Abstract
Bachelor Thesis, Marketing, spring 2014 Department of Business Administration, University of Uppsala

Title: Country living in a Horse society
Authors: Sophie Carlén and Ina Inborr
Supervisor: Nazeem Seyed-Mohamed

Background & Problem: Equestrian is the second largest youth sport in Sweden. Many young people struggle to maintain their avocation growing older. The common issue is the fact that it is one of the most expensive sports to perform, which implies large investments and spendings that is difficult to manage as a young adult. Is there a solution to make it more efficient for these young adults to keep up with their avocation and evolve the equestrian lifestyle?

Aim: The aim of this thesis is to identify a suitable target group among students, to an accommodation concept developed by Julmyra Horse Center (JHC), and establish an overview what specific requirements this seeked target group might have.

Method: A quantitative study is done by creating an online survey sent out to 200 students studying at Sweden’s University of Agricultural Science (SLU) which is complemented by four qualitative interviews of the respondents from the qualitative survey.

Result: There are students interested in the concept that JHC offer. Public transportation and that the lifestyle living at JHC is affordable are two recurring factors in the decision making process.

Conclusion: A segment of students willing to invest in an equestrian lifestyle could be found. Price and placement are the two crucial elements to whether students would consider living at JHC or not. The target group is narrowed down to a smaller group, into a professional equestrian lifestyle.

Key words: Marketing mix, Needs, Demands, Equestrian, Target group, Lifestyle
# Table of Contents

1.0 Introduction .......................................................... 5
   1.1 Aim ................................................................ 6
   1.2 Research question .................................................. 7
   1.3 Task Description .................................................... 7

2.0 Theory ........................................................................... 8
   2.1 Marketing Mix .......................................................... 8
      2.1.1 Criticism of the marketing mix ................................. 9
      2.1.2 Rejoinder of the marketing mix ............................... 10
   2.2 Maslows Hierarchy pyramid ....................................... 10
      2.2.1 Criticism of Maslow's theory ................................. 11
      2.2.2 Rejoinder of Maslow's theory ............................... 12
   2.3 Niedomysl's Pyramid .................................................. 12
      2.3.1 Needs ............................................................ 12
      2.3.2 Demands ........................................................ 13
      2.3.3 Preferences ..................................................... 13
   2.4 Conclusion .............................................................. 14

3.0 Method .......................................................................... 15
   3.1 Research strategy and information gathering .................. 15
   3.2 Quantitative Survey .................................................. 16
      3.2.1. The quantitative approach ................................. 16
      3.2.2 The procedure and sampling ............................... 16
      3.2.3 Operationalization ............................................. 17
   3.3 Qualitative Survey ................................................... 19
      3.3.1 Guide for the interviews .................................... 20
   3.4 Triangulation ........................................................... 20

4.0 Empirical Results ......................................................... 22
   4.1 Julmyra Horse Center ............................................... 22
   4.2 Quantitative data: Product ......................................... 23
      4.2.1. Accommodation .............................................. 24
   4.3 Quantitative data: Price ............................................. 25
   4.4 Quantitative data: Place ............................................ 27
   4.5 Quantitative data: Promotion ..................................... 28
   4.6 Qualitative data: Product ........................................... 28
      4.6.1. Accommodation for students ............................. 28
      4.6.2. Boarding stable ............................................. 29
      4.6.3. Priority of the boarding stable ............................. 30
   4.7 Qualitative data: Price ............................................. 30
   4.8 Qualitative data: Place ............................................. 31
   4.9 Qualitative data: Promotion ..................................... 31

5.0 Analysis ................................................................. 32
   5.1 Price and place as the base level of needs ........................ 32
   5.2 Product as demands .................................................. 36
5.3 Preferences................................................................................................................................. 38

6.0 Conclusion & Discussion ............................................................................................................. 40

6.1 Conclusion ..................................................................................................................................... 40
6.2 Discussion ..................................................................................................................................... 41
6.3 Proposal for further studies .......................................................................................................... 43

Litterature list .................................................................................................................................... 44

Appendix ............................................................................................................................................ 48

Appendix 1. (About Julmyra Horse Center)......................................................................................... 48
Appendix 2: Qualitative survey questionnaire .................................................................................... 49
Appendix 3: Quantitative survey questionnaire ................................................................................... 50
Appendix 4. Qualitative survey: (Swedish)........................................................................................ 53
1.0 Introduction

This chapter gives an introduction to the equine industry in Sweden to give the reader a conception of the industry and its importance. This is followed by the limitations in the industry’s growth opportunities today. Thereafter the aim with the thesis and the task description received from Julmyra Horse Center is presented.

Equestrian\(^1\) is today performed by half a million Swedes and it is the second largest youth sport in Sweden (Rapport SvRF, 2014). The sport is more and more referred to as a lifestyle rather than a hobby, and is considered to have many positive attributes in youth learning. Many equestrian federations’ aim to educate leaders and much of the equestrian sport supports youth in the development and understanding of responsibility. (SvRF, 2014.) Equestrianism is steadily growing and substantial efforts on finding new ways to combine and integrate the sport into the everyday life is constantly extending. (Säwenmyr, 2014.) During the 70s there was a large structural change in agriculture where the counties bought up large land units near urban areas to promote the sport development (Niedomysl, 2006) and young adults keep trying to find new ways to integrate the sport with their university studies, first jobs, or even both. (Säwenmyr, 2014.) Today there are 150,000 members of the Swedish Equestrian Federation (SvRF, 2014) of which 55 % are under the age of 21. This may be surprising since the sport is rated as one of the most expensive sports in the world and many young people struggle to maintain their avocation while growing older, as they have to make large investments both time wise and financial wise. (Rapport SvRF, 2014.) Becoming a student might make it difficult getting this equation together, often forcing the student to choose between an education and their equestrian lifestyle. (SvRF, 2014.)

