synonymous for students today. The costs accrued through tuition fees, living expenses, extra costs of books, etc. add up, and while it is rare that students begin to pay off their acquired debts during their studies, a part-time job can help avoid debt accrual (Barron & Anastasiadou, 2009). Micklewright et al. (1994) argue for four potential reasons as to why students choose to work or not work. The motivations are: financial pressure, the state of the labor market, the positive effect of current employment on future employment prospect, and finally, a consideration of the negative effects on educational achievement. Students also argue that part-time employment gives them a chance to get to know the labor market, which decreases the chance of mismatch in employment later on (Micklewright et al. 1994).

The existence of students' part-time employment is beneficial to employers in a number of ways (Curtis & Rosemary, 2000). Student labor is often considered to be cheap labor, not only through low wages but also by the minimization of breaks and maximization of hours worked. Another benefit seen in hiring students was flexibility, both in aspects of time and tasks. Students themselves felt that they were more capable and disciplined than full-time workers (Curtis & Rosemary, 2000). This was shown through actions such as completing others' work in order to get a job done, by taking responsibility for the completion of tasks or reading the handbook (Curtis & Rosemary, 2000). In addition to being engaged workers and providing good quality service despite the low pay, part-time employees often work during the busiest times, making them more important than employers realize (Walsh, 1990).

Currently unemployment for young people is high, which makes the chance to gain experience increasingly important. While part-time employment can lead to profession development and is a natural way to start one's career in the business world, it can also

enhance personal growth and lead to self-improvement (Barron & Anastasiadou, 2009). Moreover, the skills learnt in the workplace might be appreciated by future employers (Dustmann et al, 1996; Curtis & Rosemary, 2000). Dustmann et al (1996) continue by saying that a part-time job might also affect the students' future career earnings; partly because part-time employment provides experience which is valued by employers, and partly because it gives the employer a chance to get to know the student and evaluate if the potential for future full-time employment exists. More interesting perhaps, are the hidden experiences students gain from their part-time jobs, namely managing skills, the ability to work with others, and self-management (Curtis and Rosemary, 2000).

Dustmann et al (1996) argue that these days there is rarely a linear process between university education and employment among students. Students today do not attend school, graduate, and then seek employment but rather work during the completion of their education. Munro (2011) uses the term "non-traditional students" and notes that the majority of students spend as little time on campus as possible. He attributes this fact to the additional activities, such as jobs or other extracurricular activities that students are involved in. According to a survey done by Svenskt Näringsliv in 2008 (Hylander, 2009), in which Swedish higher education students participated, it appeared that 6 out of 10 students combined their studies with work. For 64 % of the respondents, the foremost reason was to earn money and make a living, while gaining working experience before graduation was the second most important reason (Hylander, 2009). Hence, attitudes need to change and become more flexible as students can no longer be seen solely as full-time students; their need for work experience should be valued and fully embraced by the university (Richardson et al, 2009). Richardson et al (2009) takes this discussion further and argues that it is important to recognize the movement from traditional thinking and conform to the new needs of the students. Academic programs need to be adapted to fit students' participation in working life and more connections need to exist between work and studies.

In a study focused on work-based learning (WBL) students at Manchester Metropolitan Business School were offered credits for combining their part-time jobs with online studies (Shaw & Ogilvie, 2010). The results proved that WBL was beneficial for both employers and students as around 66% experienced increased job satisfaction, performance, and output. Therefore, it can be argued that the linking of "both activities and

gaining credit for them must be an option worth exploring” (p. 810). While the study focused on WBL application through the teaching of human resource development, the same principal could be applied to any business student. A majority of students rated the practical use of theory in the workplace as the main reason for taking the WBL class (Shaw & Ogilvie, 2010), showing that income no longer remains the only driving force for employment in a scenario where course credit is given.

Deem (2001) asserts that different policies for higher education have been seen in countries which previously relied extensively on public services, for example high welfare states such as Sweden. Welfare states are experiencing reconstructions and Deem (2001) claims that the contemporary reluctance to use public funding is significantly changing organizational and managerial behavior in academic institutions. This transformation further changes the traditional relationship between academic institutions and the city as students then need part-time jobs to fund their education. Financing education while being properly equipped for the adversities of university studies is clearly an issue in today’s world, where fees for higher education are rising and the idea of studying is no longer what it used to be (Deem, 2001). Universities should realize their role surrounding these issues. They could become more involved in students part-time work experience, show more understanding for student workers, along with providing some type of counseling for students (Barron & Anastasiadou, 2009).

### **2.3 Collaboration between the City and University**

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The focus of this section is to explain the importance of active collaborations between the university and stakeholders in a city. Examples of other successful relationships are provided as examples and can be compared to our case study as they illustrate the centrality of such interactions. The complex role a university has within the city is explained to provide an understanding of the issues and possibilities HEIs may face in its surroundings.

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Governmental and university-based programs can prove useful in overall development as well. The PASCAL Universities' Regional Engagement Project (PURE) in Norway worked with introducing educational programs and governmental work that focused on the "tourism, culture, and culture-landscape" of a city with decreasing population problems (Doyle, 2010, p. 468). The findings proved that a college campus built on an old factory property helped re-create the image of the city, as well as returning the river to a healthier state. This example shows how the development of a city by a university can be seen even through simple construction, or the re-development of an area.

In Australia, distance learning helped countryside regions keep the younger workforce local rather than losing them to city universities and has "put the city on the map in an educational sense", since the online education has resulted in many international awards (Doyle, 2010, p. 469). The notion that JIBS has added to Jönköping's presence on the world stage is also applicable as the school has been recognized as a leading research institution. JIBS has been ranked ninth globally and third in Europe in entrepreneurship research, based on publications 1995-2006 (Crump, Abbery & Zu, 2009), as well as ranked fourth globally and first in Europe in regard to family business research based on publications 2001-2007 (Debicki, Matherne III, Kellermanns & Chrisman, 2009).

A program rewarding students for volunteering by offering 5-credits proved beneficial and further created a reputable image of the students for their future employers (Doyle, 2010). This shows the positive effect of awarding credits on student drive, commitment, and involvement. Simple programs directed towards influencing the cultural development of a city, as well as increasing the perceived output from universities may result in governmental funding, an aspect that is crucial for private universities (Doyle, 2010).

According to Deem (2001), university strategies can vary greatly as they are multi-faceted institutions, surrounded, and greatly impacted by local pressures that cannot be overlooked. The observed movement towards privatization of universities is important to consider as these institutions approach internationalization differently, and this change in the market increases pressures for new management and organization of HEIs. Altbach and Knight (2007) assert that private universities are different in scope and tend to not be as internationally oriented due to the fact that they already have plen-

ty of stakeholders and local pressures to which they need to respond. The implications for a private university that is also international are different since they experience pressures internationally, locally, as well as from stakeholders. Such institutions are often more vulnerable to market forces since they do not have the support of a public institution and therefore need to adjust faster to external demands (Stromquist, 2007).

Goldstein and Drucker (2006) believe that the impact a university has on its surroundings depends on the size of the city. They state that research, technology, and teaching at the university affects regional development through raised earnings, knowledge and other spillover, but argue that size has an impact on the degree to which this occurs. The explanation lies in the reasoning that small and medium-sized cities are significantly affected, while larger cities are often influenced by other factors not related to the university. Small cities are more affected by the university's technology development, while medium-sized cities are mostly affected by the research conducted by the university; however, spatial spillover occurs no matter the size of the town (Goldstein and Drucker, 2006).

The importance of building networks, the role of university staff, and community involvement are crucial if stakeholders are to influence the university's activities and further influence the city (Benneworth & Jongbloed, 2009). Identifying the driving factors of the local economy may be important if universities are to be persuaded to educate based on city needs as means of further developing a city. In turn students may be drawn to the university, not based on marketing slogans, but rather due to their interest in the university's specialties based on its position, causing students to recruit themselves (Munro, 2011). Collaboration between Jönköping and JIBS is therefore a topic that extends to all stakeholders involved.

