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PROFESSIONAL DEVELOPMENT AND MOTIVATION OF TUO ALUMNI

CASE STUDY: THE STUDENT UNION OF TURKU
UNIVERSITY OF APPLIED SCIENCES - TUO



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Case Study: The Student Union of Turku University of Applied Sciences - TUO

Research Purpose: This study looks at the intrinsic motivation of student union alumni who graduated from Turku University of Applied Sciences. The research aims to realize how the student union alumni developed from their role in the student union.

Literature Review: The main framework used is intrinsic motivation. Thomas' 4 groups of intrinsic motivation are competence, choice, progress and meaningfulness. Other literature related to intrinsic rewards include Deci & Ryan's self-determination theory and Elliot & Dweck interest theory. Student involvement theory cited in Foubert & Grainger is also discussed. The chapter also covers the relevancy of volunteerism and skills for work.

Research Design: The thesis is case study research and the results are valid only to the case study. Qualitative data was collected from semi-structured interviews with 9 alumni who volunteered at the student union of Turku University of Applied Sciences during their studies. The 9 participants of the study were sought through purposive and convenience sampling. Interviews were conducted online and face-to-face to gain insights into the possible impacts of volunteering in the case study organization.

Results: The student union elected the alumni to varied roles and leadership positions, with activities to support the interest of students. The level of involvement of the alumni in the student union correlated to their developmental gains. Alumni interviewed had varied intrinsic motivations to volunteer for their student union. Their intrinsic motivation and student union activities have enabled their personal and professional growth.

Conclusions: The student union assisted some of the alumni to develop their career in higher student bodies, youth or international organizations. Student union involvement was also found to increase the network and skills of the alumni.

Recommendations: Students can use the research as a guide to the benefits of voluntarism and involvement with student organizations. Further research could be made to study other student unions in Finland.

KEYWORDS:

Intrinsic, Interest, Soft Skills, Alumni, Alumnus, Student Union, Motivation, Volunteerism

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LIST OF ABBREVIATIONS (OR) SYMBOLS

TUO = Turun ammattikorkeakoulun opiskelijakunta
The Student Union of Turku University of Applied Sciences

TYY = Turun Yliopiston Ylioppilaskunta
Student Union of the University of Turku

ÅAS = Åbo Akademis Studentkår
Student Union of Åbo Akademi University

SAMOK = Suomen ammattikorkeakouluopiskelijakuntien liitto
The national student union of Finnish universities of applied sciences

SYL = Suomen Ylioppilaskunta
The national student union of Finnish universities

AMK = Ammattikorkeakoulun
University of Applied Science

RY = Rekisteröity Yhdistys
Registered Association

TUAS = Turku University of Applied Sciences

UAS = University of Applied Science

ESU = European Students' Union

FSHS = Finnish Student Health Service

CV = Curriculum Vitae

1 INTRODUCTION

Student unions are important to most universities in Europe. Most European universities are represented on a national level by a national student union operated by student union members of the nation's individual universities, and these national student unions are part of an even wider student union organization called The European Students' Union (ESU). ESU is the leading organisation of 47 national unions of students from 38 countries and through these members represents over 11 million students (European Consortium for Accreditation, 2013). The aim of ESU is to represent and promote the educational, social, economic and cultural interests of students at a European level towards all relevant bodies such as the European union and council of Europe (European Consortium for Accreditation, 2013).

A common theme of student unions nationally and internationally, is to supervise the interests of other students and to run student associations. Student Unions are an important part of university. In Finland, a student union is present within their main Universities and their Universities of Applied Sciences (UAS). Universities in Finland comprise Finnish Universities and Finnish Universities of Applied Sciences. "There is a student union in every Finnish university to represent its members, advances the position of students in society and provide them with services" (TYY). The union can present requests and bring issues to the university board. The union board work together with the university management, therefore they are an important stakeholder for every university in Finland.

There is a difference between membership at a student union and volunteering for the student union. In Finland, each university and UAS have a student union. The membership of a student union is compulsory for all Finnish undergraduate students (StudyInTurku). For students of a UAS, membership of a student union is optional (Nordic Cooperation). The membership provides benefits, for example access to student health care and student discounts. A member of the union, as a student who volunteers for their union, will represent, and supervise the interests of the students registered in each higher education institution (StudyInTurku, n.d.). The union organise services such as tutoring and provide a starting package service, as well as free-time activities like sports events, cultural excursions, and parties (StudyInTurku).

Finnish law defines the status of the student unions of the Universities of Applied Sciences (UAS) as a mandatory structure. The student union of a UAS shall have self-government. For administration, the student body shall have a representative body and a board. It has the right to charge fees to fund activities.

Duties of the student union is also defined in the law as follows:

- To select student representatives for the UAS Board and other multimember bodies and to participate in other UAS activities.
- To otherwise contribute to preparing students for an active, cognizant and critical citizenship.
- To liaise between and on behalf of its members and for promoting their societal, social, and intellectual aspirations and those relating to studies and the status of students in society.

(HEURO)

1.1 Student union structure in Finland

TUO belongs to SAMOK, the head organization of the student unions of the Finnish Universities of Applied Sciences. SAMOK represent student unions of 26 universities of applied sciences and has approximately 65 500 students as members (EUROPA). The student unions of Turku (TYY) and Åbo Akademi University (ÅAS) belong to (Suomen Ylioppilaskunta; SYL) the national union of university students in Finland (SYL). SYL represents the interests of approximately 132 000 students from its member student unions in 14 universities (EUROPA).

The main duty of the national student unions SYL and SAMOK is to oversee the rights of students and advocate and support equal access for all. Often that means improving the educational, financial, and social benefits of students. Both organisations have widely recognised expertise regarding higher education matters. National student unions such as SYL and SAMOK are heard in various official forums dealing with education, general housing, social welfare, and student health. Additionally, they are both represented in diverse national bodies, involving those dealing with higher education policies, for example the Council for Higher Education and its sub-committees, and various committees and working groups of the Ministry of Education. (EUROPA).

1.1.1 SAMOK

The Finnish national union of students in Universities of Applied Sciences was founded in 1996. Since 1996, SAMOK has been an advocate on a national level for the interests of students that study in a UAS. SAMOK also represents students on an international level because SAMOK is a member of the European Students Union. (HEURO).

The general assembly in Finland is “The highest decision-making body of the national student unions.” They are usually held once a year. Their main duty is to elect the president and the board members for a one-year period. They also have responsibility for deciding about the content of the work plan, the budget, and the membership fee for the coming year. Decision-making power is held by representatives mandated by the student unions. Each member organisation may send one representative with voting rights per 1 000 (SYL) or 500 (SAMOK) members.” (EUROPA).

In SAMOK’s general assembly, all suggestions are first put forward before the working committee which debates them. If passed, the proposal is then put forward before the general assembly. At the general assembly level, the proposal is again discussed briefly, before being put to vote. A majority is required to pass the decision. Decisions are then lobbied to the parliament. The number of seats for a particular student union depends on the number of members of the student union. (METKA, 2015).

1.2 TUO

TUO is the student union for Turku University of Applied Sciences (TUAS). TUO includes volunteer and non-volunteer members which total to over 4500 members (TUAS). TUO is religiously and politically neutral and independent from trade unions (LinkedIn). According to the current TUO board and representative members, the number of current volunteer members in the student union totals to almost 80 members (Board, 2019). TUO takes care of the interests of its members and functions as a bridge between students, TUAS and the surrounding community (TUAS). In this way, TUO gives statements and takes a stand in vital issues concerning study-related matters. It also includes forming relations and creating contacts along with choosing student members to operate in various facilities that concern themselves with these vital issues. (Appendix 1).

Representative Body

There are 31 members and the maximum of 31 deputy members elected to the Representative Body of TUO. "The decision-making authority in the student union shall be held by the Representative Body" (TUO). The term of office for the Representative Body is one calendar year." (TUO). The central electoral committee are the group of people that take care of the representative body elections (Palmeiro, 2019). Every member of the student union has the right to be a candidate and to vote. The representatives are chosen by election every autumn. (TUO, 2019).

The Board

"The Board consists of the Chairperson, the Vice Chairperson as well as at least 3 and the maximum of 6 members. The Board shall hold the administrative and executive power in the student union. The responsibilities of the Board members are to lead the student union's operational activities, to be accountable for the administration of the student union and to ensure that the regulations are followed. The term of office of the Board is one calendar year" (TUO).

The TUO Team

Events for students in TUAS are organized by the assigned members to the group called TUO team. TUO team members organize events together with TUO's board members. TUO includes traditional annual events for example the freshman party called keltanokkabileet and other events suggested by members are organized during the year.

The TUO Tutors

Student tutors are needed to help new students start their studies and provide support. The tutors role is advertised twice a year (Palmeiro, 2019).TUO provide student tutors with training, and meetings are held with the tutors during the school year. The tutor role is to plan with the personnel of TUAS the orientation days and teach new students how to manage and study at TUAS. The tutor is also advised to introduce new students to free time activities and student culture. (TUO, 2019).

1.2.1 TUO Associations

Student associations together with TUO supervise students' interests. The associations can have lobbying, educational, and social policy representatives who represent their faculty at teacher meetings, collect feedback from students, attend TUO advocacy meetings, and bring feedback from the degree program to students.

Student associations at TUAS work together with the student union to improve the level of education offered in the various fields at TUAS. Student associations have student representatives that represent the students of their field (TUO) .

Despite TUO's independence from trade unions, its associations are linked to the world of work by establishing contacts with students in the field and often cooperate with various trade unions.

When the majority of the members of an association are TUAS students, the association can be granted a partner association status. An association with partner status can be granted support according to TUO's annual budget to such associations. The purpose of support granted to associations is to support the projects that are important for the partner associations and to encourage the associations to be active (TUO, 2016).

The student union's website displays the following partner associations. (appendix 4).



Figure 1 TUO Partner Associations (TUO)

According to the regulations for partner associations of TUO, the partner association status requires cooperation between the student union and the association in areas of '*supervision of interests and communications*' and '*training and events*.'

