What motivates a student to do voluntary work? –
A qualitative case study of Östgöta nation

Master’s Thesis 30 credits
Department of Business Studies
Uppsala University
Spring Semester of 2019
Date of Submission: 2019-05-29

Michail Georganakis
Hristo Lazarov

Supervisor: Stefan Arora-Jonsson
Abstract

The purpose of this thesis was to provide an understanding of the underlying motives behind students’ voluntary work at a student nation. It was carried out as a qualitative case study, where the focus was placed on Östgöta nation workers. Östgöta nation represents one of the thirteen student nations found in Uppsala, Sweden. The theoretical review draws upon four concepts, namely, intrinsic motivation, extrinsic motivation, organisational identification, and organisational citizenship behaviour. Consequently, these four concepts were used to construct a theoretical model, which served as a framework to understand what factors affect worker motives. Empirical material was collected through the conduct of one focus group and five individual interviews, and was subsequently analysed using a thematic approach. Our findings suggest that the underlying reasons behind a student’s work motives are their inherent need to socialize, as well as to belong to a social group. In addition, workers tend to develop a high degree of relatedness between one another. This, in turn, leads them to exhibit behaviour, where they over-perform and help each other. The presence of such behaviour in the workplace, in conjunction with non-monetary rewards, provides us with an understanding of how students motivate their decision of working in a student nation. In conclusion, we advocate student nations to foster altruism and solidarity within their work environment, which would improve their capability of securing and maintaining a sufficient workforce.

Key words: Employee behaviour, Intrinsic motivation, Extrinsic motivation, Organisational identification, OID, Organisational citizenship behaviour, OCB, student nation
Acknowledgments

First and foremost, we would like to express our deepest gratitude to our supervisor, Stefan Arora-Jonsson, for guiding and inspiring us. We appreciate his feedback and, most-certainly, his optimism and positivity throughout the whole semester. In addition, we would like to thank the two other thesis groups for their valuable oppositions, as well as for making each seminar fun and enjoyable. Last, but definitely not least, a shout out to all Östgöta nation workers for their valuable contribution.

Michail: A warm thank you goes to my thesis partner Hristo, for our true friendship and the mutual support that we showed each other during these last two years. It was an honour to work alongside him! A heartfelt thanks goes to my parents, my two sisters and my friends who have supported and believed in me, in their own special way! Last, but not least, I want to express my deepest gratitude and love to my girlfriend, Alexandra Foka, for motivating me to constantly become a better version of myself and putting up with me all these years, through ups and downs!

Hristo: It was a great pleasure to work alongside Michail. Throughout the semester, the degree of identification between us reached astronomical heights. Not only did it make writing this thesis enjoyable, but it also resulted us in becoming friends for life. My utmost gratitude goes to my dear mother and her benevolent and endless support. Astoundingly, there wasn’t a single morning throughout this semester, where I woke up and had not been sent a good morning message packed with affection. Thank you, Mom. Words are incapable of capturing the true extent to which I love you!

Uppsala University, May 29th 2019

___________________
Michail Georganakis

___________________
Hristo Lazarov
# Table of Contents

1. **Introduction** ........................................................................................................... 1
   1.1 Student nations ................................................................................................. 1
   1.2 Problem formulation ......................................................................................... 2
   1.3 Research question ............................................................................................. 4
   1.4 Case introduction - Östgöta nation .................................................................. 4

2. **Theoretical review** ................................................................................................. 5
   2.1 Motivation ........................................................................................................ 5
   2.1.1 Intrinsic motivation ..................................................................................... 5
   2.1.2 Extrinsic motivation .................................................................................... 6
   2.2 Organisational identification .......................................................................... 8
   2.3 Organisational citizenship behaviour (OCB) ............................................... 9
   2.4 Summary of theories ....................................................................................... 12

3. **Methods** ................................................................................................................ 14
   3.1 Research topic .................................................................................................. 14
   3.2 Research design ................................................................................................ 14
   3.3 Data collection .................................................................................................. 14
      3.3.1 Interview guide ......................................................................................... 17
      3.3.2 Focus group interview ............................................................................. 17
      3.3.3 Individual interviews .............................................................................. 18
   3.4 Operationalization ............................................................................................. 19
   3.5 Data analysis ..................................................................................................... 19

4. **Findings and Analysis** .......................................................................................... 22
   4.1 Pre-enrolment motives .................................................................................... 22
   4.2 Peri-enrolment motives ................................................................................... 25
      4.2.1 Career and personal growth .................................................................... 25
      4.2.2 Compensation prospect ......................................................................... 26
      4.2.3 Social prospect ....................................................................................... 27
      4.2.4 Attitude towards colleagues ................................................................... 28
      4.2.5 Attitude towards management ................................................................. 30
      4.2.6 Attitude towards external opinion ............................................................ 31
   4.3 Post-enrolment motives ................................................................................... 34

5. **Discussion and concluding remarks** .................................................................... 37
   5.1 Implications for student nations ..................................................................... 38
5.2 Suggestions for future research

Bibliography

Appendix

Appendix 1 – Interview guide for Kurators Konventet interview
Appendix 2 – Interview guide for focus group and individual interviews
1. Introduction

1.1 Student nations

For some of us, at some point in our lives, we have had an opportunity to experience what it means to be a university student. It is highly likely that, alongside battling assignments and courses, we chose to diversify day-to-day life by pursuing various areas of interest. For some, this might entail joining a student organisation. Student organisations are argued to play an important role in a person’s life during their university studies. Their importance is claimed to lie in their potential to trigger growth and development in several personal areas, such as leadership, communication, responsibility, time management, and networking (Colbert, 2016). Additional research reveals that involvement in student organisations matures students into becoming more independent, as well as shaping a more positive view of life (Astin, 1993, cited in Amirianzadeh et al., 2011).

This study turns its attention to the city of Uppsala, Sweden, where one can come across thirteen student organisations, locally referred to as student nations. Having been around for centuries, their existence is claimed to play an important role in influencing prospective students’ choice of university (Sania, 2018; Uppsala University, 2019; Zafimehy, 2016). In order to provide a comprehensive idea of what student nations are and they stand for, we put forward their self-defining statement: “The nations are the social hub of student life with housing, scholarships, clubs, culture, pubs, associations, sports and much more – by students for students!” (“Membership | Uppsala Student”).

In order to increase our understanding of the student nations, we held an interview with the president, Jacob Appelblom, and the vice-president, Viktor Nordkvist, of Kurators Konventet (Counselors’ Convention). Kurators Konventet, also known as KK, is an organisation which serves the purpose of promoting cooperation in-between the thirteen student nations, as well as their cooperation with Uppsala University, student welfare organisations, various regulatory agencies, and businesses (“About Kuratorskonventet”). It was within the opinion of the interviewees that the student nations play an integral role in the life of Uppsala university students, particular emphasis being placed on newly admitted students, as Viktor Nordkvist states that: “When you’re new at Uppsala, you either make your friends in class or at the nation.”
In addition, the student nations play an important role in attracting prospective students to Uppsala University. When we asked the interviewees whether Uppsala University finds value in their association with the student nations, their stance on the matter was uniform and explicit, as Jacob Appelblom’s response entailed:” Very much so. I would say the university very much acknowledges this... And they know the commercial value and the value of marketing that the nations do for the university, which is why they want to be a part of our campaigns. They’re proud to put their logo next to ours when we do stuff.” Likewise, Viktor Nordkvist expressed agreement and further highlighted that:” From our point of view also, it’s a close cooperation. They do things for us too, in exchange for this.”

Along with gaining a deeper understanding, of what student nations are and the role they play, we became increasingly aware of the contemporary hurdles and challenges hindering the performance of the student nations, as well as threatening their very existence.

1.2 Problem formulation

In 2010, the Swedish parliament implemented changes in legislation, which made it no longer obligatory for university students to acquire a membership at a student nation or union. The decision is based on the argument that one’s freedom of association should be championed. In addition, it is argued that the purpose of a student organisation, in general, is to play a supporting role in the development of the education and conditions for studies at the university. (Rapport 2010:14 R, 2010) In 2009, prior to the changes’ implementation, Ergo, the newspaper of Uppsala Student Union, reached out to the counsellors of the various student nations in Uppsala and sought their opinion in terms of what the consequences might be. Opinions varied, yet most of them expressed an evident sense of worry.

Camilla Sjögren, Östgöta nation’s first counsellor at the time, suggested that those student nations, which lack in terms of size and assets, might take a hard hit. Similarly, Jon Karlsson, Värmland nation’s first counsellor at the time, expressed worry by suggesting that his student nation’s number of members might end up being cut in half over the next the years, which consequently would reduce its capability of offering its activities and services. Holding a more optimistic stance, Marcus Molander, Stockholm nation’s first counsellor at the time, suggested that the times to come will undoubtedly be harder, yet it is possible that positive change will occur in the nature of its future new members, as they are likely to portray a higher level of commitment towards their voluntary work (Holm, 2008).
In 2011, a year after the changes were implemented, Ergo sought to look into the consequences of the new law’s implementation. It is pointed out that Uppsala Student Unions’ total number of members, during the spring semester, decreased to 26,100 from 34,600 in the spring semester of 2010. This decrease became notably evident among newly admitted students, where around 4,100 out of the 8,300 were members. Chairman, at the time, of Uppsala Student Union – Gabriel Ledung, claimed that the various student unions and student nations have become significantly more dependent on financial support from Uppsala University and the state (Holm, 2011). In addition, a big concern for Gabriel lies in the increasing difficulty of motivating students to work in a student nation. A survey looking into respondents’ opinion, regarding the student nations’ current ability to secure workers, reveals that the vast majority believe that it has become increasingly difficult (Borsiin, 2016).