## **3 Method**

### **3.1 Qualitative Method**

Since the purpose of this thesis indicates our interest in exploring a specific phenomenon, to understand why it is occurring, and what affect it may have; a qualitative approach has been chosen (Jacobsen, 2002). This allows a more open way of investigating different aspects as the information found steers the research rather than our own interests (Jacobsen, 2002). A quantitative approach was also considered as statistics on part-time employment of students would have proven beneficial to include. However, the only statistical data found from Svenskt Näringsliv (Hylander, 2009) refers only to Swedish students, and thus did not provide enough support to carry out a triangular analysis. A similar study concerning international students would have been useful and served as supportive information in a comparison to our interview findings, however no such data could be found. This indicates the lack of previous research in this area and resulted in the use of a purely qualitative method.

Personal interviews with carefully selected respondents were conducted using open-ended questions; giving the respondents the opportunity to freely express their thoughts and feelings. Each was chosen due to their elevated position in their respective organization and were all considered to be knowledgeable sources. This proved important as it provided the information needed to fully comprehend the topic and study a subject that has been relatively untouched.

Naturally, there are both positive and negative aspects to this method (Jacobsen, 2002). On the positive side respondents' answers are not limited as they could be asked to elaborate on their answers through follow-up questions and were permitted to provide personal opinions. This led to results containing specific details, uniqueness, and understanding (Jacobsen, 2002). The negative aspect of this type of qualitative method is the authors' proximity to the research. Given the time and resource restrictions, the interviews conducted were few in number but attentions were focused on the most relevant participants.

## **3.2 Case Study**

In order to link the research questions to the current situation in Jönköping, a case study was selected. JIBS was deliberately chosen due to the authors' ability to access information, the fact it is a private HEI with an international focus, and it is located in a relatively small city. Its international spirit is more noticeable and the potential of it affecting the city greater. Due to the specific situation at JIBS, it is an interesting and relevant real life example worth studying, and it provides sufficient results for an investigation. Investigating one way JIBS affects and contributes to Jönköping, will be of interest to all stakeholders involved.

A case study is an “empirical enquiry that investigates a contemporary phenomenon within real life context, especially when boundaries between phenomenon and context are not clearly evident” (Yin, 1994, p.13). It is normally used when trying to understand a phenomenon, why, and how it occurs especially when individuals' own perceptions of the situation are considered important (Williamson, 2002). The research question aims to expand an area of knowledge that is a relatively unstudied, therefore a case study was the correct choice. Furthermore, while limitations exist in focusing on a single case study it allowed more extensive descriptions and understanding of the current situation in Jönköping. While the research questions are specifically focused on JIBS and Jönköping, the information gathered and conclusions made are also relevant and may be applied to other universities around the world. As exchanges of university students are seen worldwide the integration of international students and university and city collaboration is an important issue and deserves consideration.

## **3.3 Data Collection**

Choosing the appropriate data collection method for the study was significant in obtaining relevant, accurate, and credible findings. As stated in the introduction, the topic covered in this thesis is broad in nature and there are various parameters to consider making the use of specific models or theories unsuitable for this study. The secondary data, collected through a literature study, is therefore compiled in a way that links together many different areas of knowledge that provides a clear understanding of the

subject and creates a base to compare with the empirical findings. This was achieved through maintaining the same three headings through the presentation of the research. Primary data can be found in the findings of the interviews conducted, while secondary sources included data that had already been collected from previous research, such as journal articles, can be found throughout the thesis (Harrell & Bradley, 2009).

### **3.3.1 Literature Study**

When writing a thesis and conducting a case study about a relatively unknown phenomenon, it is important to read extensive literature on the subject (Williamson, 2002). The literature was selected from known academic sources, relevant authors, and journals that were peer-reviewed by other researchers by using handbooks and search engines Scopus and Google Scholar. Research was conducted on the wide occurrence of the internationalization of higher education, then the narrower topic and trend of part-time employment for students, and finally focused on how the university may affect a city. The topics of study were limited to these few areas to enable an investigation of the root of the issues and to obtain a comprehensive understanding of a rather broad subject, and in this way provide a significant analysis of the findings.

### **3.3.2 Interviews**

The empirical findings have been collected through several interviews in an attempt to deepen the understanding of international students' role in Jönköping and their contributions to the city through part-time employment. In order to achieve this, respondents were selected from several departments within the University as well as from Jönköping Municipality. Insight provided from these sources allowed the distinction of similar and contradictory views from various angles adding to the analysis of the current situation. Additionally, open-ended questions were administered to current and former international students at JIBS that have participated or currently partake in part-time employment. This was done to develop the knowledge and bring forward any issues that may have been overlooked. Their responses can be found in Appendix 1 as they serve merely as supportive data and are not a key feature in the findings. Contact was also made with

the employment center (Arbetsförmedlingen) in Jönköping in order to gain a general perspective from employers; however, no one was available to answer any questions.

The aim was to obtain results that could not be collected completely through the use of surveys and/or questionnaires as the nature of the research required detailed and well-described information. In order to be consistent a semi-structured approach was chosen for all our interviews. Asking open-ended questions and conducting each interview in this manner allowed the authors to be flexible and conversational in nature. The authors attempted to include only relevant data and avoid leading questions. This method allowed more variation in the findings by allowing the respondents to bring up their own thoughts with minimal interference from the interviewer. The different organizations involved had no way of influencing each other's responses as each interview was conducted separately and therefore provided various point of views.

Each respondent gave their consent for recording the interviews, to ensure accuracy, and did not oppose their reference in the findings. Furthermore they were given the option for the interview to be conducted in Swedish or in English so they would be able to convey their point of view accurately. Interviews conducted in Swedish were then translated into English by the authors of this thesis. The table below includes information of each interview: respondents names, date of the interview, and language spoken.

<b>Jönköping Municipality</b>	<b>International Office at JIBS</b>	<b>Recruitment Office at JIBS</b>	<b>Jönköping University Career Center</b>
Ylva Millback & Sanja Nikic Lesic	Einav Peretz Andersson	Eric Freid	Andreas Torén
5 April 2012	28 March 2012	2 April 2012	15 March 2012
Swedish	English	English	English
1 hour	40 min	30 min	1 hour

### **3.3.3 Analysis of Findings**

In maintaining the same structure throughout the thesis the analysis is presented in a way that allows the comprehension of each issue and ensures the inclusion of each topic previously discussed. The findings mentioned in the analysis were interpreted and selected in order to highlight the most interesting and pertinent issues. In doing this, a comparison is made between the data collected and the theory referenced in order to conduct a complete analysis. Answers collected from international students regarding the issue of part time employment are incorporated into the discussion for the purpose of supporting or contradicting the findings and theory, as well as an international student's perspective. Moreover, articles from Svenskt Näringsliv and publications from JIBS that were found specifically pertinent to our study are mentioned. The analysis of the specific case study of JIBS and its students, adds to the execution of this investigation and the authors final reflections.

## **4 Empirical Findings**

Each interview was conducted in search for further exploration of the research questions and included the following participants. Three respondents answered for Jönköping University; one from the International Department, which is responsible for incoming and outgoing students at the university and acts as a support center for international students. Einav Peretz Andersson, International Coordinator, is responsible for all outgoing students and helps them with any practical issues and maintains the contact with partner universities. The second respondent, Eric Freid, Business Development Manager at the Recruitment Office, manages the recruitment of international students. His work involves traveling to different fairs abroad to market the University and recruit students. The third respondent was Andreas Torén, Career Counselor at Knutpunkten, the Career Center, which helps both Swedish and international students looking for employment and assists in the discovery of their future career paths. Finally, we interviewed Ylva Millback, Head of Personnel, and Sanja Nikic Lesic, Project Leader, who provided a point of view from Jönköping Municipality. The interviews are presented in the following sections.

### **4.1 University Contribution to the City**

Each of our respondents mutually agree that the establishment of Jönköping University and the international spirit promoted by JIBS has affected Jönköping as a city. In Einav's view, Jönköping would not be the same without the University and its students. She believes that it has made the city more open, multicultural, and forced the population to become more open-minded. This has changed the mind-set of both people and organizations, possibly attracting more people to Jönköping and further affecting the profile of the city. However, international students that do decide to remain in Sweden after their studies often relocate to bigger cities to work in multinational companies where knowledge of the Swedish language is not a prerequisite.