Supervision of interests and communications:

- When requested, the association supplies proposals for the central election committee and/or Board of TUO in terms of student representatives in the working groups and multi-member organs of the faculty and the university of applied sciences.
- The association can exploit TUO's service in relation to the supervision of interests plus use the services provided by the advisers, harassment officers and lawyer of TUO.
- In its actions, the association considers and utilizes TUO's equality policy.
- The association can take part in TUO's supervision of interests themed tours.
- The association updates TUO of the student representatives it has fixed to the different working groups at Turku University of Applied Sciences.
- The parties are active in taking part in the chairperson meetings between TUO and the associations.
- The parties support one another in making different statements concerning issues on the supervision of interests.
- The parties communicate with each other on issues on the degree programmes within the association's field of operation, and on national issues which concern students in higher education.

(TUO, 2016)

Training and events:

- The associations participate in discussions with TUO on the general principles of the partner association status.
- A party may be involved with educational events organized by the other party.
- The parties may be granted support to organize different events and training.
- The parties are permitted to borrow equipment from each other.
- The parties are active in sharing good practices and acting together.

(TUO, 2016)

1.3 Purpose and Research Objectives

The researcher volunteered in an international youth organization during 2017 and 2018 which advertised to volunteers the possibility to develop leadership skills through their organization's activities. Since the possibility to develop leadership skills was not the primary motivation for the researcher to participate in that organization, the voluntary experience overall encouraged the researcher to explore the differences in motivations among people to volunteer, and how given leadership positions can improve a person's work-life skills, and career prospects.

According to Hernandez (1999 cited in Grainger and Foubert 2006), "leadership responsibilities in an organization have been found to correlate positively with developmental gains in interpersonal competence, practical competence, cognitive complexity, and humanitarianism" (Grainger, 2006).

To narrow the scope of the research, TUO is used as a case study in this thesis. The student union is chosen over other youth organisations and student associations to narrow the scope of the research, and better focus on the success of TUAS student volunteer's professional development, by looking at the student union alumni. TUO alumni refers to former TUAS students who were active members of TUO during their study time at TUAS. The student union therefore suited the research objectives. The research investigates the motivations of TUO alumni to volunteer in the student union and their level of involvement in the student union. The professional development of the student union alumni is also studied. Therefore, the purpose of the research is to understand how TUO alumni professionally benefited from their experiences in the student union and their motivation to volunteer.

1.3.1 Research Questions

- What were the intrinsic motivating factors for TUAS alumni to volunteer at TUO?
- How involved were the student union alumni in TUO activities?
- How have TUO alumni professionally developed from their roles in the student union?

1.3.2 Research Design

Cross sectional research is taken at a given time. The time of the research is Autumn 2019. The research is also a case study. The case is the student union TUO from Turku University of Applied Sciences. Specifically, graduated students (alumni) of TUAS who during their studies participated in the student union roles.

There are distinct types of thesis categories: research theses, applied theses, portfolio theses, and theses in fine arts. This thesis is categorized as a research thesis because the topic chosen is based on the researcher's interest and not commissioned or for professional gain. The interviews are of the practices of those who will make use of the thesis, the researcher will familiarize themselves with the theories related to the topic as well as create their own perspective and understanding. (TURKUAMK).

1.3.3 Structure of the thesis

Chapter 2 will include the theoretical framework of intrinsic motivation. Intrinsic motivation presented covers intrinsic rewards by Kenneth Thomas, interest theory by Andrew Elliot & Carol Dweck, and self-determination theory by Edward Deci & Richard Ryan. Furthermore, student involvement theory by Astin is covered as well as core soft skills for working life according to LinkedIn and Bernard Marr. Chapter 3 includes the methodology of the research, the data collection method of qualitative structured interviews and analysis of this method. Chapter 4 shows the findings of the research and how they can be applied. Chapter 5 includes the conclusion, limitations of the research and suggestions for further research.

2 LITERATURE REVIEW

By the end of this section, the researcher will have examined motivation theories, student involvement theory, as well as research about essential skills for the workplace and how such skills may be harnessed by voluntary work.

2.1 Intrinsic Motivation

Intrinsic motivation can be understood as a psychological process (Elliot & Dweck, 2005). The internal reward or satisfaction of the individual comes from engaging in a behaviour. Whereas extrinsic motivation to engage in a behaviour involves external rewards such as money or avoiding punishment (Cherry, 2019). Individuals who are amotivated lack an intention to act and are neither intrinsically nor extrinsically motivated as they believe their actions are the result of some-thing that is beyond their control (FABIO & FABIO, 2008)

When people are not prevented or discouraged from doing so, they begin to act on what interests them and attempt to master aspects of their world (Elliot & Dweck, 2005). This may be seen during data collection when the student union alumni tell about what motivated them to volunteer (their interest in the student union) and what skills they developed (mastering aspects in the student union). Work tends to be intrinsically motivated by interesting, challenging work and the opportunity to grow (Herzberg, 2003). This extends also to voluntary work. As a result, intrinsic rewards of alumni of the student union will be investigated. One theorist chosen is Kenneth Thomas whose work on intrinsic motivation is modern.

According to Thomas (2012), there are four types of intrinsic reward:

- Competence
- Progress
- Meaningfulness
- Choice

| | |
|--|---|
| <p style="text-align: center;">Choice</p> <ul style="list-style-type: none"> • Delegated authority • Trust in workers • Security (no punishment) for honest mistakes • A clear purpose • Information | <p style="text-align: center;">Competence</p> <ul style="list-style-type: none"> • Knowledge • Positive feedback • Skill recognition • Challenge • High, noncomparative standards |
| <p style="text-align: center;">Meaningfulness</p> <ul style="list-style-type: none"> • A non-cynical climate • Clearly identified passions • An exciting vision • Relevant task purposes • Whole tasks | <p style="text-align: center;">Progress</p> <ul style="list-style-type: none"> • A collaborative climate • Milestones • Celebrations • Access to customers • Measurement of improvement |

Figure 2 Kenneth Thomas's Building Blocks for Intrinsic Rewards and Motivation.

(Kreitner & Kinicki, 1994)

Here are brief descriptions from Kenneth Thomas and Walt Tynon of the four intrinsic rewards

- A sense of meaningfulness is the opportunity to partake in a worthy task purpose. The feeling of meaningfulness is the feeling that you are on a path that is worth your time and energy—"that you are on a valuable mission, that your purpose matters in the larger scheme of things."
- A sense of choice is the opportunity to perform selected tasks and activities in ways understandable to you that seem appropriate. The sensation of choice is the feeling of being free to choose—of being able to use your own judgement and act out of your own comprehension of the task.
- A sense of competence is the accomplishment you feel in skilfully performing task activities you have chosen. The feeling of competence involves the sense that you are doing good, high-quality work on a task.
- A sense of progress is the accomplishment you feel from the results of tasks or activities you have chosen. The feeling of progress involves the sense that the task is moving forward, that your activities are accomplishing something.

(Thomas, 2012)

Four intrinsic rewards*

| | Opportunity rewards | Accomplishment rewards |
|----------------------|--------------------------------|----------------------------|
| From task activities | Sense of choice | Sense of competence |
| From task purpose | Sense of meaningfulness | Sense of progress |

*Kenneth Thomas, *Intrinsic Motivation at Work*



Figure 3 Four Intrinsic Rewards.

(Daniel, 2015)

Figure 3 show that the feelings of opportunity and accomplishment relate to the performance of activities and attainment of the purpose. This means that in an organization, for example a student union, to provide intrinsic rewards, there must be opportunities to choose activities that have a purpose. The activities should also build competencies and fulfil the purpose.

The first row in Figure 3 shows the sense of Choice and the sense of Competence come from the task activities. Whereas the second row in figure 3 shows that the sense of Meaningfulness and the sense of Progress come from the task purpose.

The first column, in Figure 3, show that the intrinsic reward opportunity includes the sense of Choice and Meaningfulness. Choice and Meaningfulness come from being able to use your judgement and pursue a worthwhile purpose; They convey the idea that this is a good opportunity to be engaged in—that performing these activities and pursuing this purpose has meaning and is what one wants to be doing. On the other hand, the second column in Figure 3 show the intrinsic reward of accomplishment. Accomplishment includes the sense of Competence and Progress.

Therefore, as Figure 3 depicts:

The sense of Choice is relevant to the task and the opportunity

The sense of Competence is relevant to the task and accomplishment

The sense of Meaningfulness is related to the purpose and opportunity

The sense of Progress is related to the purpose and accomplishment.

(Thomas, 2012)

Some people therefore are intrinsically motivated when there is a combination of task purpose and task opportunity. For instance, the sense of choice of where to volunteer and the worthwhile cause to the volunteer is there to give the sense of meaningfulness.

2.1.1 Innate human needs

One of the most widely cited modern theories of intrinsic motivation is Self-Determination Theory, developed by Edward Deci and Richard Ryan (Webber). This theory states three innate human needs: Autonomy, Competence, and Relatedness.

Autonomy refers to behaviours that give an individual a sense of unity within themselves. Competence is the sense of mastery of something important to you. Relatedness is the need to connect with others, a sense of belonging, and that you matter to others. (Kriegel, 2014)

Wellborn (1991) also links motivation and engagement to the extent to which tasks and activities fulfil the basic human needs of autonomy, competence, and relatedness. The satisfaction of these three leads to intrinsic motivation. As motives for engaging in tasks become more internalized, the potential for self-determination and autonomy increases. (Elliot & Dweck, 2005). The theory stresses the importance of a good fit between opportunities provided by the environment and the needs of the individuals for optimal motivation. (Elliot, Andrew J; Dweck Carol S, 2005).

“Competency motivation emerges as a critical factor in career success” (Bales, 1984, cited in Dewey 2017). A survey of successful entrepreneurs who started their own businesses showed two factors that were even more important than school grades. The crucial factors predicting success were an appetite for demanding work, and an enjoyment of mastering skills. (Dewey, 2017).