In a letter to the university, authored by seventeen student nation auditors, various worries were expressed regarding some of the consequences following the change in legislation, such as: a diminished unity of the student nations as new associations emerge; reduced student nation capability to maintain and offer activities; increasing difficulties for the student nations to finance maintenance for their buildings. An increased cost of building maintenance would, as expressed in the letter, results in the student nations to shift to an economy mode, with the goal of ensuring their survival. (Gunnarsson, 2018) Our interview with Kurators Konventet revealed similar concerns, as standing president Jacob Appelblom articulated that: “...there is a sense that the nations have become more and more professional. They have a higher standard and demand from police and the commune and with that comes a bigger economy, which is hard to make on a student basis.”

In summary, the discourse above conveys the idea that, as a result of the change in legislation, student nations are experiencing difficulties in securing a sufficient number of workers. This in turn has impaired, compared to previous years, their capability of offering their services and activities in terms of scale and quality. Having illuminated the issues faced by student nations, we began inquiring on how they could improve their ability to motivate and retain their current workers. In addition, we are aware that oftentimes workers stay over time and help each other out. As it is highly beneficial for the student nations, we can’t help but inquire as to why such behaviour occurs and how it can be fostered? If monetary compensation is not sufficient to explain why one works and commits to such an extent, then what is the alternative explanation? Do motives vary and change dependent on how long one has been a working member? If yes, then how? In order to answer these inquiries, we first and foremost need to understand what
are the underlying motives behind the current workers’ commitment to carrying out voluntary work for their student nation. In order to obtain in-depth insight, we carried out this research in the form of a case study, where Östgöta nation (ÖG) took the spotlight. During the thesis’ writing process, one of us had affiliation with ÖG, which granted us access to internal information as well as to its workers. With the above discourse in mind, we formulated and attempted to answer the research question found bellow.

1.3 Research question

RQ – What motivates a student to do voluntary work in a student nation?

1.4 Case introduction - Östgöta nation

Östgöta nation, or as referred locally as ÖG, is a non-for-profit organisation and also one of thirteen student nations in the city of Uppsala, Sweden. It was officially found in 1646 when it adopted its first constitution. Looking back at its original purpose, it seems that little has changed, as the student nation continues to describe itself as a place where university students can meet, and stay in touch with friends and family. It is operated almost entirely by students, with four counsellors working full-time and managing various organisation-wide responsibilities, and the exception being the auditors assigned by Uppsala University. Originally, it was founded by inhabitants of the Östergötland region in Sweden, which meant that membership was granted only to those coming from that region to study in Uppsala. Nowadays, both local and international students are able to acquire membership at any of the thirteen student nations. Those who acquire an ÖG membership have the opportunity to work in various positions. Nearly exclusively, one begins either as a “club” or “fika” worker. Some of the services and activities offered by the student nation are daily brunches, pub nights, club nights, a variety of sports, equality and cultural education, and much more. ÖG presents itself as a place welcoming those looking for a place to belong and/or to commit themselves and contribute to the student nation’s survival, consequently sustaining its continuous effort towards ensuring that there is a student life in Uppsala. “It is this commitment that ensures that we will continue to be for students by students.” (Ostgotanation.se, 2019)
2. Theoretical review

There are several lines of employee behaviour theory that could prove useful in exploring the motives of student nation workers. Note, that we use the nouns “worker” and “employee” interchangeably. That being said, we first brought forward the concepts of intrinsic and extrinsic motivation, by drawing from self-determination theory (SDT), incentive theory, and organisational justice. Second, we introduced organisational identification (OID) theory, which deals with employee reasoning found beyond work tasks and extrinsic rewards. Last, we drew upon organisational citizenship behaviour (OCB), for the purpose of exploring the phenomena of voluntary over-commitment, as well as helping behaviour.

2.1 Motivation

Present-day, employee motivation is a popular topic of discourse, contributing to which is the fact that its importance for organisations is continuously championed by business researchers (Alhaji & Yusoff, 2012). A quick search in the Oxford English Dictionary (2019) provides a definition of “motivation” as “mental processes that arouse, sustain and direct human behaviour”. Further, motivation can be branched into two types, with each respective type having its inherent origin and sources of stimulation. The first type of motivation is referred to as “intrinsic”, as it is innate to the human mind, meaning that its origin is internal in respect to the individual. The second type of motivation is referred to as “extrinsic”, as it is derived from an individual’s external environment. (ibid.) By taking a step further and placing the term “motivation” in the context of organisational behaviour research, the definition alters. As employees become the foci, in this context, motivation is redefined as “the development of a desire within an employee to perform a task to his/her greatest ability based on that individual’s own initiative” (Rudolph & Kleiner, 1989).

2.1.1 Intrinsic motivation

Intrinsic motivation is one which derived from “the doing of an activity for its inherent satisfactions, rather than for some separate consequence” (Ryan & Deci, 2000). In addition, intrinsic motivation is tied with interest, as “when individuals are intrinsically motivated, they engage in an activity because they are interested in and enjoy the activity” (Eccles & Wigfield, 2002). One’s interest further increases from the satisfactions derived from completing challenges, as it boosts their sense of self-efficacy. Additionally, it is connected to traits such
as enjoyment, curiosity, relevance, and meaningfulness. (Bandura, 1986, cited in Glynn et al., 2015)

An intrinsically motivated person is someone for whom the rewards acquired from doing a task are not external to that task, but rather found within it (Cameron & Pierce, 2002, p.12). For example, a person can perceive a task as demanding or entertaining, which for them are inherent sources of satisfaction. Further, it is argued that intrinsic motivation, while derived internally, is dependent on the type of connection an individual has with the specific task. This implies, that while one task is able to stimulate intrinsic motivation in one person, it will not necessarily do so for another. In addition, motivation can vary in terms of levels and orientation, which in turn are influenced by factors such as inner attitudes and goals. (Ryan & Deci, 2000)
Taking that into consideration, researchers have opted to understand the circumstances under which intrinsic motivation occurs, as well as what maintains, develops, or suppresses it.

Essentially, intrinsic motivation can be evaluated in terms of the satisfaction one gets from a task. Satisfaction, in the overall context of motivation, is comprised of various psychological needs, such as competency, autonomy, and relatedness (Ryan & Deci, 2000). The need for competency, simply put, is the extent to which an individual perceives themselves as having the skill required to complete a task. The need for autonomy is the extent to which an individual perceives their behaviour or decisions, in regards to completing an activity, as self-determined. The need for relatedness is derived from an individual’s perception whether others perceive a specific behaviour as valuable. As the latter has an extrinsic nature, it is will be discussed in later on. An important point, is that perceived competency is argued of being dependent on perceived autonomy. (ibid.) In other words, an individual will not gain satisfaction from a task if they do not find their behaviour to be self-determined, despite given that they are competent enough to execute that task. Following the argument above, there is no surprise that “autonomy versus control” has been an important point of discussion within intrinsic motivation literature. Furthermore, intrinsic motivation is said to be leveraged by factors such as positive feedback and autonomy (Zuckerman et al., 1978). Meanwhile, it is decreased by factors such as negative feedback (Deci & Cascio, 1972) and competition pressure (Reeve & Deci, 1996).

2.1.2 Extrinsic motivation

In contrast to intrinsic motivation, extrinsic motivation is associated with an individual’s external environment, as it is derived from sources found beyond the task itself (Ryan & Deci,
Thus, rewards that trigger extrinsic motivation are external to the task and tend to have a tangible or intangible nature, for instance promotions, bonuses, and extra benefits (Rudolph & Kleiner, 1989). Due to the emphasis on externally derived forms of reward, some have labelled extrinsic motivation as pale and inefficient (deCharms, 1968, cited in Ryan & Deci, 2000). In addition, it is sometimes suggested that while intrinsic motivation has a high correlation with complicated tasks, extrinsic motivation is more correlated with mundane and plain tasks (Osterloh & Frey, 2000; Gagne & Deci, 2005). However, is this criticism well justified or does extrinsic motivation also contain strong points?

Self-determination theory (SDT) proposes that extrinsic motivation has a good dynamic with autonomy. For example, it is claimed that a student can do their homework out of fear of being punished or because they believe it is valuable for their future career. While in both cases the decision is driven extrinsically, they are distinguishable, as the former is based on exercised control by the parents, while the other is based on the student’s own perception and determination for their future well-being. In other words, the level of an individual’s perceived autonomy can vary greatly, thus suggesting that extrinsic motivation exists in two forms. (Ryan & Deci, 2000). These two forms are autonomous and non-autonomous extrinsic motivation. In terms of the former, studies have shown positive outcomes for the individual, such as better psychological well-being (Grolnick & Ryan, 1987), greater engagement (Connell & Wellborn, 1991), and better performance (Miserandino, 1996).

It is argued that some tasks are undoubtedly considered uninteresting, thus in order to increase an individual’s willingness to carry out their tasks, a source of extrinsic motivation is necessary (Ryan & Deci, 2000). Here, we bring forward the aforementioned need for relatedness, which entails that an individual will be extrinsically motivated to carry out a task, irrelevant whether it is interesting or not, given that others perceive that individual’s behaviour or task as valuable. This desire for external approval derives from the need for one to feel connected. Consequently, this need for relatedness can be satisfied by being provided with a sense of belongingness, as well as connectedness with other individuals or groups. In addition, it is suggested that individuals have an inherent need to socialize, which encourages participation in activities and social groups (Vlachopoulos & Karageorghis, 2005).

Taking the above discourse into consideration, we argue that extrinsic and intrinsic motivation theories would provide only a partial explanation as to why students commit to voluntary work. Based on the absence of monetary compensation, in conjunction with the aspect of
volunteerism, we are lead to reason that it will not sufficient enough by itself for one to remain a worker. Intrinsic motivation, for example, can be argued insufficient, as the nature of the work in a student nation entails mostly mundane and plain tasks, such as cooking, bartending, serving and cleaning. Consequently, we dove into organisational identification literature, which lies beyond materialistic rewards and self-focused development, in order to understand in greater depth why workers remain in their organisations.