An alumni survey of Swedish students, by Jönköping University in 2006, showed that 5.6 % of the students that had moved to Jönköping to study remained in the city after graduation, an increase from previous years (Wahlbin & Johansson, 2010). The most

recent survey indicated a further 1% increase in this number and noted that JIBS had the highest retention rate, 4.2 % , of its alumni (Johansson, 2011). However, no similar statistics exist regarding international students indicating that there is a gap in this area of research.

Both Sanja and Ylva are optimistic about Jönköping's development and agree that Jönköping University and its students have changed the city significantly. They note that the students have been a main driver of development and change the climate in Jönköping. "The atmosphere in town is different somehow because of the international students... There is more than just the mundane, they add an extra touch to the city and international atmosphere" says Ylva.

Especially in a small country like Sweden, it is important to internationalize the market, and both Einav and Eric point out the importance and advantages for companies to become multicultural today. Thereby, it is beneficial for companies to hire international employees who can bring different skills and opinions to the company, helping them adapt to globalization. International students who speak foreign languages in addition to Swedish would be a great advantage for international companies in Sweden as it could facilitate their communication with international partners, Eric argues. In Einav's opinion, although Jönköping has opened up and become more competitive, it is still small, and far behind larger cities that provide advantageous opportunities. Even so, she sees this as a process that has already started and holds a positive view for Jönköping's development as international companies will be drawn to Jönköping in the future.

A major transformation for higher education in Sweden has been the recent introduction of tuition fees, which has changed the profile of both students at JIBS and the school itself, Einav says. All non-European program students must now pay for their education and this has resulted in fewer applications from fee-paying countries. Accordingly, Einav agrees that employment and internships could be one way to pay tuition fees. Those who have been mostly affected by the tuition fees are students who come from families with uncertain financial backgrounds and are on the border of being able to pay, says Eric. The ways students finance their studies are different, but he says that it is common for the students' families to fund their education. Other sources of external funding can also be found through scholarships or advantageous loan opportunities in

their home countries. Jönköping University and the Swedish Institution offer some scholarships, such as a discount on the tuition in an effort to still provide some support for international students to compensate for the new regulations.

## **4.2 Student Integration into the City**

The Career Center, Knutpunkten, is an organization within Jönköping University Services that provides supportive services for the University, and act as a meeting ground between employers and students at the University. The Center aims to help as much as possible by providing information on how to look for jobs, giving feedback on applications and offering simulated job interviews. They work actively to find job vacancies in the region just before summer by calling companies to find out about any available positions and informing them of the abundance of job-seeking students. However, due to limited resources, they cannot help students through the whole process procuring employment. This is restrictive, thinks Andreas, as they wish to help students further and he believes they could do much more if the resources were available.

Andreas estimates that around 45 % of the students using their services are international, and most of them come looking for part-time employment. At the same time, approximately 100 summer advertisements are listed on the Career Center's web-page, while only 3 companies state that they have job opportunities suitable for non-Swedish speaking international students. Furthermore, Eric notes that during the recruitment process of international students, one of the most frequent question prospective students pose is about the possibilities of finding employment during their studies. This seems to be a key concern for students and a significant factor that influences their selection of where to study. This fact becomes a problem when attempting to recruit international students to Jönköping. Students who stay for a longer period of time are especially eager to find a job for various reasons; a fact has also been noted by the International Department. Although this is a factor for the majority of students there are unfortunately no guarantees they will find employment.

While international students participate more frequently in the activities offered by the Career Center, their options are more limited since they generally have to seek jobs in

which the Swedish language is not required. All of our respondents pointed out that not being able to speak Swedish was one of the main limitations to finding employment. In their experience, this is an obstacle for many international students as most employers require this of their employees. Therefore, Eric thinks the University should offer international students more opportunities to practice Swedish, or provide more intensive classes for those who intend to stay in Sweden longer. Ylva and Sanja note that while Jönköping Municipality, as an employer, usually requires Swedish language skills as a prerequisite, perhaps the use of English as a means of communication in the workplace could be an acceptable alternative. However, it is often the case that Swedish skills in reading and writing are necessary in order to complete the tasks required by the job description. For example, it would be more suitable to hire international students for jobs where communicative skills and personal contacts are not as important.

Interviews revealed the shared opinion that part-time employment is fundamental and valuable for students and their futures. The contacts and networks one can achieve from a part-time employment are advantageous when it is time to look for employment after graduation, says Andreas. Further, a cover letter in which several part-time jobs are stated also shows the employer the benefit of hiring one student over another, as it indicates a flexible and experienced employee.

Einav emphasizes that employment is valuable for all students as it increases their working experience and enhances the possibilities for their future career; thus encourages students to work while studying. Normally, the International Department does not distinguish between Swedish and international students in these matters, but she thinks that a job in Sweden would benefit international students in particular, as it would provide a better understanding of the Swedish culture. She believes that this would be a great opportunity for them to adapt to the Swedish culture and job market. Employment is also likely to increase the students' network, which is essential for a future career prospects. The interviewees at the Career Center and Jönköping's Municipality both state that, even if the part-time job does not have a connection with the students' studies and is not a high-skilled job, the experiences and references gained can be of value later. According to Andreas, it is even more advantageous to secure any type of work at a company that is relevant to their studies, thus gaining working experience in the "right"

company, or in other words a company or industry in which the student aims to work in the future.

If the international students are introduced to the Swedish labor market and well-connected, Einav thinks it would increase the chances of them residing in Sweden after graduation. One argument for the employment of international students is that their residence permits gives them the right to work as much as any other Swedish citizen. Since they have no restrictions concerning working hours, they are better off than Swedish students in this respect, as Swedish citizens generally receive funding and take on loans from Centrala Studiestödsnämnden (CSN) and are limited to how much they may earn, says Eric.

Jönköping Municipality is the largest employer in the Jönköping region and experiences many political forces, one pressure is to lower the amount of part-time jobs in the region. The city employs many students within hospitality, home care, teaching, or pre-school businesses and as a result, is mainly in contact with students from the School of Health Sciences and the School of Education and Communication. There are already many part-time employment positions in the Jönköping area, and steps are being taken to reduce this number in order to create more opportunities for full-time positions. It is a difficult issue to balance as part-time employment is essential for students and those who are in need of extra income, while it is equally important that part-time jobs do not interfere with the full-time employment market.

According to Einav, education alone is not enough to compete in the labor market today. Therefore, internships are increasingly recognized as an alternative, in gaining experience during education, and in some cases help fund their education. Eric has also noticed that this trend is an important aspect for international students in the recruitment process. Providing internships, or what Swedes call “praktik”, would be a suitable way to integrate these students into the workplace, says Andreas. Unfortunately, the funds that would be necessary to implement this kind of program at the Career Center are lacking. Additionally, he believes that internships in Sweden are not as established as in other countries, and that Swedish employers are not accustomed to the fact that these positions are often unpaid. Andreas notes that many employers tend to think that unpaid workers will not add quality or valuable knowledge to the workplace, nor complete tasks adequately. Accordingly, employers are instead more interested in providing part-

time jobs or allowing students to collaborate with them while writing their theses. Einav believes that internships may not be the best option for international students as they do not always pay their interns, and students that do receive wages find them insufficient in covering tuition expenses. Therefore, she explains, internships have not been a previous area of focus and may not be the most reasonable strategy to keep students in Sweden. Part-time employment is then an area that may experience further pressures of demand.

Nevertheless, both the International Department and Recruitment Office have observed a large amount of the incoming international program students who are interested in finding internships as it is often common practice in their home countries. Eric mentions that a long-term goal, for JIBS especially, is therefore to include guaranteed internship positions or consulting projects in companies for program students. Internships have already been introduced into some of JIBS's master programs. However there are no guaranteed positions offered, with the exception of one master program, and students are required to find their own placements.