2.1.2 Interest Theory

White (1959, cited in Elliot and Dweck, 2005) argues that human beings have an innate sense of curiosity which affects our interest in new, challenging, dissonance-creating stimuli (Elliot & Dweck, 2005). Interest theory research distinguishes between individual and situational interest. Individual interest refers to personal disposition toward a specific topic or domain (Elliot & Dweck, 2005). Situational interest is an emotional state aroused by a specific feature of an activity or task. (Elliot & Dweck, 2005). The concept of interest may be viewed as a component of intrinsic motivation. Intrinsic motivation excludes extrinsic coercion. Intrinsically motivated individuals engage in activities for the sake of the activity itself. (Elliot & Dweck, 2005).

Two aspects of individual interest by Schiefele (1991, cited in Elliot & Dweck, 2005) are “feeling-related interest” and “value-related interest”. “Feeling-related interest” refers to the feelings that are associated with an activity such as involvement, stimulation, or flow. “Value related interest refers to the attribution of personal significance or importance to an object” (Elliot & Dweck, 2005). The attraction to, or enjoyment of, types of activities are linked to core aspects of the self, such as temperament, personality, motivational orientations. (Elliot & Dweck, 2005).

Therefore, a motivating factor that can be expected of intrinsically motivated TUO alumni will have been the activities of the student union - the feelings of involvement and stimulation associated with an activity, and importance projected on the activity which is linked to the values and core aspects of the individual.

2.1.3 Student Involvement Theory

Astin (1944, cited In Foubert & Grainger, 2006) defined student involvement as being characterized by the amount of psychological energy students exert, and the amount of psychological energy they put into their college experience. Astin (1944) reported that in elected student offices, skills in public speaking ability, leadership abilities, and interpersonal skills have statistically significant correlations with the hours per week spent participating in student clubs and organizations. Later, Astin (1996) found that the three most powerful forms of involvement are academic involvement, involvement with faculties, and involvement with student peer groups. (Foubert & Grainger, 2006). Therefore, it will be interesting to see if there is a correlation among the TUO alumni interviewed between their time spent volunteering, which activities they performed and the skills they developed.

Astin's research on involvement (cited in Foubert & Grainger, 2006) further proposed the ideas that involvement occurs along a continuum, "different students exhibit different levels of involvement in different activities at different times". Student involvement has both quantitative aspects such as how much time a student spends doing something, and qualitative aspect such as how focused the students time is. Astin says the amount of personal development and learning that can occur is "proportional to the quality and quantity of student involvement."

(Foubert & Grainger, 2006).

Chickering and Reisser's (1993, cited in Foubert & Grainger, 2006) theory is a frequently cited theory of psychosocial development. Their theory described 'development' as proceeding along seven vectors: developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, establishing, and clarifying purpose, and developing integrity. (Foubert & Grainger, 2006).

2.2 Volunteer Function Inventory

Most studies on the motivation of volunteers use standardized questionnaires, one of the most commonly used questionnaire is the volunteer function inventory, designed by Clary, Synder and cols. (Chacon, Perez, Florez, & Vecina, 2011). It is inspired by Katz's (1960) work on attitudes and has been applied in the field of volunteers' motivations on the basis that people become volunteers and remain on volunteer programmes for multiple reasons in response to varied psychological functions. Katz work on attitudes enabled the development of closed questionnaires about the motivation of volunteers in which they obtain a score on each one of the motives. The closed questionnaire receives criticism because when tested, people have given a score to all the items on the questionnaire despite some did not determine their decision to become or remain a volunteer. (Chacon, Perez, Florez, & Vecina, 2011).

The volunteer function inventory (appendix 5) includes six different motivations: values (humanitarian interest in helping others), understanding (desire to learn more about various matters), social (need to adapt to the social norm that is valued by close and significant others), career (need to gain career-related experience), enchantment (interest in experiencing positive feelings) and protective (need to protect oneself and escape from negative feelings). (Chacon, Perez, Florez, & Vecina, 2011).

The motivations of the volunteer function inventory, 'values,' 'social' and 'understanding' relate to the three innate human needs mentioned earlier in 2.1.1 whereby autonomy matches to values; social motivation correlates to relatedness and understanding matches to competence. The career motivation could be linked with involvement theory. Enchantment category of the volunteer function inventory can be inferred to relate to interest theory mentioned previously. Where individual interest refers to personal disposition toward a specific topic or domain and enchantment is the interest in experiencing positive feelings. Similarly, the volunteer function category of protective could be linked to situational interest that refers to a personal disposition toward a specific topic or domain. A personal disposition that could include the need to protect oneself and escape from negative feelings as described with the protective motivator in the volunteer function inventory.

One disadvantage of the volunteer function inventory is that it is a long questionnaire and as other studies have discovered, users have been known to give a score to all the

items on the questionnaire even if an item did not affect their decision to become or remain a volunteer. (Chacon, Perez, Florez, & Vecina, 2011).

Allison, Okun and Dutrige (2002, cited in Fernando Chacon et al 2011) study compares the volunteers' responses to an open question with scores on the volunteer function inventory questionnaire with closed questions. The results showed that open ended questions elicit fewer motives and a wider variety of motivations than provided by the Volunteer Function Inventory. In general, volunteers mention two motives on average, and other motivations, not included in the questionnaires. (Chacon, Perez, Florez, & Vecina, 2011).

Since this type of questionnaire appears to elicit fewer motives across many studies where it has been used, and has been tested many times, this volunteer function inventory questionnaire is not issued to the participants of the study. However, the themes of the questionnaire discussed correlate to the themes used for the interview questions.

2.3 Skills for work in the 21st century

A person will be required to have hard skills and soft skills to become employed. Hard skills are the technical expertise and knowledge. Soft skills are the interpersonal qualities, such as people skills, and personal attributes of a person. According to Heckman & Kautz (2012), measuring soft skills like personality traits, goals and motivations in achievement tests is just as important as measuring cognitive ability like IQ and grades. In fact, "success in life depends on many traits, not just those measured by IQ, grades, and standardized achievement tests. Soft skills and personality traits predict and cause outcomes." (Heckman & Kautz, 2012). Therefore, this section will focus on soft skills for work in the 21st century and professional development.

2.3.1 Soft Skills

There are differences in opinion about the most important skills. Table 1 shows three lists of top soft skills. Only the third list by Bernard Marr in Table 1 provides ten skills, the other two lists read 'null' for where a further skill has not been provided by the list maker. Below the table are explanations to each list given in Table 1.

Table 1 Top Soft Skills

| Skill Number | Emma Charlton desired soft skills by LinkedIn | Core skills for 21st century professionals (CoSki21) | Bernard Marr top 10 skills 2019 |
|--------------|---|--|-------------------------------------|
| 1 | Creativity | Communication | Creativity |
| 2 | Persuasion | Leadership | Emotional Intelligence |
| 3 | Collaboration | Positive Attitude | Critical Thinking |
| 4 | Adaptability | Teamwork | Active Learning |
| 5 | Time Management | Self-Management | Decision Making |
| 6 | (null) | Critical Thinking | Interpersonal Communication Skills |
| 7 | (null) | (null) | Leadership Skills |
| 8 | (null) | (null) | Diversity and Cultural Intelligence |
| 9 | (null) | (null) | Technology Skills |
| 10 | (null) | (null) | Embracing Change |

Online talent platforms such as LinkedIn receive users and workers professional data, including their educational background, skills, and employment history. By adding professional information to online talent platforms, it gives the service providers unique insights into changing skills supply. To map labour market changes, LinkedIn's analytics describe each job function as an agglomeration of skills, enabling the platform to examine the changes in the skills landscape as members update their professional information. This professional information enables the platform to identify clusters of skills that are particularly associated with the profiles of members with common job functions and titles and to map how these change over time. (World Economic Forum, 2016) According to Charlton (2019) there are 5 top soft skills in 2019 by LinkedIn Learning (Table 1).

However, according to CoSki21 (Core skills for 21st century professionals) not all soft skills are necessary for a company or team project. The CoSki21 project seeks to

establish a framework for core skills needed in working life as well as find methods for self-improvement of these skills (CoSki21). The core skills for the 21st century according to the CoSki21 project can be seen in Table 1.

Bernerd Marr is a strategic business & technology advisor to governments and companies. He helps organisations improve their business performance, use data more intelligently, and understand the implications of new technologies such as artificial intelligence, big data, blockchains, and the Internet of Things (Marr, 2019). Unlike the other lists discussed, Bernard Marr has composed a top ten skills for work of the future (Table 1).

Out of these publications of 'top' soft skills, the most common among them are: interpersonal skills, leadership, critical thinking, teamwork, creativity, and communication. The researcher will find out the skills the TUO alumni have gained from their voluntary experience and compare the results to these 'important soft skills' lists. The data will show (in the results section) to what extent the voluntary experience provided skills to the TUO alumni and if they have helped them in their professional life. Volunteer work is one way that has been shown to provide soft skills and will be discussed in the following section (professional development).

2.3.2 Professional Development

According to Andrews & Higson (2010), there is a lot of pressure on universities to produce graduates who can respond to change and complex needs of their contemporary workplace. Definitions of employability vary, and some definitions focus on graduates' abilities to adapt and use their soft and hard skills. Employability is complex and skills vary from job to job and company to company. (Andrews & Higson, 2010)

Voluntary work can be a useful way of gaining skills from exposure to different departments such as finance, human resources, events management, marketing & communications, fundraising, and recruitment. Skills from such departments that young professionals could learn and transfer to their own professions include project management, fiscal management, marketing, public relations, social media, web development, technology processes, and board management. Skills gained through volunteering are usually the transferable skills such as interpersonal skills, customer

service, people and time management skills, delegation, listening and analytics. (Carpenter, 2018)

Many young people look for work after they have graduated. What separates individuals, aside from their work experience, is their personal interests and volunteer efforts. A person's character can be partially identified by the causes they support. This can be a decisive factor in the employment process. (Carpenter, 2018)

There is mixed evidence on the impact of volunteering on employability. Ellis Paine et al (2013) found some effect of volunteering and the propensity of finding a job. However, while volunteering may enhance an individual's skills and may help to build their curriculum vitae (CV) and their contacts, it is unlikely to affect the demand side of the labour market and therefore any employability gains are muted. (Paine, McKay, & Moro, 2013). Therefore, the demand side of the labour market in Finland should be taken into consideration, when analysing the results of soft skills and employment status of the TUO alumni. The link between skills and professional development will be investigated by looking at how the skills gained may have helped TUO alumni to build their CV and to what extent has the voluntary experience been a topic of conversation in the TUO alumnus' own job interview experiences. And which activities or department in the student union supplied a transferable skill.