This lifestyle today is generating fulltime job opportunities for around 40 000 (Bexelius & Johansson, 2014) people in Sweden and 400 000 (EHN, 2014) in Europe. This indicates large opportunities, as this sector is growing by 5% (EHN, 2014) a year. It

\(^1\) Equestrian = A conducted word for sports with horses; as horseback riding and harness racing.
could mean that the educated within this lifestyle will evolve as well and contribute to the
development of the equine industry. (EHN, 2014.)

The concept of Julmyra Horse Center (JHC) emerged as a unique equestrian facility and
horse society in Heby County, which is in close connection with the fastest growing
equine regions of Sweden. JHC comprise a total of 240 acres of land and offers a large
range of activities and dwelling opportunities. The vision of JHC is to offer a high quality
dwelling with the best prospects to practice an equestrian lifestyle, both at an amateur
and professional level. Within JHC they have raised large riding and harness racing\(^2\)
facilities with the highest international standard and still have large lands suitable for the
commercial equine industry\(^3\). (JHC, 2014.) JHC currently has 50 people permanently
living on the facility, 180 horses and generates 35 job opportunities. The harness racing
has created a stable financial ground for JHC, which now makes it possible for further
expansion. JHC has therefore developed this new concept of student accommodation with
an equestrian lifestyle. (JHC, 2014.)

JHC more specifically wants to offer students an equestrian lifestyle while studying.
Instead of living where they study, and having to commute to their horse on a daily basis,
they can live on the same property as their horse and instead commute to school. This
gives them all possible growth opportunities with a less time-consuming schedule. (JHC,
2014.) For this concept to be successful there are many variables that need to be
considered; the feasibility for the students but also how to find and reach this rather
narrow target group.

### 1.1 Aim

The aim of this thesis is to identify the most suitable target group among students, to
JHC’s student accommodation concept, and establish an overview of what the
requirements are of this group. This will enable the process so that JHC can produce the
most suitable student accommodation relative to the equestrian lifestyle.

---

\(^2\) Harness Racing = Form of competition where the horse is trotting with a trainer and carrige.

\(^3\) Equine industry = Working with horses and equestrian.
1.2 Research question
What would a potential target group with an equestrian lifestyle require to consider migrating?

1.3 Task Description
Julmyra Horse Center wants to look into the interest among students of a student accommodation at JHC. JHC have the financial capacity to build accommodation for at least 20 students together with stable accommodation for their horses. It is necessary to determine if there is a demand and what the students require to consider moving to JHC. The task is to identify a segment with reasonable requirements that correspond to JHC's abilities and is the most attracted to this concept. In order to fulfil the aim of the study we have chosen to combine and apply certain marketing and consumer behaviour theories to JHC's concept of building student accommodation in a horse society. By distinguishing the variables of these among a specific segment it will give the reader a deeper understanding of the existing literature in relation to what the most suitable target group is to Julmyra Horse Center. We will through this study ease JHC's decisionmaking process, where focus will be put on developing the product itself and to answer our research question.
2.0 Theory

This chapter gives focus to the theoretical framework that will be used to identify useful elements in our empirical surveys later on. First is the more physical approach to the decision making presented and defined by the marketing mix. Followed with two more psychological theories, which explains the consumer behavior and motivation behind a decision to migrate. Finally our own framework is shortly presented and how the theoretical data complement each and other to a combined model.

2.1 Marketing Mix

The marketing mix model is referred to as a tool, commonly used in one way or another by the marketing manager to be able to influence the consumer and control the company’s market share (Tellis, G. 2006). The Marketing Mix is an essential tool to analyze and combine marketing elements to create the most efficient marketing plan (Baker, M.J. 2012). This is based on four basic variables; Product, Price, Place, Promotion, commonly referred to as the 4P’s. By studying these 4Ps in an organization, each and every company can determine in which combination or to which extent these are more or less effective relative to their market of interest. With effective it is meant how these together can maximize sales, profit and market share. (Tellis, G. 2006.)

The first P; product, refers to what product or products the company has to offer, how they differ from other products, how they are new to the market or what the purpose is of the company’s product to satisfy a need or a desire among customers. This offer can be in the form of both a material product and an immaterial type as a service, or it can be a combination of both. (Tellis, G. 2006.) The 2nd P; Price, refers to the list price of the product and any type of discount deal etc. The price is a key strategic tool in the efforts made to achieve the most competitive market position to competitors. There are many different approaches to pricing. The 3rd P; position, focuses within the marketing mix, both on location and distribution. It also includes activities that make the product available to the buyer. (Tellis, G. 2006.) The 4th P; Promotion, refers to the activities it undertakes to communicate the benefits of the product to the target group in order to persuade the target groups’ customers to buy the product. That could involve advertising, public relations and personal selling. (Mossberg, L., Sundström, M., 2011.)
Neil Borden (1984) could distinguish the existence of a variety of the marketing mix, which occurred by itself but also according to management’s accommodation to various market forces. With this Borden meant that the importance of each P varied depending on certain forces. Borden (1984) documented the most essential forces as:

<table>
<thead>
<tr>
<th>The consumer buying behaviour;</th>
<th>Buying &amp; Living habits, Motivation in purchasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Trade’s behaviour;</td>
<td>Retailers and Wholesaler’s behaviour</td>
</tr>
<tr>
<td>Competitors Position and Behaviour;</td>
<td>The industry structure and the company’s relation to it</td>
</tr>
<tr>
<td>Governmental behaviour;</td>
<td>their control over marketing</td>
</tr>
</tbody>
</table>

The manager must, when creating a marketing plan for his company, weigh in the behavioural forces of the essential parts in his company to discover how the forces might give impact on its marketing mix structure (Borden, 1984). In consumer buying behaviour theory there are a large amount of different models and concepts but the most commonly known, also as the key factors, could summarize as the personal, cultural, social and psychological factors (Kotler et al. 1999). The personal is the characteristics of the individual itself and its preconditions as in lifecycle stage, economic condition or/and type of lifestyle and self-concept. When these change, it commonly also affects the preferences as there is a change in situation. The cultural factor is which type of cultural values or social group that the individual belongs to, which often is inherited and can give a strong impact in the consumer’s decision making. The social factors are the ways of direct and indirect influence of family, friends and groups in the consumers behavior where the status and opinions of other in a certain degree gets accounted for in the decision making. The psychological factor is the perception, motivation, beliefs and attitude towards a subject and how it affects the decision process. (Kotler et al. 1999.)

2.1.1 Criticism of the marketing mix
Criticism that Mossberg & Sundström (2011) aroused against the theory points out the angle where the focus of the marketing mix only turns towards the business management and not the consumer. This is questioned since marketing is about meeting the costumer’s needs and should therefore not only be reflecting important elements of the business, but
should also bring in an element in favour of the customer. There are other angles of criticism where they argue that the theory creates subdivisions by artificial lines and that the theory would only be based on assumption of pushing the products out to the consumers without any interaction or feedback. In the new information society it is not sustainable to not pay attention to the power of information via internet and customer’s opinion. (Mossberg & Sundström, 2011.)

2.1.2 Rejoinder of the marketing mix
One of the advantages of making use of the marketing mix is that it presents a practical and memorable framework for decisionmaking regarding marketing. Most of the criticism concerns the 4P which therefore has been developed and complemented with three additional Ps (presenting the 7P-model) to cover additional elements in the marketing planning of the modern marketing. (Jobber, 2007.) The theory has been successfully used throughout the years, but companies cover up in using additional frameworks to fill the gaps that the marketing mix might lack. The theory is therefore largely applicable to determine the core ground for a market survey. (Jobber, 2007)

2.2 Maslows Hierarchy pyramid
Maslow’s hierarchy pyramid may be seen as one of the most commonly used of motivation theories. The basic idea with the theory is that individuals constantly have needs that compete with other needs. However, on this occasion, one particular need can outcompete other needs and get an individual to act in order to satisfy this one need, which defines a constant motivation to fulfil a certain need. The lack of a certain need might also be the cause for an individual to not act on a situation or time and place. (Bruzelius & Skärvad, 2011.)

"The only thing worse than not getting what you want is getting what you want”
(Maslow, 1943)

Maslow hierarchy (1943) is based on the physiological characteristics of a human. The bottom layer of the hierarchy, which also is the core ground for all other layers in the pyramid to be fulfilled, is the human’s physiological needs. The physiological needs are basic needs, such as breathing, eating and drinking. The theory is constructed on the basis that an individual is inclined to ”climb” each step of the pyramid, but he can only climb
further up when all the personal requirements at each level of the pyramid are met. (Schiffman et al., 2010.) The physiological need is followed by the need of safety and security. Next comes belongingness, which is defined by the need for belongingness to a community or i.e. feeling loved. The next step is the need of esteem, which is defined by our need to succeed, grow and expand our knowledge. Recognition and mastery of challenges become important and so does the finding of the right place in a community. The fifth and last step is called self-actualization. (Schiffman et al., 2010.)

Figure 1.0 Maslow’s hierarchy

In a marketing context, Maslow’s theory (1943) is often used in ways to successfully meet one of the identified levels of need. Maslow’s pyramid is a foundation and in combination of other theories of needs, that emphasize different psychological approaches, it is easier put in relation to marketing. One such that appoints to one level in the hierarchy is the human behavior and decision making. The key for potential success is to determine the motivational drivers and the ability to effectively appeal to one or all of these. (Chron, 2014.)

2.2.1 Criticism of Maslow’s theory
Lennart Sjöberg (1999) shortly summarizes his criticism against the theory where he mentions the weak empirical support of the theory. Sjöberg also points out how the theory makes a generalisation of the individual. Criticism indicates that Maslow (1943) does not take into account the obvious possibility of subjectivity of the individuals that
interpret the theory. Furthermore, there might be much more or also less needs than Maslow brings into his theory and there is no proof that the needs follows in a certain order. (Sjöberg, 1999.)

2.2.2 Rejoinder of Maslow’s theory
In the use of Maslow’s theory in this study, the focus is to get an overview on how the motivation varies accordingly to Maslow’s hierarchy. The purpose is to identify the motivational level of a target group, which makes Maslow’s theory suitable for this study in that it can be generalized for the entire group. Looking to the hierarchy in a bigger picture Maslow’s theory might not be applicable to the general human needs but it is possible for a researcher to draw conclusions from a smaller group’s similarities. The theory is also criticized for the conclusions being made out of a writer’s point of view, but they could be supported with other theories as in a study. (Mcleod, 2007.)