### **4.3 Collaboration between the City and University**

The Municipality of Jönköping is working on a new personnel policy, "Attraktiva arbetsgivare" (Attractive Employers) that promotes employer branding. This project was initiated in order to recognize the value of Jönköping's Municipality as an employer. Promoting attractive employer characteristics and job opportunities within the Municipality will hopefully get the younger generation to consider it as a future workplace. The city is also attempting to develop and market the image of Jönköping to attract residents, visitors and companies through the project "Destination Jönköping". One way of doing this has been to gather different opinions by sitting down with focus groups and asking them questions regarding their perceptions of the city and what they believe is the general image of Jönköping.

Since the establishment of the university, Ylva and Sanja have seen a significant change in Jönköping as more young people have moved to the city, and express a wish to keep more students within Jönköping after their graduation. However, they are aware of the fact that most students leave the city after graduation and are therefore viewed more as

“guests” of Jönköping than permanent residents. Ylva believes that the best way to entice people to remain in the city is to offer different and interesting jobs. In doing so the Municipality tries to retain more students, as a young image of the city will in turn attract more young people. Good collaboration between the Municipality of Jönköping and JIBS is mutually beneficial, as it increases students’ possibilities and raises awareness of the opportunities Jönköping offers promoting the city as an attractive place to live in. The Municipality has started to engage itself more in university activities, and is largely involved in the introductory kick-off week. It also assists with the issues surrounding student accommodation and provides public scholarships for university students. Additionally, the Municipality also attended career fairs at the university in an attempt to come in closer contact with the students; however, this has not proved an easy task. Building and strengthening the relationships with students is a process, and Sanja believes that much more can be done; specifically, reaching out more directly to students and offering them employment opportunities. Many university students are not aware of the possibilities of work at the Municipality, and Sanja says it is the responsibility and wish of the Municipality of Jönköping to make it more visible as an attractive employer. One way to deal with this problem is to find better ways to market themselves and create a more noticeable image.

The Municipality already hires students for internships and short-term commissions and hopes to continue this cooperation. Our interviewees believe that a student’s perspective may be valued just as highly as an experienced worker, since young employees bring fresh knowledge into the workplace, and new skills are important in order to continue development. The university values the collaboration with the Municipality, and Andreas states, considering the fact that every tenth person living in Jönköping is a student, that these interactions are crucial and of value. Even so, he believes that the perceived gains from the collaborations with the city could be further maximized, especially through increased cooperation with knowledge-based companies. Many companies within the region do not themselves realize what the university can offer them in terms of students and their unused potential. They need to be informed of this in order to absorb and utilize their competencies. Similarly, many students are not aware of the potential job opportunities that may await them either.

Eric also believes that the city of Jönköping benefits greatly from the university and that a deeper relationship between the two would be advantageous. Einav agrees with this, but reiterates that the Municipality should interact even more with students and provide additional support. She says, that by “taking the politics, the region itself, the community and school together and let them affect each other, the region can benefit in so many ways”. The collective perception discovered in this research points out that not enough is being done, but that collaboration is a process which seems to be improving and will be further developed in the future.

## **5 Analysis**

### **5.1 University Contribution to the City**

#### **5.1.1 Circulation of Knowledge**

The implication a knowledge base provides to any city is a crucial driving factor in the development of a city. In the case of JIBS, the international and entrepreneurial profile strategy is implemented to create an image that allows it to compete on an international level. This subsequently affects the city of Jönköping as both international and internationally minded students fill the city. According to the Municipality of Jönköping (2011) “Jönköping is a logistics hub for the whole of south Sweden, and historically, a center for trade and commerce”. This means that the human capital provided by JIBS is exploitable and practical in this region of Sweden and seems to indicate a fit between the entrepreneurial profile of the university and the economic position of Jönköping.

The students themselves have served Jönköping in many ways and been a key driver in the development. Since the establishment of Jönköping University, the region has attracted a wealth of young students to the city (Wahlbin & Johansson, 2010). Several alumni studies done by the University have shown that an increasing amount of students stay in the city after graduation. However the statistics from last year, 2010, indicate that a lower percentage of students who moved to Jönköping to study remained in comparison to years past (Johansson, 2011). This could indicate an inability to absorb the talent created by the university, as stated by Florida (2002). It is important to note that the data previously mentioned regards Swedish students only and raises the question: how much attention do international students receive in respect to retaining JIBS alumni? Nevertheless, it is imperative to provide sufficient support for incoming students as more are expected to move to Jönköping in the future. This may prove one way to increase the attractiveness of the city for young people and thus draw inhabitants to Jönköping. Our research has found many ways international students have contributed to the city; however specific data on such influences are missing. Whether or not the same support and attractive environment is created for international program students may affect their decision to stay. JIBS has successfully built a reputation and profile that attracts international students of quality to the city, but the quantity that remains after graduation is something that has not been measured.

An argument could be made that international program students that return to their home countries are offsetting the trend of brain drain by not remaining in Sweden. Perhaps it is not necessary to promote their residence after graduation and rather remain focused on retaining Swedish students. Perhaps, the “beneficial brain circulation” Van der Wende (2007) endorses, occurs only in the students’ country of origin. Part-time jobs for international program students residing in the city for a longer period of time may therefore be useful in enhancing the circulation of knowledge into Sweden. By integrating students into the workforce, the valuable knowledge capital generated by the university can be shared through a larger network and circulated beyond the walls of a university. It seems like the need for student employment and collaboration between actors is being recognized by various actors in Jönköping, but no real initiatives have been taken to implement or deepen such collaborations. A direct mean would be to let students themselves be a channel for the transferring of knowledge. They are the new generation that holds valuable new knowledge, and ideas they are eager to share. The generation of quality knowledge in producing the right competencies can be ensured through cooperation and discussion between the university, municipality, and authorities. With the prospects of creating a match between students and employers, students will find suitable jobs and employers get the right competence, decreasing the chance of mismatch of supply and demand in the labor market and increasing human capital in the city.

### **5.1.2 Entrepreneurship and Research**

JIBS focus on entrepreneurship educates students that fit Jönköping’s demand for a skilled workforce as the region has long been known for its entrepreneurial spirit. This also attracts expert researchers and professors who work within this area, increasing knowledge and bringing the right competences to the region. It is then a question of truly utilizing international students and their talent within the city. Research, teaching, and technology at the university all affect the city, according to Goldstein and Drucker (2006), but the extent to which this occurs depends on the size of the city. Considering the fact that JIBS receives recognition and awards for its research while being a relatively small city, it appears that the University is influencing the city by putting it on the academic map.

Increased recognition of Jönköping could prove beneficial if the fourth scenario, “Higher Education Inc.” becomes the most prominent trend in the internationalization of HEIs as inferred by the OECD Education Ministers. In this case, research and education would become further divided and worldwide competition to attract the best scholars would be fierce (OECD, 2006). English would become increasingly used and schools would be driven by demand, aspects that JIBS already considers and includes in its operations. It is also noted that the occurrence of this situation may be prompted by governmental deregulation of HEIs, making JIBS an interesting example as it is one of the three private universities that exist in Sweden. JIBS should thrive in this situation as it has already succeeded in positioning itself as a leading research institution in the world.

### **5.1.3 Internationalization**

Outside organizations such as the WTO the GATS treaty have initiated the spread of knowledge, which has more and more been seen as a commodity to be traded. Such activities have larger implications for private universities, as tuition fees lead to profits. While this has only recently been seen in Jönköping, the impact brings to light the previously discussed question of mass education versus internationalization, brought up by Scott (1998). It appears that JIBS aims to maintain an international role as a research institution, as well as to satisfy local demands for the mass education of Swedish students. Whether JIBS truly achieves the combination of both internationalization and entrepreneurship seen in its missions, is debatable. The attention put on generating human capital to satisfy local demands versus profit-minded international strategies seen in private institutions, may be hard to manage as each may require movements in contradicting directions.