3 METHODOLOGY

The objective is to understand how TUO alumni volunteers have professionally benefited from their student union experiences and their motivation to take part in TUO voluntary work. A deductive and inductive approach is used. The deductive approach develops a theory and designs a research strategy to test it, conversely the inductive approach uses the collected data to develop a theory. (Saunders, Lewis, & Thornhill, Deciding on the research approach and choosing a research strategy, 2003). Qualitative data is collected using semi-structured interviews. Interview questions isolate key variables and key themes. Intrinsic motivation framework is primarily used to construct the first part of the interview questions related to motivation. Analysis of the data may bring other theories or ideas to the case study regarding motivation and professional development.

3.1 Research Planning

The non-probability sampling method used will be purposive sampling method with a focus on homogenous sampling. Homogeneous sampling focuses on one subgroup in which sample members are similar, enabling to study the group in depth (Saunders, Lewis, & Thornhill, 2003). The sample members are similar to each other as they all graduated from TUAS and during their studies volunteered for TUO.

The researcher will first conduct an informal group interview with the current TUO members. The purpose of this stage of the research is to confirm information about TUO found through secondary research. It will also be the first step to gaining access to the sample group. In the informal group interview, the current TUO volunteers will tell about the student union and recent achievements, and they will tell about themselves, their skills, and their own motivations to volunteer. The current TUO volunteer's motivations, skills, and achievements will not be included in the study since the sample group is TUO alumni. However, this insight from TUO directly, including the employment opportunities give an indication to the researcher about what TUO alumni may have experienced. A hypothesis could then be formed. From the informal group interview, the researcher aims to learn the number of current TUO volunteers which was not attainable on the main page of TUO's website, the researcher can then add this information to the introduction chapter. Contacting the current student union in this way will also enable the researcher

to inform the student union about the study and ask the current members to advertise the study to the TUCO alumni. (Appendices 1)

Secondary research is planned to review modern theories of motivation and skills needed for working life. The information will be collected from books, theses, reports, and articles. Primary research will be from interviews. The researcher interviews TUCO alumni to learn how they were motivated to volunteer and how they have developed professionally. The interviewees names will be kept confidential for ethical reasons and a pseudonym will be used. The interview time and place will be agreed between the researcher and interviewee. After the interviews with TUCO alumni, links are made between the interview responses and the secondary research. The case study research is also a snapshot because it will be representative of a particular group from a certain time.

3.1.1 Planning the interview questions

The interview questions will apply the following themes from the intrinsic motivation framework: competency, choice, progress, and meaningfulness, as well as autonomy, relatedness, and purpose. This to see which categories of intrinsic motivation applies to the alumni. Through the data collected, it may appear from the answers the relevancy to other theories. Furthermore, there will be background questions, student involvement questions and questions about the current professional background and the influence of TUCO in their current role. Professional development questions include questions about the network development, skills, the job interview process, and current employment. The full interview questions to the student union alumni can be viewed in the appendices. (appendix 2).

The researcher plans to ask the question in the same order to each interviewee. This structure is because the interview questions have some logical order and to help both parties. The interview will start with background questions to ease the interviewee, then the open-ended questions become deeper and more personal, starting with motivational reasons and experiences at TUCO and later about professional working life. However, the researcher recognises that the interviewee may answer another question while answering one question. Likewise, a question may require more explanation or further questioning from the interviewer. Therefore, the researcher is prepared to vary the order which questions are asked in the context of the situation that requires. As a result, the

interviews are semi-structured. The interviews will also be recorded, and the language of the interviews will be English. The interviews will be in English because it is the researcher's native language. Nevertheless, English is not the interviewees native language which could affect the way the questions are interpreted and answered by the interviewees.

3.2 Data Collection

During November 2019, data was collected from semi-structured interviews with the TUO alumni who took part in this study. Semi-structured interviews were used to allow the researcher to probe the interviewee where necessary or to explain a question. The questions were organized by themes to give more clarity to the interview and questions were asked in the same order to each interviewee. The responses were recorded. "Usually participants prefer to be interviewed than to complete a questionnaire, especially where the interview topic is seen to be interesting and relate to their current work" (Saunders, Lewis, & Thornhill, 2003) This influenced the decision of the researcher to interview as it suited the case study.

Furthermore, qualitative interviews were implemented as it suited the exploratory nature of the study. Exploratory studies are to understand the reasons for the decisions that the research participants have taken, or to understand the reasons for their attitudes (Saunders, Lewis, & Thornhill, 2003). Since one objective is to see why the alumni volunteered with TUO, the qualitative interview is to understand the reason or "motive" for their decision. The research is also explanatory in nature as the study seeks to establish causal relationships between variables such as the level of involvement in student bodies and professional development. Again, the research can be described as descriptive as it is a portrayal of the TUO alumni profile.

3.2.1 Gathering Contact Information

The strategy used to gain access to the sample is using existing contacts and develop new ones. Existing contacts include professional colleagues, advisors, and students who by affiliation should be able to trust the researcher. The current TUO members also advertised the study to their alumni group. After no responses to the advertisement of

the study placed in the TUO alumni group, the sampling method of self-selection was no longer possible.

As a result, some convenience sampling was implemented to be able to contact initial participants of the study. Since the sample control variables were TUAS alumni and TUO voluntary experience, searches were also made in LinkedIn for people's profiles that included TUAS and that had TUO experience written in their profile. People with TUO on their LinkedIn profile were contacted and some of the people contacted did not fit the homogeneous sample requirements. For example, the researcher contacted the current vice chairperson of the representative body who informed they were still in the student union, but they suggested a TUO alumni that the researcher could find through LinkedIn. As a result, the TUO alumni for the study were found from LinkedIn except for the first interviewee who was found through TUO's Facebook page and the first interviewee's recommendation of a second TUO alumni to contact.

As planned, the interviewed TUO alumni have been kept anonymous to protect sensitive data and answers traceable to them. The following pseudonyms are used for the participants first names in this thesis. Ronja, Lara, Heidi, Kaisa, Santtu, Marko, Lotta, Anna, and Tiina.

The first interview candidate, Ronja, was found via Facebook. As a result of her own career success within the union organization, an online post was made to congratulate Ronja in Facebook on her promotion in SYL. Upon seeing this, the researcher contacted the candidate directly and a meeting for an interview was set up. Therefore, some interviews were organized through Facebook messenger and LinkedIn messaging service to be held online or face to face.

3.2.2 Administration of the interview

Interviews were mostly conducted online through various communication channels of the participants choice. One interview was a face to face interview.

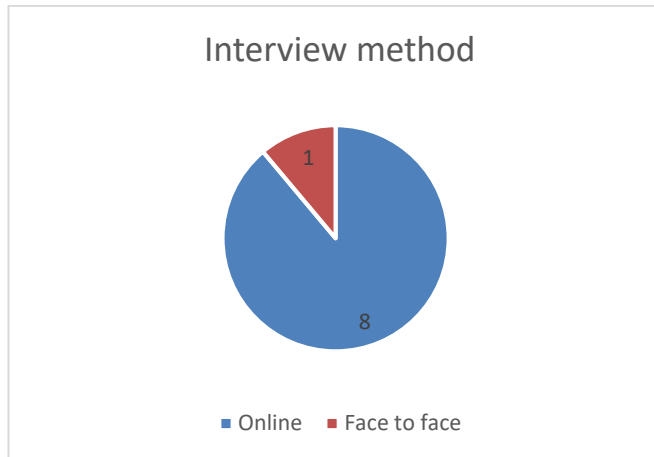


Figure 4 Interview Channel

As Figure 4 shows, the interviews took place mostly online and this is because of the availability and location of the interviewee. As a result, the total of face-to-face interviews held were 1. Data from a second face-to-face interview was omitted from the research study as the interviewee was found (during the interview) to be a current student. The most common interview channels were Skype and Facebook.

3.3 Data Collection Analysis

By meeting with the current student union members for an informal interview, they were familiar with the researcher and the study and were therefore willing to post about the study to the alumni group. The self-selection sampling method relies on potential participants to contact the researcher to be participants and this indirect approach is slower and the researcher could have set up interviews earlier by directly contacting alumni instead of waiting for them to come forward. Anna who was directly contacted had confessed in the interview that she had seen the advertisement and that they were considering participating. As a result, the self-selection sampling method requires more time than the researcher anticipated for candidates to decide and opt in to participate. The researcher also does not have access to the group to know how many members are in the group or who may be active or inactive, or how likely it is for them to see the advertisement.

Although browsing LinkedIn for alumni and making contact is the faster approach, the researcher wanted to explore first the strategy of self-selection sampling. The researcher

was hopeful to gain email addresses in order to request an interview in a formal way but there was no such TUO alumni database. There is also a risk of researcher bias by contacting through LinkedIn as the researcher can view participants career history too and potentially choose the better candidates. Not all TUO alumni are active in LinkedIn either and many have not added this experience to their profile. However, by using LinkedIn, there is a guarantee that the message will reach the users email as the researcher is not a current connection, this also opens the option for both participant and researcher to connect on the platform and expand both parties' network. It also reduces bias that the TUO alumni are not connections or friends of the researcher. The quality of the sample is limited as a current member of the student union recommended a participant to the researcher.

Reflecting on the efforts made to gain interview candidates and the success of the direct message requesting an interview to the first candidate, the researcher thinks the best approach for the study, to gain contacts to interview, is to find them through online channels and send a direct message. Furthermore, the interviews will reap more qualitative data overall and suit the study better. The integrity is also higher with interviews than questionnaires.