2.3 Niedomysl’s Pyramid
A study, made on migration by Niedomysl (2006), concentrates the purpose and incentives for a person to move to the rural areas. There are a variety of factors that are critical in the decision of migrating and it could be due to various reasons, but the person migrating usually knows what it wants, what it needs, and what sorts of things to expect when moving to a new location (Lundholm, 2007). These attributes are often crucial for the place attractiveness and what can be offered is essential for the choice of dwelling. (Niedomysl, 2010.) Niedomysl (2006) presents a conceptual framework of the place attractiveness from a migration perspective, where the basics of the framework is built on three levels in the shape of a pyramid; Needs, Demands and Preferences.

2.3.1 Needs
Needs are defined by the basic elements, such as having an affordable, reasonable and safe place to live. A person’s needs are often prioritized, such as preventing hunger and thirst, but in the case of larger matters as in migrating, having a place to live and feel belongingness is according to Niedomysl (2006) categorized as a need. If these needs, that the individual have, is not fulfilled in a migrating situation it might be out of question to move. This is referred to as a non-negotiable element, which means that it must be in place for the subject to choose migrating or chose a certain type of dwelling. (Niedomysl, T. 2010.)
2.3.2 Demands
The next step in the pyramid is the demands, which are considered to be the most valued characteristic of a place, but it is also highly related to the aspect of needs. This means that the individual often has certain demands on the place or dwelling to consider moving. The needs that the individual has, has to be fulfilled first and if they are, certain demands will most probably occur. These demands could be affected by the place attractiveness, number of choices, closeness to the city or public transportation possibilities among others. Demands might be decisive in the decision of a certain place, but must not be fulfilled for preferences to be considered. (Niedomysl, 2010.)

2.3.3 Preferences
The preferences are in this matter something that adds on to the traditional needs and demands. If all the needs and demands are fulfilled, the preferences might weigh the decision, or be referred to as that “extra” to the decision-making, thus it is far from the practical everyday needs. It might be a common barbeque with the neighbours or a park immediately adjacent to the dwelling. (Niedomysl, 2010.)

Figure 2.0 Niedomysl pyramid (2006)

The figure (2.0) shows the pyramid of Niedomysl where needs are the base, followed by the demands and preferences as its top. On each side of the pyramid there is a scale, which has the purpose to indicate the degree of place attractiveness and number of choice possibilities. The degree of attractiveness increases accordingly to an increase in the
pyramid and the result in number of choices would decrease accordingly to an increase in attraction. (Niedomysl, 2006.)

Niedomysl (2006) emphasizes, that when using the pyramid model, the values of the living conditions must be taken into account as it often shows great subjectivity. Niedomysl therefore implies that his pyramid model is best used in qualitative studies in order to relate to the subjective variability that may occur when justifying the different values. (Niedomysl, 2006.)

2.4 Conclusion

The marketing mix is the basis of developing the most efficient strategy towards the right target group. This ground basis is affected, as Borden (1984) said, by certain "forces". By distinguishing the characteristics behind the force - consumer behaviour, we would be able to identify the right elements of the sought target group. The focus goes further into the psychological factors and how they affect the consumer's decision making, which is processed by the two motivational theories, in order to distinguish these characteristics more specifically and eventually to answer the research question.

Maslow’s theory (1943) serves as an indicator of what the motivation is and to which level might be with the searched target group. With Niedomysl (2006), Maslow's motivation theory is complemented in order to identify what the target group requires, needs and desires to migrate. These two motivational theories can then be analyzed on the basis marketing mix 4Ps, and these four elements will then be interpreted by the perceived importance of the target group. The results will then be implemented to an integrated framework concluded from these three theories.
3.0 Method

This chapter aims to introduce the research strategy and how to fulfil the goal of this thesis. Furthermore, the approach to the quantitative survey, sampling and how to interpret the questionnaire will be described. After this, the procedure of the qualitative survey is explained and how the quantitative and qualitative surveys complement each other is defined.

3.1 Research strategy and information gathering

To fulfil the aim of our thesis we will study Julmyra Horse Centres attributes by using both qualitative and quantitative research methods in order to get a broad and deep understanding of the students' needs and demands. In order to find a segment for the development of the JHC concept, a structured questionnaire will be formed based on the marketing mix and answered by students at SLU (Swedish University of Agriculture). The goal is that these questions will enable the possibility to discern patterns according to the pyramid model from the answers of the target group that can be applied to the JHC accommodation and dwelling. Furthermore, four qualitative interviews will be done to complement the qualitative study and will focus on the needs, demands and preferences of the students. The purpose of the qualitative method is to understand the potential customer's problem situation in depth. The method is appropriate when the issue involves trying to understand things, or to find patterns. (Trost, 2009.) The qualitative semi-structured interviews and the quantitative survey are the primary sources of information for this research.

By gathering this information the aim is to identify and then examine how the theoretical assumptions of the traditional marketing mix (product, price, promotion, and place) differ and matter in an organisation as JHC, what combination and level of these variables maximizes the students’ motivation to move to the facility. By combining these four P's in different ways the company can tailor its approach to the target group. Moreover, with basis in the marketing mix we will interpret the results of our studies by using the Maslow and Niedomysl pyramid, to determine the needs, demands and preferences of student housing at JHC.
In order to best combine a qualitative and quantitative research, the three theories mentioned above, with their complementary structure, merge the two research methods together. As the Maslow hierarchy (1943) is best applicable to a qualitative research and the marketing mix is more applicable to a quantitative study, these make a successful attendance to combine these two studies to the best possible results.