While we do not claim that this is the case, the integration of international program students and business could increase the globalization of the market in the region, making the students’ profile more practical and also incorporating the local entrepreneurial focus. All our interviewees seemed to agree that Jönköping benefits from the international profile of JIBS and it appears there is a coinciding goal of attracting students to the city. This is seen by the Municipality’s wish to generate a young image of Jönköping and JIBS’s desire to attract scholars. As Proenza (2002/2003) notes, the university creates

human capital which can be utilized by companies and drive development. Our findings illustrated the impact international students have made in Jönköping through increased cross-border understanding and diversity throughout the city, and in addition promoting a younger image of the city. Their actual influence is something that is difficult to measure, as it is hard to quantify the effects different languages and cultures have in contributing to development. While the diversity and multicultural profile of Jönköping's population has increased since the international program students come here to study, the spread of knowledge and internationalization is not fully achieved if they are not integrated into the city.

## **5.2 Student Integration into the City**

### **5.2.1 Part-Time Employment for International Students**

The current financial situation for students has made their need for part-time employment a seemingly important matter, not only for students but also for the labor market and society as a whole (Ford, Bosworth & Wilson, 1995). International program students in particular are faced with more pressures to finance their own education, or to find ways to avoid debt accrual (Barron & Anastasiadou, 2009). This has recently been seen at JIBS, by the introduction of tuition fees which has significantly changed the financial situation for international students. These students are more reliant on combining their education with part-time jobs. It appears to be a rather normal circumstance for international students; however, a problem arises due to the scarcity of job opportunities for non-Swedish speaking students and the number of available part-time jobs within the city. While it is noted that many students do not obtain part-time employment in their field of study, the situation is even more discouraging for international students who are often limited to domestic work, mainly due to the language barrier. Discrepancies exist as jobs offered to these students do not require high-skill levels, despite their education and potential competencies that could be of value in the workplace. Thus, the opportunities to find a job that is relevant for their field of study, or sensible considering their level of competence, are low in comparison with those available to Swedish stu-

dents. Our observations show that, international program students seem to be an important and yet unstudied area in terms of their partaking in part-time jobs.

A differentiation was rarely found between international and national student-workers in our empirical research. This seems interesting as the global mobility of students is a growing trend, and even more relevant for JIBS in light of the introduction of tuition fees. Not only has this fact changed the profile of the students, but may also impact the retention rates of students who are required to pay. The uncertainty of international program students finding part-time employment in Sweden is a constraining issue in their recruitment to a university as they may choose to study somewhere else where greater opportunities exist. The difficulty to provide job opportunities and attract international students would be a great loss for both JIBS and the city, in terms of the knowledge and culture capital the students add.

### **5.2.2 Managing the Current Situation**

Jönköping Municipality is pressured to lower the number of part-time jobs and put more efforts on full-time positions as they currently provide many part-time jobs. While this would be beneficial for unemployed and part-time workers who want to work full-time, it would mean fewer opportunities for students. A part-time job is valuable for students, as newcomers to the labor market, but also for companies that prefer flexible workers. This issue is hard to balance and both part-time employment and full-time employment have positive and negative implications, indicating that both need to be equally considered. If part-time jobs are limited, other options should be made available to keep people engaged in the labor market.

As Munro (2011) asserts, new attitudes are needed to manage this issue and it needs to be realized that the academic world is changing. Students today are more than merely students as they often do a lot more than just study and usually participate in extracurricular activities and may also have part-time jobs. Thus, providing opportunities for students to partake in these activities seems to be important in attracting students.

As it seems, the University, Municipality and companies have recognized the need for student employment and attempted to act in response. The University's Career Center

claims to help students in this matter, but due to scarce resources, the center is not able to help as much as is needed and cannot provide active support during the whole process. The Career Center is a valuable resource and a good example of what can be done to integrate students into the labor market. But the biggest problem seems to be the difficulty of generating part-time jobs, and finding employers who are interested in hiring international students.

Employment offers many other benefits for students that drive their demand to work besides the motivation to earn money. Students also value the experiences and references obtained, which increases their prospects of future employment, as stated by Micklewright et al (1994), and was also shown in the study by Svenskt Näringsliv (Hylander, 2009). The same motivations for part-time employment can be found from international students who answered our questionnaire. Arguably, this means that a part-time employment is of equal importance to all students, making it interesting that many of the studies made previously in this field include only Swedish respondents. It is perplexing that comparable studies for international students within this region or in Sweden have not received similar attention, considering there is much existing literature on the benefits of diversity and multicultural inclusion in businesses. As our research and interviews point out the importance of experiences and references in students' future careers, it is troubling that international students are not offered these opportunities.

### **5.2.3 Barriers and Challenges**

The largest problem we discovered for international students procuring employment was the lack of Swedish language skills. Such skills are practical when it comes to jobs where communicating with Swedes and being clearly understood is important. There are many occupations where this could be less relevant, the problem is that these are most often domestic jobs. One perspective is to view this as problematic; however the English language may also be diffused into the city through the international students and may be seen as yet another positive influence on the city's development. English is becoming more established as the business language and when adopted by international companies, inclusion of international students can take place. Evidently, advantages are gained by both parties and businesses who are open to international students may find

their networks growing internationally. Perhaps small business owners should also consider incorporating English into their businesses as Jönköping attracts more and more international inhabitants. The importance of providing opportunities to learn Swedish is also important, and international students need to realize this and take initiatives to learn it.

International students are likely to have an international and open mind; they bring culture, and hold valuable language skills that are useful in business today. Arguably, students themselves need to take their own responsibility and be active in the job-search. Andreas believes this is something international students seem to be aware of, as they are usually more participative in the activities at the center and take more initiative in their job search. International students may require more help in finding a job, since Swedish students already have connections and know how to go about. The lack of local networking is therefore a hindrance in their job-search. However, increased international networking could result from their employment and act as a way of developing and growing the region on a global level.

If profound collaborations between the Career Center and business were developed, perhaps more valuable connections could be made, and further interest could be raised. The Career Center currently serves as a third party to help link Jönköping's employers and Jönköping University's students. This might not be enough as employers may not be aware of the potential benefits students can bring and seem cautious about employing international students, possibly because of the uncertainty of what value they would add. This is a mutual loss in potential resources, as international students hold valuable competence and different insights that could be beneficial in the workplace.

#### **5.2.4 Additional Options**

More alternatives for students are emerging other than part-time jobs, such as the increasingly common practice for companies to provide internships, which is very popular among contemporary students. This trend can be seen in JIBS by their increased focus on providing guaranteed internships within their study programs in the future, an approach which is likely to increase students' relationships with surrounding business and future employers, while integrating international students. Our interviewee Andreas

Torén notes that internships are not traditionally paid in Sweden, and that the involvement of international students would contribute to development of the city through their added diversity and knowledge. However, this scenario does not consider the growing trend of student-workers as a response to the addition of tuition fees. Paid internships would be necessary in order to solve this gap in the market and employers would need to realize the potential benefits of hiring international students. This would be one way to see the valorization of knowledge added to Jönköping through JIBS.

If it was not a matter of paying tuition fees, the example of the 5-credit program where students are offered credits in return for volunteering (Doyle, 2010) could be beneficial and could be applied to other areas. It would satisfy both the needs of employers and the demand for experience and self-development of the students, and acts as a perfect way to integrate international program students. Credits accrued through WBL (Shaw & Ogilvie, 2010) might be more helpful as it would also allow students to earn money. In both situations, students would earn credits, gain relevant working experience, and make valuable contacts, while the companies would benefit from their new knowledge, ideas and cheap labor.

Companies can benefit from the mutual sharing of resources created through higher education and transferring of knowledge between university and business. This sort of action can also serve as marketing, where students are not only attracted to the school because of the education, but also because of the perceived benefits of an internship, which could cause students to recruit themselves (Munro, 2011). By providing such opportunities, more students are likely to be attracted to Jönköping and stay after graduation if the possibility of full-time employment is presented as a result of the internship.