3.3.1 Methods Reliability

Participants also came from the researcher's own online search for alumni. The researcher inferred that those recommended are more active TUO alumni among the alumni network and willing to be interviewed, this will be taken into consideration with the analysis of the data. Nonetheless, there is a risk with convenience sampling that like-minded individuals are suggested which limits the data quality. This method was used as a last resort due to time constraints.

There are also limitations from collecting data in different formats. Different online channels were used to conduct the interviews that the interviewee felt comfortable to use. This is advantageous to build trust and put the interviewee at ease that they can focus on the questions itself and not the implementation of the interview. For instance, if the interviewee would be pressured to use an online communication channel which they are not familiar with, then they may be distracted during the interview by it and lessen

the quality of answers. Similarly, if a participant is nervous to speak face-to-face but is more relaxed talking in an online call, then an online call would be better suited to conduct the interview. One disadvantage of allowing the interviewees to choose the method of interview is that the format of interview is not the same for each interview which may affect the comparability of the results.

3.3.2 Limitations

The study will not be generalizable to the entire population. This is typical of a case study approach. Lack of standardization in semi-structured interviews may lead to reliability issues. In depth interviews and semi-structured interviews are exploratory in nature and may be intrusive. A result could be that the interviewee will participate but be sensitive to the in-depth exploration of certain themes and be unwilling to discuss or reveal information they don't want to share.

4 ANALYSIS OF THE DATA

The first part of this chapter will outline the data collected from the interviews by the themes of the questions. The second part of this chapter will analyse the data and make connections with previous research and the research questions. The questions and question-themes can be viewed in the appendices (appendix 2).

Interviewees Background

The first three questions of the interview were background questions to get to know the interviewee. The questions asked how the interviewee became a member, the year they graduated and their degree program name. The researcher asked which year the interviewee graduated to confirm their alumni status. Kaisa has been an alumnus the longest of the sample as she graduated in the year 2000. The others are more recently graduated between the years 2013 and 2019. Half of the sample of TUO alumni studied a bachelor's in business administration, other study backgrounds include sustainable development, ICT, and hospitality.

4.1 Interviewees involvement in TUO

Involvement themed questions were asked to the alumni to compare answers with the theory about student involvement and developmental gains. This section shows the involvement of TUO alumni from their hours of activity per week and what their overall activities included.

The roles of TUO were presented in section 1.2. Alumni interviewed have experienced more than one role in TUO and noted their previous roles such as a representative, board member, tutor, events manager, head of communications, vice president of the board and chair of the board. The average period spent volunteering in TUO was 2.5 years. From this it can be inferred that the TUO alumni have volunteered long enough in diverse positions in the student union to develop skills for working life.

Answers to involvement themed questions showed that the hours worked each month depended on the role at the time. The weekly hours for the role of representative were more difficult for the alumni to remember how many hours per week for example Kaisa who graduated in 2000 is the oldest alumni for the study and she said she "did not count

and it has been years since”. Santtu said the role of representative involved “a few” hours for weekly meetings and Heidi said as a representative she volunteered 2 hours a week. The board member role was reported to be 30-40 hours per week. Marko and Anna reported that the time of year also affected the hours per week for instance during orientation week and fall they had more to do.

Table 2 The hours per week by TUO role

| Role | Hours per week |
|----------------|-----------------------|
| Board | 30 |
| Chair | 40 |
| Representative | 2 |

Table 2 summarises the hours per week that can be expected for each TUO role. A board member typically volunteers for 30 hours per week while the head of the board or the chairperson volunteers for 40 hours per week.

TUO Activities

The alumni told that activities were not restricted to one member’s role and responsibility, the activities were a joint effort. The diversity and complexity of activities reflect the high level of involvement among TUO alumni.

TUO alumni activities included advertising to students to apply to become a student tutor. Student tutors had to be trained at specially organized tutor training events. Therefore, another task involved organizing tutor trainings, as well as meeting with the student tutors throughout the year. The tutor role was reported as having more involvement “during orientation and the start of the new study year.” The tutor’s activities involved supporting new students at the start of their studies for example by organising a campus tour.

Activities also include the maintenance of TUO’s brand image by keeping the website and social media presence up to date which in turn keeps students up to date with operational activities. Alumni mentioned activities such as speaking to students about the organization at information stands.

During 2015, a general election was held in Finland. This election affected the activities of the TUO alumni. As a result, activities included even more lobbying to the municipality and encouraging students to vote. As well as publishing information for students and informing the electoral candidates what the students' needs are.

Alumni had to work in teams to organize events such as the freshman party "Keltanokkabileet" held every year. The activities also included marketing the events and planning involved such as the budget, guest list and negotiating with venue outlets.

Activities also included regular meetings with different stakeholders such as the TUAS board, the TUAS staff, TUO staff, the representatives, the board, TUO associations, and SAMOK representatives. Different agendas have to be made for each meeting and planning of the location, attendees, speakers and note takers.

4.2 Intrinsic Motivation Results

TUO alumni were asked how they became a member. Anna, Heidi, Santtu and Marko answered that they were approached by a TUO member and recommended that they should run as a candidate for a position. Ronja, Heidi, Tiina, and Santtu added that they had previous voluntary experience from the student associations. Kaisa mentioned voluntary experience prior to her education as a scout leader. Not all interviewees added further details about previous voluntary experience, and it is not known if they had previous experience or not. However, most alumni were recommended to join TUO and all of the alumni sampled became a TUO member through the democratic process where they applied and were elected to the student union to various positions.

Table 3 shows the summary of responses, from the sampled TUO alumni, when asked their motive to volunteer and stay in TUO.

Table 3 Table 3 Alumni interest to volunteer at TUO

| TUO ALUMNI | MOTIVE TO VOLUNTEER | MOTIVE TO STAY IN TUO |
|------------|--|---|
| Ronja | <ul style="list-style-type: none"> • To grow professionally • to make a difference | <ul style="list-style-type: none"> • Self-development • Fun • To be a leader |

| | | |
|--------|--|--|
| | <ul style="list-style-type: none"> • It looked fun • nice community spirit | |
| Lara | <ul style="list-style-type: none"> • To work with similar people interested in student interests | <ul style="list-style-type: none"> • The people • Good team • Meaning of the work |
| Heidi | <ul style="list-style-type: none"> • To be involved. • Work with like-minded people. • To make a change and influence decisions. • To coordinate events. | <ul style="list-style-type: none"> • To finish a project • Community • Friends |
| Kaisa | <ul style="list-style-type: none"> • To meet students of other degree backgrounds. • To help students | <ul style="list-style-type: none"> • The people |
| Santtu | <ul style="list-style-type: none"> • Wanted a new experience | <ul style="list-style-type: none"> • Climb ladder • To make friends |
| Marko | <ul style="list-style-type: none"> • To prove something to himself | <ul style="list-style-type: none"> • To get to know people |
| Lotta | <ul style="list-style-type: none"> • To affect student life and school life | <ul style="list-style-type: none"> • Good group • To learn more |
| Anna | <ul style="list-style-type: none"> • Wanted to be involved in student politics • To do something meaningful • To make a difference • To help students | <ul style="list-style-type: none"> • The job is never done • To make a difference for students |
| Tiina | <ul style="list-style-type: none"> • Importance of student movement • Wanted to work for the same goals | <ul style="list-style-type: none"> • Social cohesion of the board • Made friends with people of diverse backgrounds • Student activism gave a purpose |

As Table 3 shows, the TUO alumni interviewed gave many reasons for why they wanted to volunteer and why they stayed in the organization. Many of the TUO alumni referred to the friends and people in the union as a decisive factor for staying a volunteer in the student union, this relates to relatedness. As well as to grow professionally which is part

of competence motivation. These support self-determination theory by Deci & Ryan discussed in section 2.1.1.

The alumni have also displayed situational-interest and individual-interest motivators (described in part 2.1.2). In their case, the most relevant features of situational interest motivation were, politics and volunteering with like-minded people and meeting people of different degree backgrounds. Individual interest motivation to volunteer at TUO was displayed by the alumni too. Examples included alumni that aimed to develop in the union, and alumni that aimed to make a difference to student life and to be part of something important.

To give an example of an individual-interest motivated alumni, one of Ronja's motivations to volunteer was "to grow professionally and to be a leader." This is an example of individual interest that relates to the core aspects of the individual and significance placed on the activity. To give an example of a situational-interest motivated alumni, Lara said she wanted "to work with similar people" and was motivated to stay as she was part of "a good team." Therefore, the situational feature of similar people and good team members were her key interest motivators.

As well as investigating the interest of TUO alumni, the aim of further intrinsic thematic questions was to discover how the alumni were intrinsically motivated to volunteer according to the following intrinsic motivators by Kenneth Thomas: Meaningfulness, Choice, Progress and Competence.

Meaningfulness

All the interviewees felt that volunteering for TUO had been worthwhile. Anna commented that she would do it all again. Heidi said she had doubts at the time about if it is worth her time and energy but after reflecting on the whole experience, she realised later that it was worthwhile. The reasons and value placed on the "meaningfulness" of their experience vary as expected since what is meaningful and worthwhile to one person will be different to another. For example, Ronja stated it has been worthwhile because she would not be in her current job otherwise. Yet she regrets that she did not complete the degree in time and feels the voluntary work in TUO played a part in that. Santtu and Marko mentioned that they made friends as part of their reason for the experience being worthwhile.

Autonomy and Choice

Chapter 2 describes autonomy as one of the innate human needs for intrinsic motivation. Relating to the task autonomy, Santtu and Kaisa said that they couldn't remember so well how autonomous their tasks were. The results showed there was a mix of autonomy and dependence. Overall, the activities could be carried out in a way understandable to the member if they didn't break TUO's rules. Ronja used the term "free hands" for her board activities. Tasks were "quite independent" but were not limited to one person's responsibility and team work was encouraged, "many things were teamwork like tutors' educations". Other members were able to put their ideas across for example in meetings and assist in tasks delegated to one member. Alumni felt supported despite the autonomous nature of tasks "I knew where to ask help so still supportive even though independent" Delegated authority and trust among co-workers also relate to intrinsic choice reward shown in Figure 2.