2.2 Organisational identification

The fundamental purpose of studying identity is to understand ourselves, which in turn allows us relate to others in our surrounding social contexts (Gioia, 1998; Jenkins, 2008, cited in Lee & Park, 2015). Organisational identity and its function - organisational identification, are considered important concepts within organisational behaviour research (Brown, 2006; He & Brown, 2013). Both concepts are derived from social identity theory (SIT). Social identity, in itself, is defined as an individual’s “knowledge of their membership of a social group together with the value of emotional significance attached to that membership” (Tajfel, 1978, cited in He & Brown, 2013). Social identity theory serves as a tool for those interested in exploring the relationship between employee and organisation (Dutton et al., 1994; Ashforth et al., 2008). The main idea is that organisations are seen as social categories which a person is able to identify with. Hence, the concept of organisational identification (OID) represents the extent to which a person is able to perceive oneness with their organisation (Ashforth & Mael, 1989).

The feelings of belongingness and oneness are significant, as they contribute to an employee’s concern for the wellness of the organisation. As an employee’s self-concept becomes deeply intertwined with that of the organisation, they will show greater consideration for the organisation’s success as they have a personal stake in it. (Magnusen, 2012) Further, it leads the individual to take the values and goals of the organisation and make them their own, which occurs as the identity boundary between an individual and their organisation becomes blurred (Lee & Park, 2015). As a result, the individual ends up becoming a “microcosm of the organisation” (Ashforth et al., 2008). Hence the claim is derived that high organisational identification, which is the result of the merger between an individual’s and an organisation’s identities, leads individuals to increasingly focus on fulfilling their job. It is claimed that the stronger the identification with the organisation, the more effort an employee is willing to put into working for their organisation’s interest (Mael & Ashforth, 1992). Strong identification translates into intrinsic motivation for employees to achieve high performance levels (Haslam
& Ellemers, 2005, cited in Lee & Park, 2015). In addition, individuals are found to work better in teams, as they communicate and coordinate better with their colleagues (Grice et al., 2006, cited in Lee & Park, 2015). Employees who portray strong OID also tend to show greater concern for their colleagues, as they together constitute the organisation and thus play an important role in providing meaning for that employee’s self-definition (Sluss & Ashforth, 2008).

On one hand, OID seems to provide sufficient reasoning in terms of why ÖG workers would remain in the student nation. On the other hand, we find reason to believe that OID would be insufficient by itself to explain the phenomena, where workers willingly stay overtime and help one another. If it did, that would entail that such behaviour occurs either only because one craves a place to belong and give meaning to their lives, or simply because they identify with others. Consequently, we bring in an additional concept referred to as organisational citizenship behaviour (OCB), in order to discuss why employees over-commit to their organisation and exhibit helping behaviour, as well as to understand how such behaviour manifests in the first place.

2.3 Organisational citizenship behaviour (OCB)

As previously mentioned, certain employee behaviours are desirable for the wellbeing and success of organisations. It is argued that a successful organisation is one that is capable of motivating its employee to fulfil their roles, to remain in the long-term, and to deliver beyond what is required of them (Katz, 1964, cited in Newland, 2012). As studies in organisational behaviour progressed, researchers began paying increasing attention to understanding what would motivate one to go beyond their duties. In 1983, Bateman and Organ coined the study of this phenomena as organisational citizenship behaviour (OCB). Following this, the concept of OCB has received a considerable amount of research, along which came an abundance of definitions. Dennis Organ’s definition is by far the most wide-spread one, where OCB is described as “intentional employee behaviour that is discretionary and typically not recognized or rewarded but that nonetheless improves the function of the organisation”. (1988, cited in Newland, 2012) However, this definition received criticism for its ambiguous overlap with the concept of task performance. Consequently, Organ (1995) redefined it as “performance that supports the social and psychological environment in which task performance takes place”, thus setting a clear distinction OCB and task performance. A contemporary definition is offered
to us by Ahmed and Khan (2016), who define OCB as “a person’s voluntary commitment within an organisation or company that is not part of his or her contractual tasks”.

It goes without saying that having employees who go “above and beyond” their normal tasks is beneficial to the organisation (Magnusen, 2012). The study of OCB is essentially meant to smoothen out and encourage the cooperation between the organisation’s members (Borman, 2004). Podsakoff et al., (2009) states that fostering OCB in employees contributes to boosting their efficiency, in addition to benefiting the whole organisation as a result of either increase in productivity. Additional outcomes of OCB, put forward by Ahmed and Khan (2016), are increased cooperation with colleagues, willingly taking on additional tasks, taking the initiative to help new employees in adjusting to the organisation, and working overtime without expecting additional or any forms of rewards in return. OCB research has further shown OCB to lead to increased employee effectiveness (Yen & Niehoff, 2004), and consequently, organisational success (Podsakoff & MacKenzie, 1994). Moreover, employees who exhibit OCB tend to spread good will and protect the organisation (George & Brief, 1992), as well as endorse, support and defend organisational objectives (Borman & Motowidlo, 1997, cited in Agarwal, 2016). In terms of predictors of turnover and absenteeism, a high level of OCB is found to decrease employee intention to leave the organisation and be absent from work or meetings (Chen et al., 1998).

Research on OCB goes far and wide, as there are various opinions towards the underlying dimensions and motives behind the concept (Rioux & Penner, 2001). Ahmed and Khan (2016) mention that OCB literature, focused on explaining the concept antecedents, can be distinguished in three categories. The three categories are: personality/trait of an individual, attitude and perception towards fairness, and the quality of leadership. In terms of personality and traits of an individual, the perspectives are divided on what is the true essence of OCB. For example, researchers like Organ (1990) attribute selflessness and sacrifice as essential constituents of OCB, while others like Bolino (1999) places emphasis on the pursuit of self-serving interest and impression management. (cited in Magnusen, 2012) In terms of what constitutes OCB, Organ’s (1988) initial model included constructs such as altruism, courtesy, conscientiousness, civic virtue and sportsmanship. Later, Organ (1990) included the constructs “peacekeeping” and “cheerleading”. (cited in Ahmed & Khan, 2016) William and Anderson (1991) further developed Organ’s model by grouping the various constructs, mentioned above, into two categories. The first category was coined OCBI (organisational citizenship behaviour
– individual), representing the “altruism” dimension, includes one’s behaviours intended to benefit other individuals. Further, OCBI is said not to be driven by external rewards. The second category was coined OCBO (organisational citizenship behaviour – organisation), representing the “compliance” dimension, includes one’s behaviours intended to benefit the overall organisation. In contrast to its counterpart, OCBO is in fact motivated by external rewards.

Additional approaches towards studying OCB include the impact of mood on behaviour, where positive mood is argued to result in increased helping behaviour among employees (George & Brief, 1992). Perceived fairness, which emanates from equity theory, is argued to predict OCB. It is suggested that an employee will not engage in OCB if they perceive themselves being treated improperly by their organisation. Vice-versa, an employee will engage in OCB given that they feel appreciated and treated fairly by their organisation (MacKenzie, Podsakoff, & Feter, 1993). Further, the result of a meta-analytic study found that both job satisfaction and perceived organisational justice lead to high levels of OCB (Organ & Ryan, 1995). Alternatively, some define OCB as “an individual’s behaviour based on his/her incentives”, thus putting forward OCB as a product of motivation (Ariani, 2012; Davila & Finkelstein, 2013). Here, it is found that both extrinsic and intrinsic motivation will simultaneously lead to increased levels of OCB (Ibrahim & Aslinda, 2013). However, it is argued that extrinsic and intrinsic motivation lead to higher levels of OCB provided that there is a mediating variable (Ahmed & Khan, 2016). Examples of such variables are job satisfaction, psychological empowerment, perceived organisational support, and organisational justice. It is further argued, that the respective antecedents of motivation and OCB interact with each other and in some cases overlap.

Organisational identity research has also sought a connection between identification and OCB. It is argued that OID leads to various organisational outcomes, where OCB is one of them (Riketta, 2005). The claim lies within the argument that strong identifiers are willing to go out of their way and are willing to help their colleagues, which in turn translates to helping themselves, as the identity boundary with their colleagues has become blurred. In addition, strong identifiers are found to exhibit voluntary efforts, such as sticking to the rules and attending meetings, as they find them beneficial to the organisation (Lee & Park, 2015). It is worth noting Lee and Park’s (2015) claim that OID constitutes a long-term influence on behaviour, while attitudes constitute short-term influence. Several research supports the claim
above (Haslam & Ellemers, 2005; Biddle et al., 1987; Charng et al., 1988, cited in Lee & Park, 2015). While attitude is found to be more connected with an individual’s social/economic exchange with the organisation, OID is found to be more connected to an individual’s psychological need to identify with something. This implies that strong identifiers are not necessarily motivated by their interest in having a social/economic exchange with the organisation. It is further argued that an individual’s self-concept, and resources that give it “meaning”, serve as intrinsic motivation that have an extended effect on pro-organisational behaviour (OCB). (Haslam & Ellemers, 2005, cited in Lee & Park, 2015) The subsequent subsection will serve to explain how we expect the various theoretical concepts to interact.

2.4 Summary of theories

To recap, the purpose of this study is to understand worker motives at Ōstgöta nation (ŌG). Moreover, we seek to understand why workers are willing to stay over time and help each other out, taking into account the absence of monetary compensation. In order to do this, we have drawn upon literature on intrinsic and extrinsic motivation, organisational identification (OID), and organisational citizenship behaviour (OCB). We find reason to believe that these four concepts will serve as a sufficient theoretical base upon which we will be able to answer our research question.