## **5.3 Collaboration between the City and University**

### **5.3.1 Current Relationships**

Good connections and networks between a university and its community are crucial in order for them to work together efficiently (Benneworth and Jongbloed, 2009). The importance of networking was mentioned often during each of our interviews, and a desire for more collaboration was noticed. JIBS has since its founding strived to create well-

established relationships with the surrounding businesses and community of Jönköping (Dahl, 2001), which has resulted in the awareness of its existence among stakeholders. The Host Company Project at JIBS allows students to work with a company during their studies in order to gain some experience and form a relationship with businesses. Such relationships can prove valuable for both students and the company, but arguably the additional development of the program through deeper connections could prove even more beneficial. Moreover, other activities arranged by JIBS, which are attended by businesses and Jönköping Municipality, are more a question of individual networking rather than collaboration. Furthermore, the university works closely with Science Park, which acts as a support center for young entrepreneurs and a meeting ground for companies, students and entrepreneurs (JIBS, 2012c). It aids students in developing their own business ideas, as well as creating an environment that encourages interactions between firms in Jönköping (JIBS, 2012c).

Apparently, interactions already occur between Jönköping University and the city, but it is unclear if these actions actually result in true collaboration. It is natural for the Health and Science, and Learning and Communication Schools to cooperate with Jönköping as healthcare and pedagogical students are directly linked to the city's basic infrastructure. The Technical School has much collaboration with the city, as seen in a list of partnerships between the Municipality of Jönköping and Jönköping University (Jönköpings Kommun, 2011). The list shows activities the Municipality is involved in such as: the attendance of career fairs, involvement in housing for students, support in the organization of the introductory kick-off week, and assistance for students working on their thesis. However, none of these corporations were specified to work directly with JIBS. As the Technical School and JIBS are connected and were built in the shape of a key, it is important for business to integrate students from both schools to take full advantage of their talents. Links between the school, companies and stakeholders exist, but a further integration of students and the city into these partnerships is necessary.

### **5.3.2 The Role of International Students**

It seems to be evident that the international students of JIBS, together with the Swedish, have affected Jönköping in numerous ways. Much like the example of PURE in Norway that helped re-create the image of a city, students that are housed in older apartment build-

ings in an area of Jönköping, Råslätt, bring more life and commerce to an area that is otherwise not very reputable. The example of distance learning in Australia putting a smaller city on the map is also applicable as JIBS receives research awards and increases its worldwide recognition. This in turn attracts international students to the city and increases diversity, further adding to the city's culture and image by creating an image that appeals to young people.

Arguably, there seems to be an exchange with the students and the city, but it is done through simple interactions and not integration. The international students contribute to the population, culture, image and knowledge creation, while the city provides these students with housing, restaurants, cafés, education, and experiences. This is beneficial for international exchange students, but does not consider program students who are here for longer periods of time. There seems to be a relationship of demand and supply, but in that case one can question how the demand for part-time employment of international program students and internships is being managed. By integrating the students through part-time employment or internships, a deeper collaboration could occur that goes beyond local networking. Altbach and Knight (2007) argue that private universities rarely tend to be international because they already have other stakeholders to consider and local pressures to respond to, and Stromquist (2007) further argues that private universities are more vulnerable to external forces. Perhaps then, there might be a clash with JIBS entrepreneurial spirit that fits well in this region, and its international focus that attracts international students. The integration of international students and entrepreneurial activities might bring these two seemingly conflicting missions together. The local firms are either not aware of the advantages of these students or are simply not interested in them, raising the question of whose responsibility, if anybody's, it is to create this awareness? Perhaps, this is a progressive process, where it takes longer time for business to open up to new traditions and mind-sets. Arguably, by integrating these students through part-time employment or internships, the possible clash occurring at JIBS could be solved, while also increasing the local demand for international students. The effects on culture and the city image of Jönköping due to the presence of its international students, needs to be highlighted in order to overcome related issues and truly show the benefits of these students. Perhaps then, the reluctance of hiring international students would diminish and a true collaboration could occur.

International students want part-time employment or internships, and although all the interview respondents seem to realize this, not enough arrangements have been made to absorb

their potential as workers. Perhaps the problem lies in the fact that all international students are seen as guests, as noted in our interview with the Municipality. If Jönköping Municipality, who is the largest employer in the Jönköping area, sees the students as guests, perhaps this is then a shared perception within the rest of the community. A guest is not expected to remain, but if international students are expected to stay and search for employment, greater opportunities for their futures need to exist if this is to be achieved.

### **5.3.3 Mutual Goals**

The University and the city of Jönköping have a mutual goal to attract more students and keep them in the city, thus it is important to find effective solutions for their integration. One approach is to provide interesting jobs that will make students and alumni choose Jönköping over other cities. The Municipality's project "Attractive Employers" is attempting to accomplish this goal as it aims to find contemporary, attractive employer characteristics and is likely to highlight the type of jobs that attract young people. It could increase the prospects of generating interesting jobs and draw students and newcomers into Jönköping's labor market. No difference is made between international students and Swedish students in this matter, but perhaps it is necessary to make this distinction in order to provide international students sufficient support. As they are often unfamiliar with the Swedish labor market, they are seemingly in more need of assistance in every aspect in order to find the right contacts and channels to find employment.

Further collaboration between the city and the university could result in the knowledge capital transfer into the region and further grow the important networks. The long-term goal of providing internships for students could be one aspect in which the city and JIBS could work together, as it would solve many issues. The goal of attracting students is important for both the University and Jönköping, as a young image is favored and further changes the mindset of the city's inhabitants. The University is relatively new and Jönköping needs time to adapt since development is an ongoing process and takes time to occur. While the effects of the increasing diversity have been noticed in the city, the true integration of international students will require inhabitants and employers to remain open-minded and continue to adapt their perceptions.

Another question to consider is: what use does the city have of these international students? JIBS, as a private university, benefits from their presence, but Jönköping and the businesses in the region may be undervaluing their use. The development of the business world through the internationalization and networking of companies could create an optimistic future for Jönköping. While research exists on the benefits of diversity and multicultural populations in the development of business, not enough has been focused on international students' role in the development of a city. Further investigation and the formation of statistics could prove beneficial as the claims made in this thesis could be more concretely shown, and a plan of action to absorb the international talents into Jönköping may then take form. As development is sought knowledge becomes a main tool, however, diversity also plays a significant role and might act as a key driver for regional development. In conclusion, collaboration may prove beneficial to all parties involved.

## 6 Conclusion

The research questions presented in the beginning of this thesis are answered by the authors and their own thoughts on the findings and current situation are revealed.

- In what respect does the relationship between JIBS and Jönköping overlap in terms of part-time employment for international students?
- What are the potential barriers for international students in acquiring part-time employment and are there benefits from their integration into the labor market?
- Has the trend of increasing demand for part-time employment among students been acknowledged by JIBS and Jönköping in light of the recent introduction of tuition fees for international students?

A relationship between JIBS and Jönköping is evident as well as numerous contributions by the University to the city, confirming the role the university has in affecting its community. However, their collaboration in terms of part-time employment for international students appears to be weak. The authors conclude that international students encounter difficulties in acquiring part-time employment and that the issue, while acknowledged by both the city and University, is not viewed as a pressing matter or has perhaps not been fully considered.

Demand for part time-employment among international students exists, and while some of the students succeed in acquiring employment, it is not a common occurrence. Problems such as language barriers and employers' lack in recognizing the benefits of hiring international students often prevent their employment. The introduction of tuition fees has changed the profile of international students and increased the demand for part-time employment. While the Career Center attempts to work actively in finding employment for students, the support offered is restricted by insufficient funding; thus integration and networking is not adequately achieved. We argue that since the influential role held by international students is acknowledged by all of the respondents, that JIBS and Jönköping should consider further collaboration. Through aiding international students in their search for employment, their integration into society could over time, affect Jönköping and result in a larger retention of these students. This would increase human capital within the city and stimulate the cultural development, while adding to the youthful image of Jönköping that is desired.