Progress

TUO alumni interviewed did feel that their purpose in TUO made an impact which shows the sense of progress intrinsic reward - the accomplishment of the purpose. TUO aims to support students interests which can be achieved through their activities. The interviewees explained that impacts from their activities included improving the attitude of students, making the student union more visible, and developing the student union operations. Tiina said she felt activities accomplished a lot. Some accomplishments are felt today by students for example a new campus and student health services.

Ronja, Heidi and Tiina stressed the impact of their activities for mental health services for AMK students. According to Ronja, the municipality wanted to get rid of student healthcare in 2015 and the student union lobbying activities prevented this. Tiina said that "the most precious change during that time, we had worked for a lot, was centralized health care for students. Finnish Student Health Service (FSHS) provides student health care services for students of Finnish Universities. Health care services of the City of Turku provide a public health nurse, physical examinations, and vaccinations for TUAS students (City of Turku, n.d.). The services are not as extensive as for university students at FSHS. In 2021, FSHS will become responsible for students of the applied sciences as well as their current Finnish University students - this directive creates more equality between students of Finnish universities and Finnish UAS' (Collin, 2019). The alumni had been part of this initiative during the planning and lobbying stages. Unifying student

health services has been a big goal for unions in Finnish UAS for 20 years. (LAUREAMKO, 2019).

Competence

All respondents felt a sense of achievement to a certain degree such as from successful events and educating tutors; “after a really successful event with feedback there was a feeling of achievement and the feeling of doing something that matters and making a difference felt rewarding”. This response particularly shows the intrinsic reward of meaningfulness as well as competence. Others said they felt more able to see achievements from their efforts more after their years at TUO compared to when they were a volunteer in the student union. The TUO alumni noted how their own activities in the student union improved the student union communications and visibility to students. Political activities such as lobbying for a new campus, campaigning, and demonstrating progressed legal issues about temporary lay-offs, student health care and student finances.

What the alumni found rewarding, relates to the sense of competence. Figure 5 below shows graphically what was rewarding to the alumni for volunteering.



Figure 5 Word cloud of TUO alumni responses to intrinsic rewards

The TUO alumni felt their experience in TUO has been rewarding overall. Examples provided included making new friends and contacts, feeling like an expert, and listened to by people in higher positions, creating things and seeing the improvements to students, and recognition rewards of feedback and badges.

The results from the intrinsic motivation question show that the TUO alumni were highly motivated by intrinsic motivation. The common intrinsic building block motivating TUO alumni was the sense of meaningfulness – relating to the worthiness of the purpose of the task and activities. This relates also to studies on volunteer motivation where a person volunteers for the causes they believe in

4.3 Professional Development Results

Table 4 shows the results of what the TUO alumni interviewed did after their voluntary experience in the student union.

Table 4 TUO Alumni Career Development

| TUO Alumni | Career Development |
|-------------------|--|
| Lara | Went from TUO to National coalition of vocational students in Finland to work as a communications specialist. After that worked two years as a secretary general of green youth and students in Finland. Now starting a new job at Finnish National Youth Council Allianssi as a head of communications. |
| Ronja | About to start at SYL general secretary. Previous social policies person at SYL. Before that a TUO advisor. |
| Lotta | Works in the logistics centre of hospital district of southwest Finland, handling hospital districts logistics. |
| Heidi | Studied after TUAS in Lapland. Now working in Helsinki at Studentwork. Studentwork is a Nordic recruitment and staffing company. |
| Kaisa | Volunteered at festivals after her studies, applied to event companies and became a B2B event assistant for 6 months. Experience as an event coordinator, and an account assistant. Partnered with a night club owner and runs the night club as a co-owner. |

| | |
|--------|--|
| Santtu | Continued studies after TUO. Worked 1 year in tech support. Founded a start up after 3 years working abroad. Now an entrepreneur in Finland. |
| Marko | Worked in the companies Snowfall and Sogetti. Specializes in test automation. |
| Anna | Public Sector work with international students. |
| Tiina | Works as an advocacy specialist for Association of the Finnish Youth. |

The results show that all of the TUO alumni at the time interviewed were employed. The results imply that TUO roles give experience to paid work positions that may be student or youth related but not limited to this type of work. The interviewees described the skills they gained in TUO for these roles in question 21.

Gaining contacts and using networks

Four alumni (Lara, Ronja, Heidi, Tiina) answered yes that they have made contacts that may have helped their career. While four alumni (Santtu, Marko, Kaisa, Lotta and Anna) answered no. Therefore, networking has been beneficial to some TUO alumni more than others. Santtu felt that contacts gained during the time at the student association (TRADE) were more helpful to his career development than contacts gained in TUO (appendix 4). Moreover, Tiina went on to be part of the national board of students and felt the experience there gave more contacts that have been helpful to her career than TUO alone. Lotta and Anna explained that while they had gained contacts, the network had not helped career-wise. Ronja's answer of contacts gained included a wider political network and expanded to say a TUO friend looked at her application to SYL before she applied.

All interviewees answered that their network had broadened. One reason for this given by Anna was meeting other student union members "you got to meet student actives all over Finland." She explained that if you were really good at networking then you could make a vast network from TUO activities. Lara was able to use key people in her network to provide a reference to a job position. Heidi was able to get a fellow alumnus to be interviewed within her work department. Marko and Tiina are still in contact with members of the union.

Exploring career paths

Regarding jobs within TUO and other union bodies, alumni said there were possibilities to explore career options. For example, Anna said she could see potential future jobs working for student unions in other cities.

Volunteerism and the job application process

Seven out of nine interviewees informed that they had mentioned their TUO experience either in their job interview, job application, or both, mostly to relay skills relevant to the job. The results showed that skills can be gained through TUO and applied to the job application process. This appeared to be more relevant to TUO alumni whose careers progressed in a similar industry after TUO. For example, Heidi during her job interview had “an informal chat about volunteering” whereby questions about her TUO experiences were asked of her in her job interview. TUO alumni that progressed to different fields such as technology, and logistics tended to have the experience of TUO and skills on record “in my cv” or “in applications” but were not questioned on it during their job interview. This reflects the research of the effects of volunteerism on employability, by Ellis Paine described in 2.2.2.

How volunteering has helped TUO alumni professionally

Five of the interviewees, Ronja, Heidi, Tiina, Lara and Anna recognized that TUO has helped them with their professional career. Lara said it gave her “a good base to build more professional competencies” and show what she can do. Ronja also referred to the professional competencies saying she “learned skills not of my degree.” This suggests that the student union may be useful for students to build up skills for work. Heidi, Anna and Tiina explained how they wouldn’t be in their current profession without their experience from TUO. Tiina stressed that “Because of TUO, I had also the knowledge and confidence to open doors, that otherwise I would have not.” Experiences in TUO also helped the alumni on personal levels for example Kaisa “learned how to say no at work” and more introverted members became more outgoing and improved public speaking and presentation skills and like Santtu and Lotta “gained more confidence.”

Skills from TUO in practice

To find links between student involvement and professional development, the researcher asked about the skills gained from the student union that have helped at work. The results show that TUO alumni gained skills for work, described in Table 1, from their

activities in the student union in their many roles. The skills were gained through activities described previously in the results of question 9.

Skills that alumni felt they gained from TUO that help them in their current job:

Communication

Organization

Presentation

Leadership

Social media

Negotiating

Networking

Listening

Stress Management

Budgeting

Project Management

These include transferable skills which support Carpenter's statement in section 2.3.2 that voluntary work in different departments provide transferable skills for professional development.

4.4 Analysis of the results by research question

Section 4.3.1 examines the motivating factors of the interviewees linking their answers to the intrinsic motivation framework. Section 4.3.2 examines the interviewees responses to involvement themed questions and the links to involvement theory. Section 4.3.3 examines the answers of the professional development questions to determine how the student union alumni benefited from their role professionally if at all.

4.4.1 What were the motivating factors for TUAS alumni to volunteer at TUO?

Answers suggests that TUO as a student union has good management and organizational culture since participants are motivated to stay volunteering in the union after they join. The answers to how the interviewees joined TUO (Table 2) show the motivation of alumni could be related to aspects of individual-interest, feeling-related-interest and value-related-interest discussed in 2.1.2. The motivation to join TUO was

sometimes because a friend or associate was there or recommended it which corresponds to relatedness motivation and sometimes interviewees had found out how to join TUO without influence from their own motivation to help others, gain skills, to meet others etc. For those that appeared to have had feeling-related-interest to join, shared similar motivations to remain as a volunteer as those who had value-related-interest to join TUO. Motivation for student union alumni to volunteer for TUO depended on the alumnus and their values, goals, the year of signing up and what was happening around them in the year.

Looking at the literature on intrinsic motivation in section 2.1, the answers from the interviewees imply that TUO alumni were all intrinsically motivated by task opportunities and task accomplishments. There were questions asked to determine if the interviewee displayed a sense of choice, competence, meaningfulness, or progress in correspondence to those task opportunities and task accomplishments. Often an interviewee had more than one of Thomas's building block for intrinsic motivation which suggests intrinsic motivation is complex and an intrinsically motivated person can be categorised by more than one intrinsic building block.

The results discussed in 4.1.3 show all the interviewees demonstrated four intrinsic rewards to some extent (choice, competence, meaningfulness, and competence) discussed previously by Kenneth Thomas (Figure 2). When asked if the volunteering was worthwhile, answers such as "definitely worth it" and "we made a better environment for students" showed which TUO alumni felt the opportunity had a worthy task purpose and meaningfulness. When asked about the amount of autonomy of tasks, the answers such as "overall quite independent" categorize the interviewees by the choice intrinsic reward described in Figure 2. When other questions were asked about their achievements and skills, the results discussed in 4.1.3 such as "feeling like an expert" and "improved visibility of TUO" show a sense of competence and progress among those alumni. Of the results to the intrinsic themed questions, the task opportunities (choice and meaningfulness) were more motivating across the TUO alumni interviewed by a small margin than from task accomplishments (competence progress).