3.2 Quantitative Survey

3.2.1. The quantitative approach
A quantitative approach is appropriate to use when the importance of different variables is being determined. By applying this method, the writers and the respondents do not meet or talk, which makes it more difficult for the writers to influence the respondent’s answers. This increases the reliability of the investigation. Another advantage of using a quantitative approach is that by creating a questionnaire it is easier to reach out to a larger selection of the population. It is of high importance that the questions of the questionnaire are designed and formulated in a way that will ensure that the answers will provide the data necessary for the writers to answer their research question. (Saunders et al, 2012.)

3.2.2 The procedure and sampling
The sampling includes a selection of students that would be willing to move to JHC. The fact that Uppsala is a large student city in Sweden (Uppsala Kommun, 2013) and is located as neighbouring county to Heby, where JHC is placed, created an opportunity to find students within a “commute-friendly” area to JHC. Since we assume that only students with an interest in horses would consider moving to JHC, we decided to focus on the part of Uppsala where we believe the interest in horses and animals is greatest among students, which is Sveriges Lantbruks Universitet, SLU. SLU is the Swedish University of Agricultural Science and at SLU there are several horse and animal related educations, which is why we concluded that this is the place with most horse interested students in the area of Uppsala. This means that the core criteria for the selection was to find people with an interest in horses.

The development of JHC involved a project coordinator from a project called Arenas of Growth. The project Arenas of Growth began in 2000 and works to promote local and regional growth primarily through sharing of knowledge and support throughout the development process to private and public decision makers. (Arena för tillväxt, 2014)
The project coordinator who helped JHC from the Arenas of Growth project, Toni Jonsson, got in touch with Beatrice Ramnerö, chairman of Ultuna Students 2014. Ramnerö is working to get more student accommodation linked to SLU and Uppsala. In collaboration with JHC and Jonsson from the Regional Council an online questionnaire was created, which Ramnerö then sent out through e-mail to their members.

The survey was sent out to 200 students out of the 3879 of SLUs students (Adelsköld, 2014). This gave a result in 68 respondents. The sampling therefore includes the members of the group of students at SLU that Ramnerö is in charge of to improve the student accommodation in Uppsala. This makes this sampling a cluster sampling, which is a technique where the population is divided into groups or so called clusters and a random sample of these are selected and in our case, one group was selected. (Easton & McColl, 1997.)

3.2.3 Interpretation of the quantitative survey
To this study it is important to inform that since it is on a requested mission from Julmyra Horse Center, the study has had to adapt to certain deadlines and other guidelines determined by JHC. One such was how the questionnaire was designed and when it was to be sent out. JHC wanted the questionnaire to be sent out in an early stage of our study and the amount of time to reform and create the questionnaire was limited. Therefore, it is reasoned to some extent criticize some of the questions and how they were formulated. This explains the cause of why some questions are less relevant or deceptive to this study. Nevertheless, larger parts of the study is highly usable as we also believe it to be valuable and representative. However, as mentioned, there might have been other, better ways to design the questionnaire in order to make it both easier as a writer and for the readers to use, analyse and draw conclusions from the questions.

Below are explanations to why we chose the specific questions and/or how we have chosen to interpret them. The goal is that this will enable the reader to understand the merge between Maslow hierarchy, Niedomsyl and the Marketing Mix. Some of the questions are used to define more than one element but the tablet below gives a brief overview of how the data will be analyzed (See appendix 3: quantitative questionnaire).
### Figure 3.0 Interpretation of the quantitative survey

<table>
<thead>
<tr>
<th>Question number 1 and 2.</th>
<th>The first two questions in the survey are of the demographic characteristics, gender and age.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product Keywords:</strong></td>
<td><strong>Dwelling, stable, service and care</strong></td>
</tr>
<tr>
<td>Question number 3.</td>
<td>In order to know the people willing to move in come with families or are single. This is not a question directly relevant to our research question.</td>
</tr>
<tr>
<td>Question number 14.</td>
<td>This is probably the most important question, since if the students would not be willing to live there at all, it would not make any sense to build a home for students at the centre.</td>
</tr>
<tr>
<td>Question number 9.</td>
<td>Furthermore, this question provides us with information on which parts of the facility that is of greatest importance for the students. The ones that are on the top of list might be considered to be needs, or at least very important demands for the students.</td>
</tr>
<tr>
<td>Question number 10.</td>
<td>This question is essential to be able to know what type of accommodation to build, how the students are willing to live. The housing is probably one of the most important part of the product, and might be considered to be non-negotiable. However, this question is not very well formulated and can be misinterpreted since the price-range given not always is realistic for the specific accommodation. Also, when it comes to the alternative to live in a two bedroom flat and the students write down what they would be willing to pay, we do not know if they plan to have people living with them to share the rent or not.</td>
</tr>
<tr>
<td><strong>Price keywords:</strong></td>
<td><strong>Living-standard, stable services, price and transportation costs</strong></td>
</tr>
<tr>
<td>Question number 11.</td>
<td>The price will always play a very important part of this product development, if the student’s budgets’ are too small, the project would not be achievable. However, the problem stated in the previous question still remains.</td>
</tr>
<tr>
<td>Question number 12.</td>
<td>This question could be a bit misleading since we cannot deduce which option that is of greatest interest for the students. The students here have the option to choose all three options. Nevertheless, we will focus on which options that were chosen most times. Hopefully we will be able to determine within which price-range the students are willing to pay.</td>
</tr>
<tr>
<td><strong>Promotion keywords:</strong></td>
<td><strong>People, education, equestrian interest, professional</strong></td>
</tr>
<tr>
<td>Question number 4 and 5.</td>
<td>This will help the research determine target group of JHCs concept, which is addressing to the promotion element of the marketing mix.</td>
</tr>
<tr>
<td>Question number 8.</td>
<td>A question which is of high importance to determine which part of the equestrian facilities that are of interest for the students. This is an essential part of the product and promotion information to know which demands the student will have on the center.</td>
</tr>
<tr>
<td>Question number 16.</td>
<td>This is not really question that we will use for this survey, since it does not</td>
</tr>
</tbody>
</table>
provide any answers for the research question.