Cultural development, real estate development, and knowledge transfers are a few of the ways JIBS affects Jönköping. The changing image of the city as well as increased international recognition may also be seen as important contributions. Current contact between Jönköping Municipality and JIBS helps to strengthen the bond between the city and university, but we argue that the basic interactions are not sufficient considering the complexity of their relationship. Our research shows that collaboration is desired, making the issue of international students' integration into part-time jobs or internships an imperative aspect to consider.

Differentiations need to be made between Swedish, exchange, and international program students in order to truly highlight the potential benefits of international students residing within the city for longer periods of time, and discover the difficulties they may encounter. If collaboration were to occur as a response to the recognition of international students' needs, perhaps integration of international students would occur. In doing so, JIBS would succeed in incorporating its international focus and entrepreneurial spirit, while the city of Jönköping would continue to grow and develop in a favorable direction.

## 7 Discussion

To elaborate on our conclusions and discuss the findings we have made, we have included this section to put further thought to our contributions. One of our observations is that it may be the case that JIBS has been too focused on the role of internationalization from an entrepreneurial view. The international focus may reflect a perceived notion that an increase in internationalization is needed by Swedish businesses in the region of Småland. However, JIBS may have disregarded the possibilities of the implementation of their international activities into the regional aspect of culture development. Further integration in regional activities could be useful as it could act as a path to development of the business culture within Jönköping. Furthermore, students' role as instruments for transferring knowledge might be recognized for their full potential and increase the perception of the valorization JIBS creates through its education.

JIBS needs to acknowledge their current position as the international focus attracts many international students while their entrepreneurial spirit appeals to the local market, and consider how an integration of the two would benefit the school. Interactions between JIBS and the city could convince employers of the advantages of hiring international students and further enhance the development of Jönköping. It is the authors' opinion that initiative needs to be taken in solving this problem. Previous research concerning international students and their rates of employment, as well as concrete examples of their contributions to the city seem to be lacking and can be seen as a limitation to our study. While our research did not result in any quantitative data or statistics in regard to these students, we believe it provides a base for further research. Such investigations would be of value as this is a matter of interest to many stakeholders in Jönköping.

## Reflections

The process of writing this thesis has both been rewarding and challenging, but first and foremost it has been a learning process. The ability to actually find useful information, to contact the right people, and constantly rework the thesis in order to improve it even further are just a few things we have learned. We have also realized that perhaps the most important thing to have when writing a thesis is a good working group. Working with each other, every day, for hours, and constantly keeping close contact worked very well for us and gave us further experience in team-working. Tasks were sometimes divided throughout the thesis due to the limited time, but each section has been read, written or reworked by each member of this group. The work was always divided fairly, for instance in the beginning of the writing process, we collected ten articles each on our chosen subject. No problems occurred within the group, as we all shared the same ambitions for this thesis and respected each other's time. Most importantly, we trusted and had faith in each other.

As for the empirical research, we had some issues when trying to come in contact with potential respondents for the interviews, and would encourage others to start with this process as early as possible. Furthermore, in order to create a good overview of the literature review, we would suggest making a document, in which all selected literature is listed, as well as the key points from each literature work. This makes the entire process easier, and was advice given by our supervisor and helped us to gather out theoretical framework. Overall, we are happy with the experiences and learning outcomes in we have gained throughout the process, our successful team-work and the contributions of our thesis.

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## **Appendix 1**

### **Q & A of International Program Students at JIBS with Part-time Employment**

#### **Why do you work?**

**1.** To earn money for living. **2.** In order to learn more about the Swedish market and the way Swedes work and behave as well as to develop myself as a person and also to improve my Swedish language skills. **3.** The reason for working is to earn some money to support myself in all stances. **4.** Looking for experience and keeping myself busy.

#### **How did you find your work?**

**1.** Through county office. **2.** I applied for 4 or 5 language schools in town via email and I was called for an interview. **3.** I found my part-time job through my classmate (a friend as well). He introduced me to his boss and i was offered the job immediately without any interview whatsoever. **4.** Through a friend.

#### **What kind of work is it?**

**1.** Retirement home. **2.** I taught Spanish to Swedish students during Monday evenings. **3.** It is more of hiring us to work for the Swedish Posten (terminal) in Torsvik on a time-ly basis. **4.** Salesperson/Barista. I'm also doing the graphical design part (all the menus, promotion fliers and event posters).

#### **What kind of obstacles (if any) did you encounter when finding part time work?**

**1.** Lack of answers and work opportunities. **2.** I would say that only one out of 4 or 5 employers replied to my application. **3.** It was difficult to find a job since proficiency in the Swedish language was what the employers were looking for. I would say the Swedish language was an obstacle. In addition, having no contacts whatsoever was an obstacle in finding a job. **4.** None.

#### **What do you gain from a part time job?**

**1.** Income and time for other things. **2.** The same as mentioned above in the first question. **3.** I gained experience in working with lots of Swedish people and also establishing close contacts with some of the production managers. Also, earned a good amount of money. **4.** Meeting new people, learning how to be organized.

#### **What do you think the employer gain?**

**1.** More income and advertisement. **2.** A more international environment. This will help every organization in the world as talented people are everyone. **3.** My own experiences and skills, my cultural lifestyle. **4.** Well-done work.

### **What do you think the city gains?**

**1.** More employed people. **2.** City will be providing more options for its inhabitants, by having teachers in different languages. **3.** It is good for the economy of the city. More money for the students, the more they spend. In addition, it would help students plan their lives as well instead of partying and doing unnecessary things. I think it would help the city to grow and expand its internationalization. Also, employers/ Swedish people learning different cultures from international students as well as the students adapting to the Swedish culture. **4.** All students in the area gain from the facilities they can find in Sockertoppen and since the café was opened, more and more are coming.

### **Would you like the university to get more involved in finding part time work for students? Why? And how?**

**1.** Of course, since it's so hard to get work, especially for those who don't have much knowledge about the country/city. Cooperate with some companies? **2.** I think it could be an excellent idea, as many students come to Sweden and go back to their homelands without having any contact with the Swedish society, especially as a worker. By offering these students a part time job, Jönköping's network might be enhanced in the whole world providing more business opportunities for the city, as these students could contribute more in the development of some project in their home countries. **3.** I think it necessary for the university to help students to find part-time jobs. For instance, if the university gets involved with companies (big or small), both parties would gain from it. Less money in hiring students than hiring someone else who would charge the company more for his/her salary. At the same time, the student learns from the company and vice versa or in other words, the students would add value or contribute to the company **4.** Yes. Because it is hard, especially for international students to find jobs abroad. Students working at the school.

### **Would you like the city to get more involved in the process?**

**1.** Sure, if that gives students more work opportunities. **2.** Yes, they should cooperate with the University in order to develop this process and see its possibilities. **3.** I think Jönköping council could create more jobs and also inform employers to offer jobs to international students or make it easy for international students to get jobs. More money for them, more circulation of the same money in the system. **4.** -

### **Would you like to see more collaboration between the city and university? In what aspect?**

**1.** It might be hard for international students to fit into a new culture. Cultural information, sports, food etc. information can be useful. **2.** Yes, in the introduction week some representatives from the city council came to talk about the city, what they had to offer and that they were pleased to have the international students attending the university and so on. They also mentioned that we were welcome to join them and work with them, but they did not give any instructions about how to be one of them. **3.** There should be more collaboration between the two parties. The university producing good students and the city creating more jobs. In that case, it would help the economy of the city to grow and all parties would be satisfied. **4.** Yes. More student discounts, etc.

**Do you think internship is an approach that the university should look into? How would you benefit? Would it be easier to enter the job market in such a way rather than part time jobs?**

1. If a person is looking for a full time employment, then internship is a better way to go. 2. Definitely, the university has about 300 host companies on the web site but they do not help its students, at least at JIBS, to have contact with them. It is a win-win situation where both students and employers may be favored. Students will develop what they learnt from the theory and put it into practice where they can influence and contribute with their ideas and experience. At the same time, the employers would have students or resources who will not suppose any high financial investments by the employer, as internships usually are unremunerated or partly paid. 3. I think the university should establish internships. In this case, students would be able to learn and add value to the companies. Moreover, it would be easier for the interns to enter the job market after performing excellent at the various companies. 4. Yes. I would try to get the most of it, because internship sometimes is an opportunity for a permanent job. Depending on what one's part job was. If he/she was working at a café and studies economy, the working experience gained in the café would not help him/her get a job as an economist.