4.4.2 How active or involved were the student union alumni?

The hours of alumni involvement in the union varied on the interviewee's role and the time of the year. This supports Astin's involvement theory research discussed in the

literature review (2.1.3), whereby involvement occurs along a continuum and different students exhibit various levels of involvement in different activities at different times. The data tells us that involvement in activities were highest across all roles during the start of a new year. The interviewees as board members also volunteered more hours and had more responsibility compared to their experiences as student representatives. The more responsibility and higher position in the union an interviewee had, the more involved and active they became. There is a correlation in this study, as well as in previous student involvement research that specific leadership responsibilities in an organization correlate positively to developmental gains in competencies. As well as Astin's input that involvement has both a quantitative aspect, how much time a student spends doing something, and qualitative aspect, how focused the students time is; And the amount of personal development and learning that can occur is proportional to the quality and quantity of student involvement. The interviewees were able to reflect on the time spent as well as personal development from their activities and involvement and consider their influence on their life in the present day.

Since the sample held more than one role in the student union, the study did not find what are the developmental differences between roles. For example, a student who is less involved such as only attending meetings and a student who holds a leadership position in the organization. Since the sample held multiple roles, the developmental differences between an alumnus who only held a representative position and an alumnus who only held a board member role was not found. In TUO, many volunteers experience more than one role and are not restricted to tasks of that role. Therefore, it was unlikely to accurately determine developmental difference of student union alumni sampled.

4.4.3 How have TUO alumni professionally developed from their roles in the student union?

The data supports earlier research from part 2.3.2 that voluntary work can be a useful way of gaining skills that can develop you professionally by giving the opportunity to experience various departments. The alumni have professionally developed in individual ways. Five interviewees continued professionally within student unions, politics, and youth organisations – fields where they could use the experience and skills gained from TUO. From reviewing answers to the skills question and activities alumni were involved in, skills the alumni gained could be determined. These contained some of the key skills

identified in 2.3.1 section such as teamwork and important skills for the future such as communication and leadership. Ronja whose degree background was sustainable development, noted she had gained skills from TUO that were not of her degree, such as leading meetings, this suggests that TUO can be a gateway for students to practise new skills and operate in different departments. A limitation could be that interviewees do not realise all their skills to tell the researcher or are modest about it. It is also subjective, and the researcher has to take the interviewee at their word that the skills the alumni say they have, are the skills they possess.

All the interviewees are employed. The TUO alumni use skills developed in TUO in their profession. Some professions require more experience of student unions than others. For example, Kaisa is a nightclub owner and Ronja is a general secretary in the national student union SYL. Ronja's role depends on her previous student union experience where as Kaisa uses skills such as event management in her role but the role does not require experience from a student union. Similarly, not all TUO alumni sampled were asked in their job interview process about their TUO experience, even when it was mentioned in their curriculum vitae. Ronja and Heidi who applied to roles where student union experience was a requirement, were asked in their job interview about their TUO experience. Seven of nine interviewees reported that either in their curriculum vitae, job application, cover letter or during their job interview, the experiences, and skills from TUO were mentioned.

Moreover, all the interviewees reported a growth in their network, which assisted four of the nine TUO alumni in their professional development.

5 CONCLUSION

Below are the conclusions to answer the research questions of this case study.

5.1 Motivating factors for TUO union alumni

Motivating factors of TUO alumni were gathered from nine TUO alumni using the theoretical framework of intrinsic motivation. Firstly, it was found that the degree background of the TUO alumni did not impact their motivation to volunteer for TUO directly. However, four TUO alumni were previously volunteers for the student association of their degree background. Student association activities led to some interviewees later applying to voluntary roles in TUO.

Motivating factors to volunteer for TUO, included intrinsic motivation factors such as competence, choice, progress, and meaningfulness. As well as the sense of belonging (relatedness) and self-interest.

Relatedness was a common motivator to consider TUO as a place to volunteer since many were influenced to join by another TUO member. In TUO they also felt a sense of belonging and cohesion as part of a good team. Another intrinsic motivator to volunteer was the meaningfulness of the cause, the alumni believed the tasks were worthwhile and achieving goals of the student union. Motivation to continue volunteering for the student union included self-interest or competency for some alumni that wanted to develop their career in specific organisations.

5.2 Involvement of TUO alumni

This research question was answered by investigating the roles and activities of nine TUO alumni. There is a trend that TUO alumni were active volunteers as the majority were already volunteers elsewhere when they joined TUO. Four TUO alumni said they were previous volunteers of a student association and one alumnus told they had been a scout leader. The average volunteer time at TUO was 2.5 years and the alumni were involved in two or more positions within TUO. Roles of the TUO alumni included representative, tutor, and board member. The hours spent per week depended on the

role and the time of year. The involvement of the alumni correlates with the leadership skills developed and the increase in people added to their network.

5.3 Professional development of TUO alumni

Student involvement theory was applied to study the professional development of nine TUO alumni. The alumni have benefited professionally in diverse ways. There are some similarities between alumni sampled in their professional development. Five alumni (Lara, Ronja, Heidi, Anna and Tiina) continued professionally within student unions, youth, and international organisations – fields where they could apply the experience and skills gained from TUO. Lotta, Santtu, Marko and Kaisa developed careers in which their experience from TUO is not critical to their job, but the skills gained from their roles in the student union are still utilized in their profession. The alumni unanimously agreed that volunteering in the student union had helped to grow their network. Lara, Heidi and Ronja were able to use their network such as contacts used to give a job reference and proof reading a job application. Another professional benefit was the skills gained as all of the interviewees use skills developed during their time in TUO in their current profession.

5.4 Suggestion for further research

Further research could be made to formally interview the current TUO volunteers and have a longitudinal study to see how their answers may change over time for example interview them while they are members and then after they graduate and become alumni.

One path for further research could be to use questionnaires as well as interviews for triangulation of results.

Another path for further research could be to study the motivation of other student unions in Finland to have more representative data rather than case study.

Additional research could investigate how to network successfully and the impact of networking successfully on professional development.

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7 APPENDICES

Appendix 1 Notes from informal interview with tuo members

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|--|
| <p>Informal interview: notes</p> <p>unstructured/respondent interview</p> <p>18.09.19</p> <p>1700-1800</p> <p>TUO info session at the office</p> |
| <p>31 reps, 31 spare, 7 board, 10 team} 79 members currently</p> <p>Informal group interview with current student union volunteers.</p> <p>Coffee in start, handshake. Oldest running rep said volunteering for tuo is a love and hate relationship</p> <p>Motivated to help students and be part of a community</p> <p>For paid members, pay is a small part of the motivation</p> <p>Members of the board work 30hrs a week</p> <p>Representatives work 4hours per month</p> <p>Representatives hire the board</p> <p>Students elect representatives</p> <p>Changes the union implemented: Föli card for older students e.g. 30yr old student pays student fee</p> <p>Involved with the ICT new campus building planning</p> <p>TUO have a say in student food too</p> <p>Works closely with associations</p> <p>TUO pays for them to go to the general assembly and wear TUO merchandise.</p> <p>Some members of TUO later work at SAMOK</p> <p>Skills gained via TUO: social skills, organizing, responsibility</p> <p>Office is for all members, seems chilled, kitchen, games, offices</p> <p>They were persuaded to join by other members</p> <p>They visit campuses to tell info</p> |

Informal interview with current TUO volunteers

To get an idea of the student union background to consolidate secondary research on the union, one informal group interview of the current union members is executed. They tell about themselves and their own motivations although this will not be included in the conclusion since the study is about the alumni union members motivation. From the informal interview, the researcher has learned the number of current union volunteers which wasn't attainable on their website, as well as skills the current members have gained and employment prospects. These give indication to what alumni may have experienced.

Appendix 2 Alumni Interview Questions

| Theme | Background: Degree Graduation Joining TUO | Interest Theory (part of intrinsic) | Involvement Theory: Role Activities | Intrinsic Framework: Relatedness, Meaningfulness, Choice, Autonomy, Progress, Competence | Professional development: Network, Recruitment, Skills |
|--------|--|--|--|--|--|
| Colour | | | | | |

Q1 What year did you graduate?

Q2 What was your degree programme?

Q3 How did you become a volunteer for TUO?

Q4 Why did you want to volunteer for TUO?

Q5 What kept you volunteering for TUO after you started? What kept you motivated to stay?

Q6 What was your role in TUO?

Q7 How long did you volunteer in TUO?

Q8 How many hours a week did you have to work

Q9 What sort of tasks or activities did you do?

Q10 Think back to when you were volunteering for TUO, did you feel it was worth your time and energy?
Do you feel that way still?

Q11 How do you feel your purpose in TUO made an impact

Q12 Were you able to perform task activities in ways you choose? (how much autonomy, independence did you have to perform the different tasks that were assigned to you)

Q13 Did you feel a sense of achievement in your tasks?

Q14 What did you find rewarding when working for TUO?

Q15 What did your activities achieve?

Q16 ? Can you tell me about your professional career, what did you do and where you are now?

Q17 Did TUO help to grow your network? and if so then how?

Q18 Through volunteering at TUO, did you make new contacts that may have been able to help your career?

Q19 As a volunteer at TUO, were you able to explore possible career options?

Q20 Did you get questions about what you did at TUO during a job interview for example, or did you mention your experiences at TUO to explain how you acquired a skill/accomplished a task? And if yes did it help?

Q21 How do you think volunteering at TUO has helped you at work? and with your professional career?

Q22 What skills do you think you gained from TUO which helped you in your current job?

Appendix 3 Advertisement to TUO alumni

Dear Reader. My name is Jessica. I am a degree student of international business at TUAS. I am writing my bachelor thesis and I want to find out how our student union alumni have benefited professionally from their role as a student union member. Would it be possible to interview you in a few weeks about your experience at TUO and professional development?

Best, Jessica

I am looking for TUAS alumni who were part of TUO during their studies at TUAS.