Place keywords: Communication, car access, distances, time

Question number 6 and 7. The idea was to be able to draw conclusions on if more students with a car would consider commuting than students without. Effective communication is an important aspect of the needs and demands. Furthermore, if many of the students do not have a car, good communal transportation is increasingly important.

Question number 13. This question shows some of the preferences that the students have. We can determine which options that have been chosen the most times.

Defining other critical criteria’s
Question number 15. This is a very important question which shows what needs, the most essential part of the pyramid (the foundation) are of greatest importance for the students. The core of the product.

3.3 Qualitative Survey
In the implementation of the qualitative survey, it was difficult to find people who wanted to participate and be interviewed. It was therefore decided to contact the respondents of the quantitative survey who had written down their email addresses on the surveys, meaning that they were interested in learning more about Julmyra Horse Center. There had been a question on the online survey where they could write down their email for further information on the project. An email was sent to the students where it was asked if they had time to meet for further questions regarding the accommodation. It was also written that if they did not have time to meet, an interview over the phone would have been highly appreciated. Four students responded and said that they were available on their phones, but that they did not have time to meet in person.

Through the qualitative survey, the goal is to gain a deeper understanding of the reason for the weight difference between the various elements of the pyramid. A guide for the interview was designed with open-ended questions about the student's preferences and requirements regarding a possible housing at JHC. The guide also contained some more concrete and short questions about the interviewees' preferences so that similarities and differences could be seen between the participants. (Bryman, 2008.)
By interviewing the students over the phone, the opportunity to ask follow-up questions was opened to get a better insight into what the respondents thought and felt. A short introduction about JHC was given to them about what the centre currently provides, what they aim to do, how far from Uppsala it is located and so on. During the interviews, only one interviewer attended, since it is a time-consuming task, having more than one interviewer at the semi-structured interviews is very rare. (Bryman, 2008.)

3.3.1 Guide for the interviews
Using open-ended questions during the qualitative survey enables the possibility to categorize the answers according to the theories. The questions are formulated to be able determine the different levels of importance of the various parts of the marketing mix theory and also the three categories within the Niedomysl pyramid and what affects the motivation to move to JHC.

3.4 Triangulation
Quantitative and qualitative methods can be a complement for each other in two ways. Firstly, i.e., one survey could be a mixture of both methods. A questionnaire might include open questions that the respondent answers in their own words. A qualitative interview can also include single standardized questions. Secondly, the two methods can be combined by undertaking several sub-surveys within the same project. It is common to start with a qualitative study just to clarify the subject and to then be able to use the new knowledge to design a questionnaire. Doing it the other way around is also accepted and since that is was suited our survey better, that is how it was done in this survey. (Jacobsen, 2000.)

Figure 3.1 Quantitative vs. Qualitative

The qualitative method can also be used at the end of a quantitative study to create additional light on individual circumstances. Questionnaires seldom give very clear answers and therefore many conditions remain uncertain. The two methods can serve as a
critical test of each other. If we come to many different conclusions when studying the same phenomenon with the help of two different methods, seen as a clear warning sign. If, however, the two methods yield the same conclusion, the results can be considered to be very strong. (Jacobsen, 2000.)

McKendrick (1999) has several arguments speaking for the advantages of employing this multi-method approach. Apart from the previously one stated, the width of understanding that comes with this approach is in line with the traditional ideals of scholarship. It is also a way to gain trust from people reading the survey, especially the ones that are sceptical. The multi-method is used to strengthen conclusions or to identify inconsistencies. Furthermore, to be able to have a look at the same research question and address different aspects of it is another advantage. This approach will in the end help us answer our research question. (McKendrick, 1999.)
4.0 Empirical Results

This chapter shows the result of the two surveys presented in the method. By structuring the data into Price, Product, Place and promotion we hope to ease the understanding for the reader in preparation of the analysis.

4.1 Julmyra Horse Center

Julmyra Horse Center consists of 240 acres of land, which is divided into plots for families to build a house or smaller farm on. There are also a number of smaller plots and areas where multifamily houses can be built. JHC offer a wide range of dwelling and price alternatives to attract a large segment as possible. At the facility, at the moment, JHC can offer: Stables, riding arena⁴ (With automatic irrigation which is keeping it solid and dust-free), paddock⁵, a harness racing track, straight track, pastures⁶, several trails & tracks for both riding and wheels, hill track, sand track and daily maintenance and operations of the facility. (See appendix 1.0.) (JHC, 2014.)

Julmyra Horse Center is situated in Heby municipality, the distance to Heby Centre is 14 km and the distance to Morgongåva is 14 km. Between JHC and Uppsala it is 40 km. The current situation does not provide any public transportation between JHC and Morgongåva, but with increased migration, it will be possible to improve the public transportation. Between Morgongåva and Uppsala there is frequent public transport. By bus it takes an hour to the centre of Uppsala and by train 25 minutes to the main train station. JHC has recently started cooperation with Rönninge Equestrian club. (JHC, 2014.)