We propose that intrinsic and extrinsic motivation will be relevant in providing an explanation as to why one would invest voluntary work effort into ŌG. However, taking into account the mundane nature of the work tasks, as well as the nature of the compensation and rewards one is able to receive, the two concepts would be insufficient standing on their own. Hence, we drew upon organisational identification (OID) in order to justify the aspect of volunteerism. OID, in conjunction with intrinsic and extrinsic motivation, can be expected to be able to explain why a worker invests voluntary efforts, however unable to sufficiently explain why one is willing to work overtime and to exhibit helping behaviour. For this reason, we have included organisational citizenship behaviour (OCB), which we propose is the manifestation of the former three concepts, and its presence is integral for a worker to exhibit pro-organisational behaviour. In addition, we propose that, not only is OID the strongest contributing factor to OCB, but both concepts are mutually reinforcing. We justify this by claiming that, the more people identify with one another, the more willing they will be to help each other. Vice-versa, the more people help one another, the more they will identify with each
other. Consequently, the interplay between OID and OCB is expected to constitute the pivotal reason why a student works in Östgöta nation.

We have devised a theoretical model (Illustration A), subsequent to this paragraph, to depict the links and interactions between our four concepts. The black circle serves as, metaphorically speaking, a reactor which both receives and, in some cases, feeds back input from and to the concepts, which are illustrated in circles. Consequently, the aggregate of all input shapes a worker’s way of reasoning, with the shaping process being depicted as a flow from the reactor towards the rectangle “work motives”. A circle’s size serves the sole purpose of depicting the amount of input/influence a concept has, yet is limited to serving solely as a visualisation facilitating the reader’s ability to keep track of our arguments. To further clarify, in section 4. Findings and Analysis, the circles’ sizes will be changed in accordance with the extent to which, within our interpretation, a concept is found to be influential in shaping a student worker’s motives for working at ÖG.

Illustration A - Theoretical model
3. Methods

3.1 Research topic

To jog the reader’s memory, the purpose of this thesis is to look into and explain the underlying motives for a student’s choice to work in a student nation. The idea of placing a student nation, and its employees, under a theoretical lens was justified by a few reasons. First, our student lives are undeniably interwoven with the existence of the student nations, which made them inherently interesting for us to research. Second, within our knowledge, empirical studies on worker behaviour in student nations are scant. As mentioned previously, they are claimed to play an important role in the lives of Uppsala students, as well as for Uppsala University. Taking into account the hurdles facing student nations, a specific one being the difficulty to secure workers, we argue that understanding worker motives will generate insight on how to relieve that difficulty.

3.2 Research design

To provide such an explanation, we chose to carry out this research in the form of a case study, where one of the thirteen nations, namely, Östgöta nation (ÖG), took the spotlight. Our choice of conducting a case study is justified by two reasons. First, one of us being affiliated with ÖG, during the thesis’ writing process, made it possible for us to access internal information, as well as to reach out to student nation’s workers. Further, this was beneficial, taking into account the limited time and resources we had at our disposal. Second, given the nature of the research topic, we reasoned that a case study would provide us with the desired insight depth that was sought (Bryman & Bell, 2011, p.60). Moreover, a case study design gave us the necessary space to understand the effects and implications of specific conditions, those being worker choices (Saunders et al., 2016). Exploring topics such as choice and reasoning is argued to be complex, as they are highly likely of being particular to isolated cases. Because of this, we chose to study worker reasoning within a single student nation case study, for the sake of leveraging our ability to grasp the complexity of the phenomena at hand (Lee et al., 2007, Bryman & Bell, 2011).

3.3 Data collection

In terms of chapter 2. Theoretical review, we looked into what previous theories had to say about worker behaviour. As one of us had been an ÖG worker, we were aware in terms of what
working in a student nation entails, such as the volunteerism, the types of compensation and rewards, the responsibilities and duties, and the way workers treat each other. This awareness assisted in guiding the selection of the theories and concepts that have the potential to explain worker motives and other phenomena. While we had a hunch of what theories might prove useful, it was impossible to predict the extent to which they are applicable. This is especially true as the perceptions of the authors and that of the workers, who’s behaviour we are studying, is by no means guaranteed to match.

Among the various possible strategies out there, we chose to undertake a qualitative approach to investigating the phenomena at hand. It is argued that, in research concerned with human behaviour, emotions, attitudes and opinions, a qualitative approach is suitable as it allows us to examine the complexity of humans’ inherent social nature (Saunders et al., 2016). An additional strong point to such an approach, is that it allows the use of interpretivism. Being able to interpret our findings granted us the flexibility needed to understand the social reality of the workers we study, as perceived through their own eyes. (Bryman & Bell, 2011, p.402) Student nations, and worker behaviour found within them, are a rather unmapped territory in terms of empirical research. Thus, we argue that a flexible approach is necessary, as the workers’ behaviour needs to be understood within the specific context that produces it (Bryman & Bell, 2011, p.404).

For the purpose of collecting primary data, we carried out one focus group interview with six participants, which was subsequently followed by five individual interviews. The participants in the group and individual sessions were unique, meaning that no individual participated in more than one session. For the sake of respondent confidentiality, we have chosen to hide their identities by replacing their real names with code names. In Table 1, we have provided information about participants, such as their code name, number of semesters of working at ÖG, and their current position.
Both, the focus group and the five individual interviews, were conducted in a semi-structured manner. While one may argue that an unstructured approach would be argued preferable, as it involves the researcher not coming into the interview with expectations or presuppositions, we nonetheless resorted to a semi-structured approach, as one of us had an affiliation with ÖG. We found this advantageous, as we came in with a fairly clear idea in terms of what topics we want to address in our interviews. In addition, the choice of a semi-structured approach was supported by our fair degree of familiarity with ÖG’s internal setting. This allowed us to envision potential ways of how the interview data will be handled (Bryman & Bell, 2011, p.472).

The focus group and individual interviews were recorded via the authors’ mobile phones. We resorted to voice recording, as we deemed it important to avoid getting distracted (Bryman & Bell, 2011, p.482). In addition, paying close attention to what the participants are saying was essential in order to ensure that we are able to interpret and consequently, if necessary, support their discussions with our questions or intervene if the topic was becoming derailed. Based on the information we had obtained through the focus group and the five individual interviews, we chose to conduct no additional interviews, as we found reason to believe that we are achieving content saturation (Bryman & Bell, 2011, p.577).
3.3.1 Interview guide

Prior to conducting the focus group and individual interviews, we devised an interview guide (turn to Appendix 3) to assist us during those sessions. The questions, comprising the guide, were formulated based on the concepts found in our theoretical review. That being said, it was within our intention for the questions to have a rather generic nature. We argue that, not only would they be able to generate content relevant to our theories, but would steer clear from leading or limiting our participants’ opinion or freedom to discuss what they believe is necessary. An additional strength of devising generic questions, lies within the fact that one question has the potential of yielding content relative to more than one theoretical concept. The subsequent Table 2 presents our anticipated relationship between the theoretical concepts and the questions.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Relevant questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>Q1, Q3, Q6, Q16</td>
</tr>
<tr>
<td>Motivation</td>
<td>Q4, Q11, Q12</td>
</tr>
<tr>
<td>Organisational identification (OID)</td>
<td>Q2, Q4, Q5, Q7, Q11, Q13</td>
</tr>
<tr>
<td>Organisational citizenship behaviour (OCB)</td>
<td>Q2, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q13, Q14, Q15</td>
</tr>
</tbody>
</table>

Table 2 – Anticipated relationship between concepts and questions

3.3.2 Focus group interview

We chose to carry out a focus group session based on several reasons. First, we took into consideration the social nature of our topic. There are pros and cons of studying social phenomena either through the eyes of an individual or a group of individuals. While the former will be brought to the table of discourse later on, we viewed the latter as an opportunity of drawing insights from interactions between individuals (Bryman & Bell, 2011, p.504). Essentially, by having such interactions, we sought to generate discourse where the participants have the opportunity to support or oppose each other’s ideas. In addition, placing an individual in a group setting would reduce the perceived amount of pressure they experience. Moreover, having a group discussion, favourably, reduced the overall need for us, as interviewers, to participate or interrupt.

We gathered the participants of the group interview via purposive sampling. The criteria, for allowing one to participate, was for them to be a “club” or “fika” worker at ÖG. We sought for our participants to share these shared characteristics, as their opinions would best serve to fulfil
the purpose of this study (Saunders et al., 2016). The reason why we place emphasis on these two job positions, lies in the fact that they represent the backbone of, not only ÖG, but every student nation. Their importance further lies in the fact, that most of the daily student nation activities are dependent on individuals taking up these roles.

The group interview session produced, within our opinion, a fruitful discussion. For the most part, the participants drove the discussion by themselves and focused on talking about that which they find essential and of value (Leidner, 1993, cited in Bryman & Bell, 2011, p.467). It was within our intention to participate as little as possible, and only to intervene if we believed the topic was over-derailing or if a certain topic was becoming exhausted. As our participants were highly familiar with each other, we observed no signs of them feeling any discomfort. It may be argued that their familiarity would end up producing data stained by prejudice or group bias. Then again, as this often lies beyond the interviewers’ control, it is not a major point of concern. As one would expect, some participants were more talkative than others (Bryman & Bell, 2011, p.505). Moreover, the participants continuously expressed support of each other’s claims and built on them. There was an absence of situations where they would disagree with each other, which we speculate is due to one’s desire to stand out by going against the prevailing group opinion. Notably, we had no means to determine any cases where a participant might have restrained their opinion due to self-perceived group coercion. Under these circumstances, we chose to refrain from carrying out a second group interview, and instead grant any forthcoming participants the opportunity to convey their opinion in an individual interview.