Student Union Alumni |

Name Contact Details Preferred date/time Preferred location

| Name | Contact Details | Preferred Time | Preferred location |
|-----------------------------------|--|-----------------------|--------------------------|
| <i>Example/ Jessica Blackburn</i> | <i>Jessica.blackburn@edu.turkuamk.fi</i> | <i>24.10.19 14:00</i> | <i>Skype/ TUO Office</i> |
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Appendix 4 TUO Partner Associations

TUO Partner Associations

ELBA ry is a student association that promotes the interests and issues of students of process and materials engineering as well as bio, food and laboratory technology at Turku University of Applied Sciences (ELBA).

ESN-IAC is the Erasmus Student Network. Their mission is to represent international students, thus provide opportunities for cultural understanding and self-development under the principle of Students Helping Students. (ESN-IAC).

MoMe ry is an association of multimedia journalists at Turku University of Applied Sciences. (MoMe).

SUUKKO ry is the student association for Dental Hygiene and Dental Technician Students at Turku University of Applied Sciences (SUUKKO).

TIO ry is a student association made up of technology students studying degree programs in technology and transport at Turku University of Applied Sciences. (TIO)

TOM ry TOM ry is the student association for design students of the Turku University of Applied Sciences' degree program in design. (TOM RY)

TOY ry is the student association of Turku Academy of Arts. (TOY)

TRADE ry Trade is the student association of business students. (TRADE)

TSTS ry is the student association for social and health care students in Turku. (TSTS)

TROK ry is a student organization for those studying in the fields of Civil Engineering and Construction Management (TROK).

TASOKAS ry is the student association for social services students. (TASOKAS)

Appendix 5 Volunteer Function Inventory

The thirty questions in part one of the VFI and the six categorizations of motivations based on which questions. "Reasons"

Using the 7-point scale below, please indicate how important or accurate each of the following statements is for you as an adult volunteer with this organization. Record your answer in the space next to each item.

not at all important/ accurate for you 1 2 3 4 5 6 7 extremely important/ accurate for you

Beliefs

- Volunteering can help me get my foot in the door at a place where I'd like to work.
- My friends volunteer.
- I am concerned about those less fortunate than myself.
- People I'm close to want me to volunteer.
- Volunteering makes me feel important.
- People I know share an interest in community service.
- No matter how bad I've been feeling, volunteering helps me to forget about it.
- I am genuinely concerned about the particular group I am serving.
- By volunteering, I feel less lonely.
- I can make new contacts that might help my business career.
- Doing volunteer work relieves me of some of the guilt over being more fortunate than others.
- I can learn more about the cause for which I am working.
- Volunteering increases my self-esteem.
- Volunteering allows me to gain a new perspective on things.
- Volunteering allows me to explore different career options.
- I feel compassion toward people in need.
- Others with whom I am close place a high value on community service.
- Volunteering lets me learn through direct "hands on" experience.
- I feel it is important to help others.
- Volunteering helps me work through my own personal problems.
- Volunteering will help me succeed in my chosen profession.
- I can do something for a cause that is important to me.
- Volunteering is an important activity to the people I know best.
- Volunteering is a good escape from my own troubles.
- I can learn how to deal with a variety of people.
- Volunteering makes me feel needed.
- Volunteering makes me feel better about myself.
- Volunteering experience will look good on my resume.
- Volunteering is a way to make new friends.
- I can explore my own strengths.

"Volunteering Outcomes" presents part two of the volunteer function inventory which shows 18 outcomes that can result from volunteering and asks the volunteer to indicate if they have experienced each outcome.

Using the 7-point scale below, please indicate the amount of agreement or disagreement you currently feel with each statement. Please be as accurate and honest as possible, so we can better understand this organization.

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Volunteering Outcomes

Beliefs

- In volunteering with this organization, I made new contacts that might help my business or career.
- People I know best know that I am volunteering at this organization.
- People I am genuinely concerned about are being helped through my volunteer work at this organization.
- From volunteering at this organization, I feel better about myself.
- Volunteering at this organization allows me the opportunity to escape some of my own troubles.
- I have learned how to deal with a greater variety of people through volunteering at this organization.
- As a volunteer in this organization, I have been able to explore possible career options.
- My friends found out that I am volunteering at this organization.
- Through volunteering here, I am doing something for a cause that I believe in.
- My self-esteem is enhanced by performing volunteer work in this organization.
- By volunteering at this organization, I have been able to work through some of my own personal problems.
- I have been able to learn more about the cause for which I am working by volunteering with this organization.
- I am enjoying my volunteer experience.
- My volunteer experience has been personally fulfilling.
- This experience of volunteering with this organization has been a worthwhile one.
- I have been able to make an important contribution by volunteering at this organization.
- I have accomplished a great deal of "good" through my volunteer work at this organization.
- One year from now, or till you're please circle your best guess as of today:
A. volunteering at this organization.
B. volunteering at another organization.
C. not volunteering at all.

The questionnaire scoring sheet:

| | SCORING SHEET | | | | | | | Volunteer # |
|--------------------|-----------------------|----|----|----|----|----|---|-------------|
| VFI Career | Item | 1 | 10 | 15 | 21 | 28 | | |
| | Response | — | + | + | + | + | — | (STM) |
| VFI Social | Item | 2 | 4 | 6 | 17 | 23 | | |
| | Response | — | + | + | + | + | — | (STM) |
| VFI Values | Item | 3 | 8 | 16 | 19 | 22 | | |
| | Response | — | + | + | + | + | — | (STM) |
| VFI Unleashed | Item | 12 | 14 | 18 | 25 | 30 | | |
| | Response | — | + | + | + | + | — | (STM) |
| VFI Enhance | Item | 5 | 13 | 26 | 27 | 29 | | |
| | Response | — | + | + | + | + | — | (STM) |
| VFI Protect | Item | 7 | 9 | 11 | 20 | 24 | | |
| | Response | — | + | + | + | + | — | (STM) |
| Outcomes Career | (Add items 31 and 37) | | | | | | | |
| Outcomes Social | (Add items 32 and 38) | | | | | | | |
| Outcomes Values | (Add items 33 and 39) | | | | | | | |
| Outcomes Enhance | (Add items 34 and 40) | | | | | | | |
| Outcomes Protect | (Add items 35 and 41) | | | | | | | |
| Outcomes Unleashed | (Add items 36 and 42) | | | | | | | |
| Outcomes Enhance | (Add items 43 and 44) | | | | | | | |
| Outcomes Protect | (Add items 45 and 46) | | | | | | | |
| Outcomes Unleashed | (Add items 47 and 48) | | | | | | | |

The Golden Circle was heard in a Ted talk by Sinek who believes that organizations should talk about their operations starting from why they are important and their goal and then how they achieve the goal and then what they do overall. (Sinek, 2009)

Appendix 6 The Golden Circle

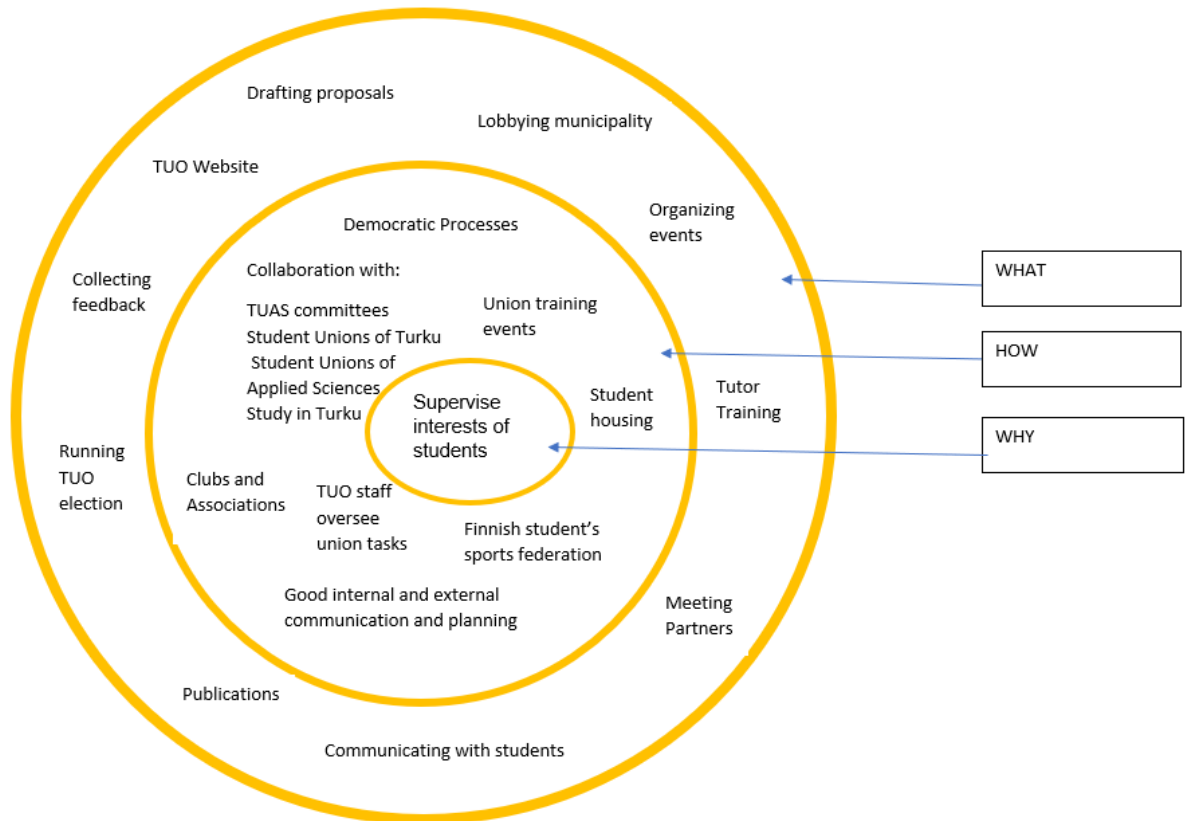


Figure x The Golden Circle of TUO activities and objectives

The Golden Circle is made from the results of TUO Alumni activities told in the interview, as well as secondary data from TUO's website. It indicates what TUO does and how TUO operates.