---

⁴ Riding arena: An indoor arena where you train your horse
⁵ Paddock: An arena outside where you can train your horse
⁶ Pasture: Grassland, meadow
4.2 Quantitative data: Product

Figure 4.0. Respondents choice in a JHC dwelling

Of the selection of 68 respondents, there were 36 people (53%) who would consider living at Julmyra Horse Center, which is the blue block shown in figure (4.0), and 17 (25%) students who would consider it with some conditions, and is shown in figure (4.0) as the green block. These two blocks are from here on called group X1.

Figure 4.1: “No” respondents and comments

<table>
<thead>
<tr>
<th>Would you consider living at JHC?</th>
<th>36 (53%)</th>
<th>15 (22%)</th>
<th>17 (25%)</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12: “public transportation”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2: “price and public transportation”</td>
</tr>
</tbody>
</table>

In the comments of 14 students in the selection of “Other”, the importance of efficient public transportation was mainly mentioned, but two of the students testament the importance of the price. Since JHC guarantees effective public transportation, we decided to include these students in the category of students who said that they were willing to live at JHC. The shaded column in figure (4.1) represents 15 students who could not imagine living at JHCs facilities and are therefore weeded out to prevent further selection issues. This group will henceforth be called group X2.
What is important for you and your horse to have access to at a training facility for horses?

<table>
<thead>
<tr>
<th>Property</th>
<th>Group X1, 53 Students</th>
<th>Group X2, 15 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trails</td>
<td>49/53 (92%)</td>
<td>14/15 (93%)</td>
</tr>
<tr>
<td>Riding arena</td>
<td>40/53 (75%)</td>
<td>11/15 (73%)</td>
</tr>
<tr>
<td>Horse care</td>
<td>27/53 (51%)</td>
<td>2/15 (13%)</td>
</tr>
<tr>
<td>Horse clinic</td>
<td>5/53 (9%)</td>
<td>1/15 (7%)</td>
</tr>
<tr>
<td>Trott track</td>
<td>3/53 (6%)</td>
<td>9/15 (60%)</td>
</tr>
</tbody>
</table>

The figure (4.2) shows the priorities of the respondents, where they were able to choose two out of five attributes that they found to be important at the facility. The majority, of both group X1 and X2, considered the attributes trails and riding arena to be of high importance. Many of the respondents of group X1 had chosen horse care as an important attribute, which did not show in the results of group X2.

4.2.1. Accommodation
Group X1 represents 78% of the respondents, whereof the majority of them, 76% (40), prefers a studio accommodation. 13% (7) would consider a three bedroom flat with shared kitchen and 11% (6) would prefer to live in a dormitory. This question only gave the respondents the opportunity to choose one type of accommodation.

In the figures for the boarding stable, group X1 had the possibility to select the preferred price for each type of boarding, which means that they could show interest in all types of boarding or did not have to choose any at all. This would be interpreted as no interest in that type of boarding stable and it also resulted in many students choosing several options of boarding and price. The majority of group X1 (46 respondents, 87%) shared their
opinion about the half boarder\textsuperscript{7} which they seemed most interested in, 75\% (40 respondents) chose the common management stable\textsuperscript{8} and 64\% (34 respondents) chose the full board\textsuperscript{9}.

4.3 Quantitative data: Price

Figure 5.0 Stable accommodation and willingness to pay

In the multiple choice of the boarding stable, the majority of group X1 wants to pay less than the “fixed price”, where the fixed price is a definition of the middle values of each type of boarding stable, since the values differ relatively to the type of boarding. To the half board, as most respondents’ preferred, or which was chosen most times, the results showed rather equal willingness to pay either less than 2500 SEK or to actually accept the fixed price of 2500 SEK. In the figure (5.0) the majority of the respondents to common stable boarding are in consent with a rent less than 1500 SEK. The respondents who are interested in the full board stable have a rather low willingness to pay and want it at a lower price than the fixed. Still 41\% (14 full board respondents) are willing to pay

\textsuperscript{7} Stable accommodation: you get some services included in the price
\textsuperscript{8} Stable accommodation: you are responsible for all shores and divide it between the tenants
\textsuperscript{9} Stable accommodation: All services included
either the fixed price or, as four of the respondents, a higher price than the fixed for full board that has full service.

**Figure 5.1 Willingness to pay relative to living conditions**

As mentioned earlier, there was 76% respondents of the group X1 that were most interested in the studio accommodation, these would solely be willing to pay 2-3000 SEK in a monthly rent (19/40) as shown in figure (5.0). Still 45% (18/40) would be willing to pay 3-4000 SEK in a monthly rent for the studio accommodation. When it came to the three bedroom flat with shared kitchen all of the respondents were willing to pay above 3000SEK. However, this question might have been misinterpreted due to the respondents imagining that the price is representing a full three room apartment and that they might be able to divide the rent between the lodgers if you fill all three rooms. The dormitory was an alternative considered by six respondents at a low price.
4.4 Quantitative data: Place

**Figure 6.0 Access to a car**

Of the 53 students who would consider living at JHC, 20 students (39%) have access to a car as the figure (6.0) shows. The figure (6.1) presents which of the following that is of high importance for group X1 respectively to group X2 to have proximity to.