3.3.3 Individual interviews

We conducted a total of five individual interviews. Similarly, to the focus group in terms of participant selection, one had to be either a “club” or “fika” worker at ÖG nation. As mentioned previously, the decision to carry out these individual interviews was motivated by the potential limitations the previously held group interview. To clarify, our concerns entailed the varying level of participation and the noted absence of disagreements among the participants. For these reasons, we granted five individuals the opportunity to express their opinions without any potential group setting pressure. While one may point out that an individual who is interviewed by two interviewers might experience pressure, we did not observe any such signs. This can be attributed to the fact that the participants and one of the interviewers know each other. While familiarity between participant and interviewer can be pointed out as a point of criticism, we
found it advantageous, as we argue that the lack of familiarity would result in a participant either feeling uncomfortable or choosing to hide essential information. Unlike the group interview session, our participation in the individual interviews was more needed, varying between each participant. We had cases where a participant was able to skilfully narrate without much need for intervention, while in other cases the interview was more of a dialogue between participant and interviewer. A participant’s ability, or choice, to independently narrate lies beyond our control, so in cases where our participation was more needed, we strove, to the best of our ability, to avoid asking overly-leading questions or to impose our opinion over theirs.

3.4 Operationalization

In order to assist the analysis of the data, generated through both the group and individual interviews, we devised a blueprint (see Table 3), where we illustrate our four theoretical concepts along with their respective topics. The blueprint served to facilitate the process of surfing through and identifying the most relevant data, which will subsequently be subjected to analysis.

<table>
<thead>
<tr>
<th>Line of theory</th>
<th>Topics relevant to respective theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td></td>
</tr>
<tr>
<td>Intrinsic</td>
<td>• desire to learn a new skill</td>
</tr>
<tr>
<td></td>
<td>• satisfaction/enjoyment/interest in tasks</td>
</tr>
<tr>
<td></td>
<td>• personal development</td>
</tr>
<tr>
<td>Extrinsic</td>
<td>• receiving tangible rewards</td>
</tr>
<tr>
<td></td>
<td>• receiving intangible rewards</td>
</tr>
<tr>
<td></td>
<td>• desire to socialize/freeze bonds</td>
</tr>
<tr>
<td>Organisational identification (OID)</td>
<td>• using &quot;we&quot; &amp; &quot;our&quot; instead of &quot;I&quot; &amp; &quot;my&quot;</td>
</tr>
<tr>
<td></td>
<td>• positive comments about colleagues</td>
</tr>
<tr>
<td></td>
<td>• positive comments about Östgöta nation</td>
</tr>
<tr>
<td>Organisational citizenship behaviour (OCB)</td>
<td>• working late/overtime</td>
</tr>
<tr>
<td></td>
<td>• willingness/sacrifice to help colleagues</td>
</tr>
<tr>
<td></td>
<td>• championing/defending Östgöta nation</td>
</tr>
</tbody>
</table>

*Table 3 – Theoretical blueprint*

3.5 Data analysis

Both the focus group and individual interviews were transcribed immediately after being conducted, in order to ensure a higher degree of accuracy. Rarely, yet moments occurred where either one or both of the authors was unable to make sense of words or expressions made by participants in their native tongue - Swedish, when referring to subjects such as ÖG internal job roles, groups, or social events. In these situations, as each transcript was sent to the
respective interviewee once it’s completed, we also asked that interviewee to assist us in clarifying what they intended to say. There were no complications during the process of transcription. We divided the transcribing duty equally between us. Minor differences could be observed in our style of transcription, yet we do not consider that essential or altering the meaning of a respondent’s true words. Once a transcript had been completed, we shared it with each other, and began coding. The initial stages of the coding entailed highlighting words, sentences, ideas, along with comments attached to each highlight, to suggest in which category a highlight might belong to. Following, we sat down and began comparing and discussing our individual highlights, with the aim of aligning our opinions regarding them, in hopes of achieving greater data reliability (Saunders et al., 2016). There were no notable disagreements during the coding comparison. Key to mention, is that we treated the data content, generated from both the focus group and individual interviews, as indifferent. While the individual sessions were called upon, for the sake of tackling any potential pressure or bias resulting from placing an individual in a group setting, we did not observe any noteworthy variance in a respondent’s line or manner of reasoning. In fact, we perceived the content from the group and individual sessions as akin, and able to be used alongside each other.

It is imperative to point out, that the coding comparison process altered our envisioned analysis approach. Initially, with the use of the theoretical blueprint (Table 3), we intended for our analysis to explicitly capture an ÖG worker’s present-day motives for working at the student nation. Those plans, however, were subjected to change. After examining the generated data, we took the opportunity of constructing our analysis in a time-based manner. To clarify, we incorporated a temporal aspect to our respondents’ motives, which resulted in the construction of our analysis chapter’s first three sub-categories: pre-enrolment motives (past), peri-enrolment motives (present), and post-enrolment motives (future). It is important to note that, while peri-enrolment motives are an experience-based form of reasoning, pre and post-enrolment are assumption-based form of reasoning. We bring this up, as the credibility of our respondents’ claims towards their past and future can and should be questioned, as such claims are likely to have been subjected to change or bias derived from their actual (current) experiences. While we are unable and should not deem such claims as unsound, we uphold that they should be viewed upon with a sense of wariness.

As our focus group and individual interviews generated a large amount of qualitative data, we carried out the analysis through a thematic approach. Within, the aforementioned three analysis
sub-categories, we brought forward relevant extracts from our transcripts, which are then subjected to our interpretation and, considering it’s possible, tied to the four concepts comprising our Theoretical review. Consequently, we presented the findings in conjunction with analysis, in order to ensure a consistent and strong link between data, interpretation, and theories. Our general theoretical model (Illustration A) was put forward at the end of each sub-category. As we explained in sub-category 2.4, the purpose of the model serves the sole purpose of providing the reader with a visualization. The extent, to which the size of a concept’s circle represents that concept’s strength, is limited to serving as abstract imagery presenting our interpretation.

In addition to the aforementioned call for caution, there are additional points to take into consideration. To clarify, the eventual answer to our research question will exclusively entail an ÖG worker’s current (peri-enrolment) motives for working at the student nation. Our approach to participant selection constrains the eventual implications that we are able to draw from this study. As we have approached ÖG workers, who are individuals already working at the student nation and are all in their first semester of work, we acknowledge our inability to draw conclusive claims on topics such as the underlying motives for one to initially engage in ÖG or choice of remaining post the first semester. In addition, we have not sought the opinion of any individuals who have chosen not to work in ÖG, or any student nation at all. This means that we are observing only one side of the coin and should avoid mistakenly over-trespassing to the other side. Nonetheless, we included the pre and post-enrolment motive sub-categories, as we saw them as a worthwhile contribution that could inspire future research on the overall topic of student motives for working in a voluntary organisation.
4. Findings and Analysis

As previously explained, we have structured this chapter in three sub-sections, namely, pre-enrolment motives, peri-enrolment motives, and post-enrolment motives. As their names suggest, they represent three distinct time-periods in terms of which an ÖG worker discusses their motives for working at the student nation. To clarify, the scope of this thesis is focused on peri-enrolment, while pre-enrolment motives and post-enrolment motives are brought to light for the sake of inspiring future research.

4.1 Pre-enrolment motives

The following sub-section entails participant discourse, where the focus is placed on discussing motives for why one chose to work at Östgöta nation to begin with. It is important to remind ourselves, that motives found within this sub-section represent an assumption-based form of participant reasoning. Taking this into account, a variety of explanations were brought forward. One such explanation, that stood out, is where it is suggested that those individuals who are born in Östergötland chose to start working at Östgöta nation as it represents their birth region.

P3: “Since I am from Linköping (a city in Östergötland), ÖG was a natural place.”

P4: “I was also a member since I am from Östergötland.”

This empirical finding has a theoretical connection with OID literature, where Tajfel (1978, cited in He & Brown, 2013) suggests that an individual’s social identity is expressed by their self-perceived membership of a social group in conjunction with the emotional significance this membership holds for them. To point out, while reviewing OID literature, we did not come across any content discussing how an employee’s identification with their organisation begins prior to the employment. Meanwhile, our empirical findings suggest that the process of identification, in the case of student nation workers, can in fact occur prior to their enrolment. In other words, we suggest that there seems to be a preconceived perception of oneness (Ashforth & Mael, 1989). This implies that a student’s choice of and willingness to work for a student nation can be influenced by their birthplace. However, as not all of ÖG’s workers are born in Östergötland, it is not considered as an absolute factor.

For other participants, the choice to sign up for work at ÖG was motivated by them having family or friends who are or were affiliated with the student nation at some point. It was
explained that their familiars exhibited the tendency of recommending and portraying ÖG in a positive light.

F1: “I became active because my brother was active here.”

F2: “Because my parents were both active here. So, I wanted to become active because they have spoken so warmly about it.”

F6: “Basically, because I have had friends and family who have been active in Uppsala earlier and why I chose ÖG was because I had some friends from Östergötland who got active.”

This type of influence, by an individual’s friends and family, can be seen as a form of external stimulus. Similar to an aforementioned idea, it is implied that the process in which a worker begins to identify with ÖG, has begun prior to their enrolment there. In addition, we interpret this form of reasoning as representing an individual’s need for belongingness (Magnusen, 2012). This is because students foster pre-determined perceptions, which develop expectations and a sense of security, that the process of fitting in and belonging to ÖG will be a smooth one. In addition, the empirical data implies that a worker’s friends and family, who champion ÖG, exhibit OCB (Agarwal, 2016), irrelevant of whether they are currently workers or not.