**Would the possibility of internship or part time job attract you more to the education?**

1. In today situation, with lesser jobs, the possibility of an internship/part time work would definitely attract more people to study. 2. Yes, actually it was the reason why many students in my master's degree programme in International Logistics and Supply Chain Management applied for this University. 3. I think both systems would attract more to the education. Learning totally different things and adding value. 4. No.

**Would a part time job keep you in Jönköping?**

1. No, I'd rather seek an opportunity somewhere else, i.e. a bigger city, there is more to do. 2. Yes, if during my studies, but not necessarily after it. In return, a full time job would keep me here. 3. Yes, if it pays well and i feel comfortable with the work. Also, being guaranteed to have a full time job after a period of time. 4. Depending on the job offered.

**Would you like to stay in Jönköping? Why or why not? What is missing?**

1. Jönköping is quite a small town; it is fine while studying because at least there are other students to socialize with. Otherwise, one gets bored and tired. 2. I reckon nothing is missing in this city, as it has got restaurants, parks, a lake, cycle and walking paths and the modes of transport work properly. I would stay here if I found a full time job, but unfortunately it is Poolia that hires many of workers in this city and they make it difficult for foreigners. 3. Yes, I would like to stay in Jönköping because it is calm and a wonderful place to be. I have studied and lived here for 9 years and now working for a Logistics company. 4. Yes/No. Only for education. The city is too small and does not offer a lot of opportunities.

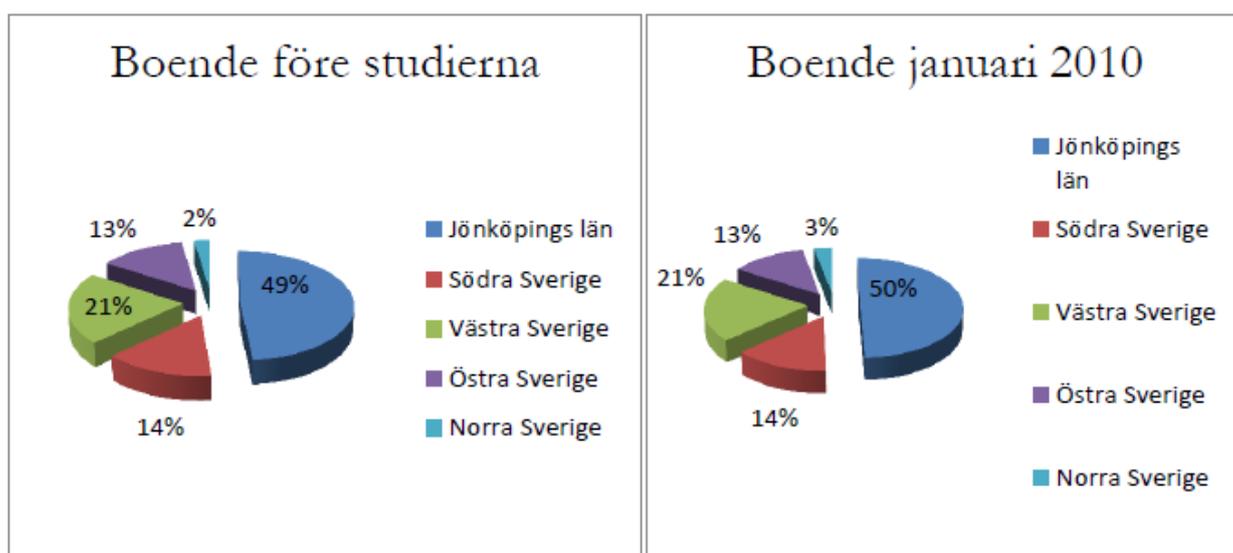
## Appendix 2

### Andel som bodde i Jönköpings län före respektive efter studierna (procent)

Undersökning		HJ	HHJ	HLK	JIBS	JTH
2011	Jan 2010	49,6	52,5	62,6	33,0	39,8
	Före	48,6	51,4	60,4	28,8	36,4
2010	Jan 2009	52,2	58,0	56,4	34,6	51,8
	Före	46,6	57,1	49,9	26,8	41,5
2009	Jan 2008	51,3	61,2	56,4	25,2	56,2
	Före	48,1	56,3	52,2	23,7	55,2

Quantity of Students who lived in Jönköping region before and after studies (percent)

### Andel som bodde i olika delar av Sverige före respektive efter studierna (procent)



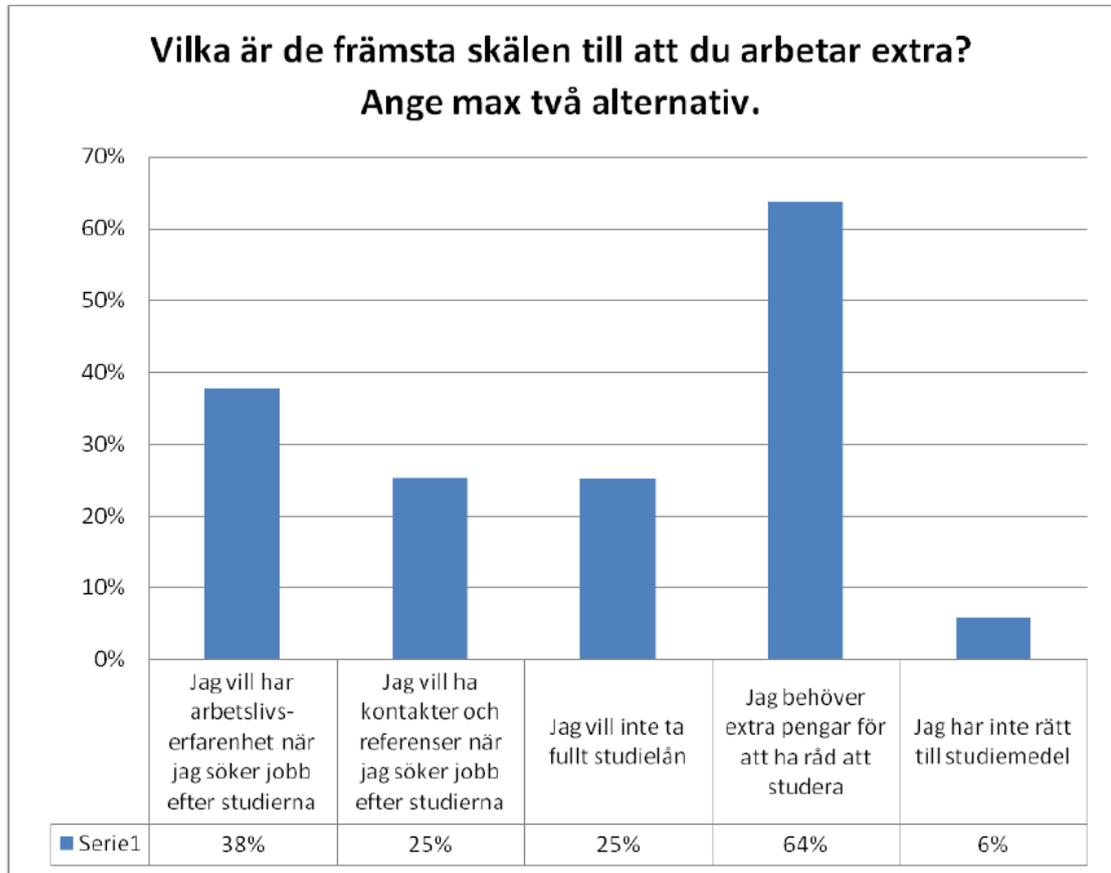
Quantity of Students who lived in different regions of Sweden before and after studies (percent)

(Johansson, 2011).

## Appendix 3

What are the main reasons for extra employment?

Choose max. of two alternatives.



Antal svarande: 1626

Arbetar ej: 731

(Hylander, 2009).