Most of the participants motivated their decision to become workers, by pointing out towards the opportunity of earning a variety of benefits in the forms of tangible and intangible rewards. These benefits mainly came in the form of the opportunity to accumulate housing points which can be used to apply for ÖG housing offers. Additional benefits mentioned, were the possibility to obtain various membership cards that grant one various discounts at ÖG and instant entry pass to all thirteen student nations, on nightclub nights and other events.

P1: “We get the benefit of getting the KK cards, which let us walk past queues at nations and we get discounts on the nation’s (ÖG) food. And we also get two points for accommodation.” From what I understand that’s why quite a few people join the nation, because they want housing.”

P2: “Yeah! Cause I was unhappy where I am living now and ÖG has good housing and pretty fast. Like you can get an apartment or room pretty fast, if you have like three points, and you are working to get your points, so that maybe will work!”
These tangible and intangible rewards are drivers extrinsically motivating a student to enrol as worker at ÖG (Rudolph & Kleiner, 1989). While external rewards seem to be a strong source of motivation, it was found that they were not the sole factor encouraging enrolment. The interview sessions revealed that some participants, while not denying their desire for the aforementioned benefits, did however place greater emphasis on the need for socializing as an underlying reason behind their enrolment. Joining ÖG was mainly represented an opportunity to connect with people, with the goal of forming friendships in a new city or country, and in some cases a way to forge contacts with the potential of assisting them in the future to, for example, secure a job.

P3: “I guess it was like socializing, meeting new friends. I thought it was a good way of expanding my network and just not hanging with people who study the same things as I do and seemed fun.”

F5: “The reason I joined was because I’m an international student and had not met many Swedish people last semester, so I joined to make some Swedish friends.”

F3: “I joined because, well, pretty much the same reasons. I wanted to make friends outside my own program and well also I needed the points, so yeah that’s pretty much it.”

Hence, it is suggested that the desire to meet people and socialize are pivotal motives for a student to enrol for work at ÖG. The need for socialization is a source of extrinsic motivation, which encourages one to actively attempt to create bonds and friendships (Vlachopoulos & Karageorghis, 2005), as well as to acquire a membership in a social group.

The discussion above leads to several insights. First, extrinsic motivation, in the form of tangible/intangible rewards and the opportunity to socialize, is the dominant form reasoning behind pre-enrolment. Second, it is suggested that workers experience identification with ÖG prior to enrolment. Moreover, intrinsic motivation, in terms of interest in learning a skill or personal development, was vaguely mentioned, thus it is not considered a strong point in this context. OCB seems to exist external to the nation, as it is exhibited by a worker’s family and friends. In addition, OCB exhibited by an individual’s friends or family drives a pre-conceived process of identification between an individual and ÖG. All of this being said, we depict the findings in a re-drawn version our theoretical model (Illustration B) where the strengths of the concepts are depicted in terms of the size of their respective circle.
4.2 Peri-enrolment motives

The following sub-section, which also represents the scope of this thesis, entails participant discourse on their current motives for working at Östgöta nation. We justify the emphasis placed on this sub-section by arguing that, unlike the other two time-based sub-sections, its validity can be argued for, as a result of motives being discussed based on experience, rather than assumptions. Furthermore, we have identified six themes, which make this sub-section by far the most substantial one.

4.2.1 Career and personal growth

The first identified theme is one where the participants perceive their work at ÖG as leading to improved psychological well-being, as well as growth in various personal areas. The improvement and growth are described in terms of improvement of everyday life, as well as granting one the opportunity of obtaining skills, which could be valuable in the future. Personal growth areas, mentioned by the participants, include becoming more structured, productive, responsible, confident, open-minded, improving their management skills, as well as decreasing their tendency to procrastinate.

F2: “I feel like I’ve been more structured because I know that I’ve spent a lot of time here, so I have to be very productive when I’m home... So, I feel like I’ve been able to be more structured and I don’t procrastinate as much as I would have otherwise.”
F1: “I also like how much you learn about managing and like taking responsibility. I’ve never managed anything before, but now like I know a lot more about…and that’s great.”

P1: “But now I feel confident in knowing that while I’m hanging out here or just at the pub, and someone is working at the bar and wants help with something, I know exactly what to do then.”

P2: “But, yeah, I think you grow because you get to know a lot of different people, and it is not only the people that are understanding the same thing as you do and you get new perspectives, because people are coming from a lot of different backgrounds and they are doing different things and they have different ambitions, and I think that’s good.”

Consequently, the aforementioned participant emphasis on the development of their skills and mind-set was followed up by claims, by some participants, in regards to how they find their development valuable, as it increases their confidence in their ability to land a job in the future.

F5: “It’s also a great place to experience like working in the kitchen or working in the bar if you don’t have that experience. So you can get a job in the summer or in the future.”

P1: “Well, look. I like learning new things. So being able to work in the bar, the nations is very concerned with us knowing how to work the bar. So I feel that’s a knowledge I’ll take with me forever. We also go through these courses where we both learn how to manage alcohol serving properly...So, I feel like it’s a big privilege. Now I’m also looking for bartending job this summer, because I have this certificate, which I can use there, to apply for this job.”

These empirical findings suggest that completing a task instils a worker with a sense of continuously increasing self-efficacy (Bandura, 1986, cited in Glynn et al., 2015), as well as growth in several self-perceived valued personal areas. The feeling of personal development and improvement translate into sources of intrinsic motivation, as an individual derives satisfaction of doing an activity (Ryan & Deci, 2000).

4.2.2 Compensation prospect

The second theme includes discourse, where some of the participants discuss materialistic benefits. Namely, these are housing points, as well as various membership cards granting one access to discounts at ÖG and granting instant access to some events hosted by all thirteen nations.
P2: “But it’s been nice to get some like points for housing, since I intend to leave my apartment now in June. So, when I come back, I will have points and I could easily get a room or... hopefully an apartment.”

P5: “You get to go to staff parties... wow! You get housing points, you get a worker’s card, which is a card that when you are going to ÖG for clubs or whatever, you can pass the queue and you also get discounts, like on food...you get to eat free food when you are working.”

The empirical data suggests that the various tangible and intangible are drivers of extrinsic motivation. Thus, in cases where a participant would not place emphasis on their tasks as being interesting or enjoyable, they make a continuous autonomous choice to carry those tasks out for the sake of the external rewards (Connell & Wellborn, 1991).

4.2.3 Social prospect

The third theme is one where the respondents’ reasoning carries a social aspect. It is suggested that a major benefit of working at ÖG is the opportunity the participants have had to connect with others at the workplace. Special emphasis is placed on the formation of bonds and friendships. In addition, it is pointed out that over time that ÖG has become a place where they spend their free time, as well as being able to refer to it as a second home.

P1: “I just feel like the greatest benefit I get out of this is mainly the community itself and having a place where you can hang out...Yeah, I’d say it’s absolutely like a second home.”

P3: “I think the most important part was making new friends. It’s like what makes my student life great.”

F2: “And I feel like in the beginning when I weren’t here so much, I was feeling a bit homesick and now that I’m here so much I feel like I don’t have the time to be homesick.”

F5: “Well you wouldn’t get the opportunity to bond with people that you work with which makes it come into work so much better and more fun. And you want to come in because you want to see your friends.”

F3: “It’s weird how much time I’ve only been active for a few months and it already feels like a second home. I come here all the time. I literally spend more time here than I do in my apartment.”
These empirical findings can be connected to several theoretical explanations. First, participant emphasis on how they perceive their colleagues as friends, as well as their emphasis on bonds, become apparent signs of intrinsic motivation. As ÖG workers increasingly relate to each other, they derive greater satisfaction (Ryan & Deci, 2000) and enjoyment (Glynn et al., 2015) from the tasks and responsibilities of their job roles. Second, participants’ tendency to refer to ÖG as a second home, as well as a place to spend their free time, is evidence of strong levels of OID, which results in them showing a greater concern for their workplace and their colleagues, as both increasingly constitute one’s self-definition (Sluss & Ashforth, 2008).

4.2.4 Attitude towards colleagues

The fourth theme includes discourse, where individuals discuss their relations and attitudes towards their colleagues. Predominantly, it is found that the active workers at ÖG perceive each other as being close friends and as a community. In addition, all participants concur that lending a helping hand to each other is not only a given at ÖG, but also done on a selfless basis. Moreover, there is a strong focus on claims implying a strong presence of empathy in the workplace.

P1: “So it’s just this community, where we want to help each other...I think everyone understands that sometimes there’s just too much in the way...you can skip one week if you have too much to do... It’s just an honorary system basically...Because none of us thinks it’s a burden working here and none of us wants someone else to think it’s a burden to work here. So, we’re helping each other out to not make it too stressful.”

P3: “Most often when I work, I stay a few hours afterwards and I usually go there when I don’t have anything in school. ”

F3: “And all of us, since we spend so much time together, all of us become friends and it doesn’t feel like helping a colleague, it feels like helping a friend. And I mean if you’re a good friend you help each other out.”

P5: “I think we are a good group because we really like each other and we know how hard it is to work, so everyone appreciates the help and then, they can help someone else another time... Cooperation!”
These empirical findings portray the dominant opinion among participants, in regards to how they perceive each other, as well as their willingness to offer each other help. This becomes evident and can be explained in several ways. First, ÖG workers seem to perceive their choice of working an extra shift or task, in order to help a colleague out, as self-directed (Ryan & Deci, 2000). As a consequence, irrelevant whether one perceives a task as enjoyable or not, the desire to help mitigates such sources of concern, which we interpret as firm evidence of altruistic behaviour (William & Andersson, 1991). Consequently, this falls within the OCBI category (helping behaviour directed towards other individuals), which holds that the individual offering help without the expectation of external rewards (ibid.).

With this being said, there are examples which serve to express one’s expectations, for if they lend a helping hand, they would expect the other person/people to replicate that gesture in the future.

P4: “I also think it is important that everyone helps out, because you can really tell if someone... If I know that someone will cover for me, then I want to cover for them.”

F2: “Yeah, and I feel like if you help someone, they are more likely to help you.”

In this case, it is suggested that while some participants exhibit helping behaviour, it does come with developed expectations of what they would get in return. Thus, situations where an individual does not receive help could result in reduced levels of perceived fairness (George & Brief, 1992). This in turn might either reduce their OCB and essentially reversing the process of OID, thus becoming less identified with their colleagues and/or the organisation (Riketta, 2005). While evidence for such reasoning is not solid, it is nonetheless argued as a possible outcome.

P5: “I would always... If I have too much to study then I wouldn’t, since I think that’s more important, but if I had time then I definitely will help.”

P4: “I would have help out...But it also depends on like how much I got to do or if I have like a seminar in school or if I have something that I have to prepare for.”

F6: “I think we the club workers help out each other very well. Uh, I can like skip some studies to step in and help someone out...But I think it works out pretty well for us.”
In terms of situations where one would not lend a helping hand, university responsibilities are
given as a dominant reason. It is stressed that education takes priority over working at ÖG.
However, it is worth pointing out that some participants voice their readiness to put university
work on the side to step in to lend a hand.

4.2.5 Attitude towards management

The fifth theme includes those responses, which we interpreted as relating to how ÖG workers
perceive the way their student nation is managed and in terms of whether one feels supported.
In addition, the empirical data included here represents the respondents’ opinion in terms of
the extent to which they have a voice/say in the student nation. In terms of whether the
participants find themselves able voice their opinion on various internal affairs, there is a
general concession that they are indeed able to do so without restraints. In addition, in terms of
whether the respondents believe that ÖG supports and cares about them, the respondents concur
that they do feel confident about being backed up by the student nation and other workers.

P4: “Then the people that didn’t have much to do, they took one extra shift and our boss, sort
to say, likes organizing everything and he is also very good at covering people’s shifts if it is
needed.”

P1: “At least I can say for the counsellors we have right now; they are very open to hearing
people’s opinions of stuff...there’ll be always someone responsible for answering or taking
your question into consideration at least.”

P2: “Everyone’s opinion is heard, yeah... It is a good environment... it’s an open environment,
so everyone... I feel like everyone is feeling comfortable sharing their opinions and thoughts.”

F2: “I feel like the older actives have been very open and also caring about us. I feel like they
want to learn... to teach us to learn as much as possible and they take care of us, which is very
nice.”

P5: “I think especially the counsellors; they are very like open and told us we can come to them
with anything regarding the nation. So, I definitely feel comfortable doing that and then, since
we are all friends in the club work, I feel like, we can discuss our issues as well. So, it is a nice
atmosphere!”

These empirical findings offer evidence of the participants’ unitary belief that they are
supported and cared for. In theoretical terms, this takes various forms, such as job satisfaction
and perceived organisational justice (Organ & Ryan, 1995), and perceived organisational support and perceived organisational fairness (Ahmed & Khan, 2016), which consequently result in high levels of employee OCB. These participant beliefs are essential, as we argue that without them OCB levels would not be as high (ibid.)

4.2.6 Attitude towards external opinion

The sixth theme includes responses derived when the participants were asked to imagine and in turn to express what they believe would be their possible reactions to overhearing discourse, either positive and negative, held by non-members about ÖG. After reviewing the transcripts, we were able to identify three types of answers. The first type exemplifies the participants’ reaction to overhearing negative discourse.

P3: “Might affect how I feel, perhaps if they are talking about the fika and how bad it is, so I would... like, kick their ass.”

P2: “Hmm... Depending on what they say...But I would be offended, yeah. I would get offended because I would be like “you don’t know what it’s like to work there, you obviously haven’t and you don’t understand that everyone is trying their best.”

F1: “Most of all get sad that that’s the way you were portrayed.”

F2: “I would say that I would feel sorry for them for not experiencing this because obviously they haven’t if they talk negatively and haven’t been there. I feel like they’re missing out on something.”

The second type of answers express what the participants believe their reaction would be to overhearing positive discourse. Here, it is suggested that overhearing such discourse invokes in one a sense of pride. In addition, one respondent suggests that any discourse on ÖG is in essence discourse directly targeted at the active workers themselves.

P4: “But most of the time I hear very good things and people have fun and they like this place, so it makes you... I know, I guess it makes you proud to be part of it.”

F2: “I think I would be kind of proud, because you feel like you’re contributing to something.”

F3: “The nation is us, so if someone speaks well, good about the nation, then they’re talking about us.”
The third type of answers entails those responses, where participants avoid portraying any form of positive or negative reaction, but rather one that suggests drawing constructive feedback from non-member discourse and using it for the improvement of any aspect that needs it, as well improving the nation as a whole.

F6: “It would be interesting to know why they have this picture though. Why they think about ÖG this way. Guess I’d ask them why it is so.”

P1: “Maybe we can learn something from it as well, depending on what they’re talking about.”

P3: “I think it depends on what they are talking about, but I think I would listen and bring what they said to the counsellors (of ÖG) and discuss it and see what we can do to improve the nation.”

P4: “So, I feel like if they would have criticized the work that we do here, then if it is something that we could try to improve then it would have been good to hear it and not just, like not listen to them.”

P5: “I hope people don’t have that impression of the nation, so I guess, depending on what they say I think, I would bring it up to the people here (ÖG), so that we don’t make the same mistakes again.”

The nature of the participants’ responses leads to several implications. Firstly, as Magnusen (2012) has suggested, employees who exhibit high levels of OID, in other words their self-concept being deeply intertwined with that of the organisation, are likely to show greater consideration for their organisation. Thus, getting upset as a result of overhearing negative discourse or feeling pride due to positive discourse, are considered expected reactions of strong identifiers. In addition, those responses where one places greater emphasis not on their emotional reaction, but instead on how any type of external discourse can benefit the organisation, are signs of strong identifiers (ibid.). Moreover, the tendency to exhibit behaviour that protects the organisation (George & Brief, 1992), as well as defending organisational objectives (Borman & Motowidlo, 1997) are evidence for high levels of employee OCB (cited in Agarwal, 2016).

In summary, section 4.2 explored what currently motivates ÖG workers to continuously carry out their duties. First, it was found that intrinsic motivation receives moderate emphasis, as some respondents claim that the skills acquired by working at the student nation, would
possibly be useful in the future. Further, as a worker increasingly relates to their colleagues, they perceive their need to fulfil their responsibilities with greater importance. Second, extrinsic motivation, in the form of the various rewards, has strong presence. Third, participants place emphasis on the importance of the relationships that they forged with each other. In theory, this implies that participants’ identification (OID) with one another and with ÖG increases as time passes. Further, the increased identification has lead ÖG workers to exhibit pro-colleagues and pro-organisational behaviour, which are signs of OCB (Riketta, 2005). Throughout the empirical findings, OCB becomes increasingly apparent, as participants continuously underline the value of cooperation, as it makes handling a shift much lighter and fosters an enjoyable working environment. In addition, cooperation and mutual assistance is explained to be carried out on a self-willing basis, resulting in helping behaviour becoming something expected and taken for. Moreover, all participants perceive themselves as cared for, by the organisation and other members, which in theoretical terms translates to perceived justice and fairness, which are antecedents of OCB. An additional sign of OCB is the tendency of participants to express sadness, anger, pride, or desire for ÖG ’s improvement when it comes to reacting to external non-member positive or negative discourse. Based on this, in theoretical terms, OID and OCB have become crucial factors for motivating a worker’s choice to remain in ÖG post initial enrolment. All of this being said, the original theoretical model is re-drawn to represent our interpretation of the findings in this section (Illustration C).

Illustration C – Peri-enrolment motives

I.M. – Intrinsic motivation  
E.M. – Extrinsic motivation  
OID – Organisational identification  
OCB – Organisational citizenship behaviour
4.3 Post-enrolment motives

The following sub-section includes respondents discussing future-related topics, such as their intentions whether or not they will remain in ÖG. Noteworthy, similar to section 4.1, participant discourse on their future intentions is assumption-based (speculative). That being said, it is a popular opinion among the participants that not only do they plan to remain workers, after the end of this semester, but for some, choosing not to remain is out of the question, as being a part of the student nation holds lots of value in their lives.

P1: “Having ÖG here I feel a security knowing that after the summer when I come back, I’ll be in a new class, meeting new people, but I know that ÖG will still be here and I’ll know the people there.”

F4: “Actually it would be weird, because I live around the corner, so to walk past and not be like active here it would feel strange because it is such a big part of my life here as everyone else have said.”

F1: “Yes, I would keep being active at ÖG, because it’s such a big part of my life now and I can’t give it up. I’ve put so much time into it, so. It’s my second home.”

F3: “Yeah I think I kind of have to continue, because otherwise it would be such a big part of my life going missing, I guess. It’s already after two months as you said become such a big part of my life here. So, it would feel weird to not spending time here and being with the people here.”

Most of the participants claim that they will continue working at ÖG post the semester’s end. Major emphasis is placed on one’s attachment to, both their colleagues as well as the student nation overall. This becomes an evident form of strong OID levels, especially one, where an individual’s identity has already merged with that of ÖG. This perceived identity oneness contributes to an individual’s decision to remain in their organisation in the long-term, which is beneficial for the organisation. (Haslam & Ellemers, 2005, cited in Lee & Park, 2015)

In addition, several participants made clear their intentions to continue being active in ÖG, by expressing their willingness to apply for new job roles.
P3: “Just so, I am probably going abroad to study for a semester, but when I come back at the spring, I will definitely go back, not sure what position I would like to have but I will come back.”

P4: “But maybe I would like to try something else, because I had a lot of fun in the fika, but it would be fun to try the other things out as well.”

F6: “I want to continue as well. Mostly to get to know the people here even better. But also, to try to try out some other part of the nation like doing some other stuff would be nice.”

We find reason to believe that these empirical findings are evidence that ÖG workers portray both intrinsic and extrinsic forms of motivation to undertake new roles within the organisation. Intrinsic motivation becomes evident as the participants show evidence of curiosity, meaningfulness, and enjoyment towards the possibility of undertaking responsibilities and tasks differing from their current ones (Glynn et al., 2015). Extrinsic motivation, on the other hand, is argued to be evident in claims where participants perceive themselves as having achieved a high level of competence and skill in their current job, which leads to the desire to obtain new sets of skills (Ryan & Deci, 2000).

In terms of what is emphasized can even be described as the polar opposite of sub-section 4.1. First, benefits in terms of tangible or intangible rewards were not mentioned. The sole, yet an essential extrinsic factor, underlying intentions to remain in the future, is the opportunity of socializing. Second, intrinsic motivation receives a decent amount of emphasis, as participants make clear their desire to try out new job roles, both to learn new skills and experience ÖG from a different angle. Third, OID towards one’s colleagues and ÖG is apparent at a higher level within this sub-section, in comparisson to the previous two. The emphasis participants place on having found a place where they belong, as well as their affiliation with ÖG becoming an integral part of their identity, demonstrates the relevance that strong identification has towards worker choice to remain. Last, while OCB does not become apparent within this sub-section, we interpret it as important motive. We argue, as found in section 4.2, that OID would not be such a crucial driver, if not for its interplay with OCB, where the two reinforce each other. Having said all this, the original model is re-drawn into the subsequent Illustration D.
Illustration D – Post-enrolment motives

OID – Organisational identification
I.M. – Intrinsic motivation
E.M. – Extrinsic motivation
OCB – Organisational citizenship behaviour
5. Discussion and concluding remarks

This thesis was assigned the purpose of understanding what motivates student nation workers. The need for developing an understanding of this topic was argued to be important, as it has the potential to shed light on how student nations can improve their ability of securing workers. To produce such insight, we set forward to capture the opinions of Östgöta nation workers. A focus group and five individual interviews, with a total of eleven workers, served the purpose of providing us with empirical data. Subsequent to subjecting this empirical data through analysis and interpretation, we brought forward several insights and findings.

Our theoretical model (Illustration A), comprised of four theoretical concepts, served the purpose of elucidating the aforementioned insights and findings. To recap, the model was put forward to illustrate our understanding, which is derived from interpreting the empirical data, of how worker motives are influenced by four potential sources, namely, intrinsic motivation, extrinsic motivation, organisational identification (OID), and organisational citizenship behaviour (OCB). Further, this model was purposefully devised to be able to alter its form dependent on our findings. Thanks to this flexibility, we were able to make use of it to explain what motivates ÖG workers in the present-day (peri-enrolment), which is the scope of this thesis, but to also briefly touch upon two additional topics. Namely, these two topics were concerned with what motivated ÖG workers to begin work in the first place (pre-enrolment) and their future intention to continue working at ÖG (post-enrolment). While the temporal aspect was not envisioned at the onset of the thesis, we adeptly mapped out the boundaries within which our claims hold valid, and subsequently brought forward additional insights, which we hope would inspire future research.

As previously mentioned, the scope of the study captures the current motives of ÖG workers. These were discussed within sub-section 4.2 “Peri-enrolment motives”, where we divided the analysis among six themes, which in turn relate to the theoretical concepts we put forward. The first concept we discuss is intrinsic motivation, which in our context is found to play a rather half-hearted role. This is because, on one hand, the tasks associated with student nation work are considerably mundane and plain. Indeed, it is argued that workers are interested in acquiring skills from tasks such as bartending and cooking, yet it does not result in workers perceiving such tasks as inherently interesting and enjoyable (Ryan & Deci, 2000). Extrinsic motivation is found of being pivotal for several reasons. Firstly, while monetary compensation is non-existent, alternative forms of rewards exist, such as housing points or membership cards.
These rewards, however, are not found to be the focal. Two additional sources of extrinsic motivation, namely, the need for relatedness (Ryan & Deci, 2000) and the need to socialize (Vlachopoulos & Karageorghis, 2005) are found to be paramount. The former motivates a worker to complete a task and even go beyond, irrelevant if the task is interesting or enjoyable, as long as completing that task is perceived by that worker’s colleagues as valuable. In terms of the latter, we argue that it motivates a worker to consider completing their tasks as important, as they care about being accepted by their colleagues and remaining a part of the social group.

A worker’s concern for their social group and their motivation to carry out tasks are further leveraged by the extent to which they identify with their colleagues and their organisation. In our case, we found strong evidence for identification in-between workers, as well as between a worker and ÖG. Organisational identification (OID) helps us understand that ÖG workers genuinely believe that they belong there and that they perceive oneness with the student nation, as well as their colleagues (Magnusen, 2012). This results in a worker attributing greater value to their tasks, as well as greater concern for the well-being of their colleagues, and the student nation. Further, we found that the intensity, or rather high level, of OID has resulted in workers developing pro-organisational behaviour. This type of behaviour is found evident in ÖG workers, based on their continuous emphasis on how each of them is self-willing to step in to lend a hand (Ahmed & Khan, 2016). In addition, ÖG workers are increasingly motivated to fulfil their work tasks as they do not wish for any one of them to perceive work as a burden, but instead as enjoyable. In summary, the four theoretical concepts, namely, intrinsic motivation, extrinsic motivation, organisational identification, and organisational citizenship behaviour, are found as driving an ÖG worker’s motivation. However, we have argued that each concept carries a different weight.

5.1 Implications for student nations

We find reason to believe that our findings provide insight beneficial to student nation management. Despite the fact that our findings are the result of a case study of a single student nation, it would be to some extent suitable to argue for their ability to be generalized across the distinct student nations. This is based on our own perception and knowledge of student nations; thus it is in the hands of future research to put our claims to the test. Nonetheless, while rewards, such as student housing and membership cards, are indisputably valuable motives for a student to work in a student nation, the main drivers lie elsewhere. Evidence points towards worker emphasis on social aspects, namely, their need to socialize, their desire to meet people, and
working towards a common goal, rather than for compensation. Student nations, taking into account their shift to an economy mode, should maintain an image of a place which champions volunteerism and a place that enables students to connect. In order to continuously maintain worker motivation levels, as in the case of ÖG, a student nation should put effort into fostering a work environment that encourages their workers to help each other and where they perceive themselves as being cared for, rather than their voluntary efforts taken advantage of.

5.2 Suggestions for future research

In terms of suggestions for future research, the temporal aspects, which are discussed within sub-section 4.1 “Pre-enrolment motives” and sub-section 4.3 “Post-enrolment motives”, have the potential to generate interesting insight on how the aforementioned “weight” of a concept, or a source of motivation, alters. While we are unable to argue for the validity of any claims concerning the past or present motives of an ÖG worker, we find it worthwhile to put forward some thoughts. While the findings within the preceding two paragraphs provide an understanding of what currently motivates an ÖG worker, they do not provide practical insight on what motivates one to begin student nation work in the first place. An investigation into a worker’s perception of how their pre-enrolment motives altered during their actual enrolment, could yield insight in terms of how expectations, conceived prior to enrolment, can be met and satisfied. Similarly, an investigation into student nation worker opinion, in terms of what they believe motivates them to continue working in the student nation in the future, could prove useful. We believe that looking into these two topics holds the potential of improving a student nation’s ability to attract and to retain new workers, topics that our study does not explicitly look into.
Bibliography


History, n.d. Östgöta Nation. URL http://Östgötanation.se/eng/the-nation/history


Sania, 2018. 5 Reasons to Study in Uppsala | Study in Sweden: the student blog. URL http://blogs.studyinsweden.se/2018/01/14/5-reasons-study-uppsala/?fbclid=IwAR1bpDYWJkf3Tof5tQAFOqYBIzTXVo1pSLt1EJiRI8d8g4nALGDQbEXEe10o#comments


## Appendix

### Appendix 1 – Interview guide for Kurators Konventet interview

1. Could you please introduce yourselves?
2. Could you tell us about the origin of Kurators Konventet and its purpose?
3. Could you tell us about your positions and what you deal it?
4. Could you tell us about the origin of student nations, their purpose, as well as relevance to student life in Uppsala?
5. What was your affiliation with the student nations before you reached your current positions?
6. What motivated you to get engaged with student nations in the first place?
7. What would life in Uppsala be without the student nations?
8. What is relevance of the existence of student nations for Uppsala University’s?
9. Do you believe the student nations will continue existing for a long time and are there any threats to it?

### Appendix 2 – Interview guide for focus group and individual interviews

1. Could you please present yourself?
2. How did you find out about the nation and the opportunity to work there?
3. Could you describe your job position and what is required from you?
4. What are the reasons you got engaged in the student nation?
5. How do you feel about your student nation?
6. How many hours do you work on average per week and do you find them reasonable?
7. What is the working environment in the nation and your relations with your colleagues?
8. Have you ever been in a situation where a colleague asks for help?
9. In what situation would you or would you not step in to help?
10. What do you believe are some of the reasons workers help each other?
11. What role does working at the student nation have in your life?
12. Do you believe working in the student nation helps you grow in any way?
13. Does the student nation take workers’ opinion into account and care about them?
14. Do you ever find yourself outside the nation and talking about it to your friends and family?
15. Imagining that you overhear a negative or positive discussion about the student nation, how would that make you feel?
16. Do you plan to remain working in Östgöta nation?