**Figure 6.1 Importance of placement**

<table>
<thead>
<tr>
<th>Proximity to school</th>
<th>Proximity to Grocerystore</th>
<th>Effective communication</th>
<th>Proximity to stable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (Group X1)</td>
<td>Yes (Group X1)</td>
<td>Yes (Group X1)</td>
<td>Yes (Group X1)</td>
</tr>
<tr>
<td>No (Group X1)</td>
<td>No (Group X1)</td>
<td>No (Group X1)</td>
<td>No (Group X1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Group X1, 53</th>
<th>Group X2, 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proximity to school</td>
<td>16/53 (30%)</td>
<td>10/15 (67%)</td>
</tr>
<tr>
<td>Proximity to Grocerystore</td>
<td>17/53 (32%)</td>
<td>6/15 (40%)</td>
</tr>
<tr>
<td>Effective communication</td>
<td>35/53 (66%)</td>
<td>8/15 (53%)</td>
</tr>
<tr>
<td>Proximity to stable</td>
<td>37/53 (70%)</td>
<td>4/15 (27%)</td>
</tr>
</tbody>
</table>

The majority of the respondents who would consider JHC want to be close to the stable and have efficient public transportation. While the majority of the students who do not want to live on JHC priorities proximity to school.
4.5 Quantitative data: Promotion
Out of the 68 students from SLU who responded to this survey, the majority were of age 19 to 25 and 96% of the respondents were females. (⅔ living alone and ⅓ living in combo.) Of these 69 students 33% were studying to become veterinarians, 20% were studying to pet agronomist or pet keepers and approximately 19% was studying other agronomist programs. The remaining 29% were from various programs. The majority of our selection had more than 3 years left to graduation. Of the selection there were 38 students that owned their own horse, 22 who did not, and 8 students who responded “other” with the most frequent comments that they will buy.

4.6 Qualitative data: Product

Student 1 (k1) was 24 year old during the study
Student 2 (k2) was 21 year old during the study
Student 3 (k3) was 21 year old during the study
Student 4 (k4) was 26 year old during the study
* The students will henceforth be called k1-k4.

All of the students that were interviewed were strongly positive to move to Julmyra and three of the four mentioned that they thought there was a demand for a place like JHC.

"Clearly there is a demand, there are many who have horses in Uppsala, you live so many people together in one place, you can usually solve the problems together and there are many who are commuting to their horse, I know several students who I study with that would be interested. Many people have the attitude that you commute to school rather than to the stable." (k4: see appendix 4)

4.6.1 Accommodation for students
The spontaneous response for all of the respondents was that they prefer to live alone in an apartment or a studio. They wanted to have a room with their own shower, toilet and with a private kitchen. For two of the respondents, having a private toilet and shower was a requirement for them to consider moving to JHC, but they could consider having to
share kitchen with others. Further along the interview the four interview subjects all altered a change of approach to shared living and opened up for new request about dorm accommodation. However, a reoccurring desire was that the hallways of the dorms were not too big, so that would not be too many students sharing a kitchen.

“In a dorm just because I think it could be cheaper than having an apartment and I do not think it would be possible to make ends meet financially with both a horse and your own apartment. Apartment would be ideal, if you do not think of money…” (k1: See appendix 4).

To the question regarding what students have as their top priorities for their own accommodation, three out of four students discussed the importance of having a modern and bright room. A space to spend time with the students and other friends was also requested by one student.

4.6.2 Boarding stable
All respondents want (three) or would be willing (one) to have their horse in a stall with their horses in boxes, two students said that the stables should not be too big in order to keep a calm atmosphere.

Three out of four students initially said that it is important to receive help with the majority of the chores in the stable, such as feeding and letting the horses in and out the mornings and afternoons. All of the respondents though, had a change of mind further into the interview. The respondents then preferred to do most of the work by themselves, instead of paying for the service. "I would consider helping out with feeding the horses and such things since we are students." (k3: see appendix 4) All of them were ready to share the chores and divide them between the tenants. One student commented however that it might be difficult to have the lunch feeding and also to let the horses out in the morning, since that it might collide with the hours that they had to be in school during the day.
"The thing about letting the horses in and out to the pastures, as long as you do not have to let them out each morning and have a schedule to help each other out, I would be OK with helping out. I can consider cutting down on my own living standard to be able to live by my horse." *(k4: see appendix 4)*

Furthermore, requests such as having access to a solarium for horses, a washing machine in the stable for the horses, a shower for the horses and a drying room also appeared.

### 4.6.3 Priority of the boarding stable

For all students, it was very important to have good training opportunities such as close access to the riding arena, paddock and a coach. Next to this, having good pastures was mentioned twice to be very important, and one student said that she wanted them not to be too big with too many horses in them, as this could increase the risk of injury. Proper trails that is usable all year round, was also very important for two of the respondent.

A recurring theme in two of the four interviews is the importance of the type of atmosphere in the stable. One student mentioned that it is important to feel that she is a part of a community where they help each other out and that everyone aims to make things work together.

### 4.7 Qualitative data: Price

For all of the students that we interviewed, the financial part, the issue whether they would be able to afford to live at JHC or not was essential to if they would consider moving there. One student mentioned that she would need financial help by her parents, while another said she probably needed a job. A third student said it was important to her that she would survive on her *student loan* as she currently does not have a job. Common for all respondents was that they explicitly said they would rather cut back on their own housing costs to be able to afford living by their horses.

To the question regarding exactly how much they maximum would be willing to pay for their own accommodation and for their horse, the housing costs for all students was between 3000-4500 SEK, while one student mentioned that if she would have to live in a dorm, she would not pay more than 2000-2500 SEK. As mentioned before, it was more important for the students that the stables and the horses' living standards fulfilled their
wishes, while they themselves were willing to lower their own standard of living in order to be able to stay close to their horse. Therefore, all mentioned that they would be willing to stay in the corridor if it would be a lower cost for them. The price of the boarding stable was discussed between 4000 and 5500 SEK for all students, depending on how much service was included. This is a response to what is of highest importance to be willing to move to JHC:

"It is probably how much service I get for the money I pay. That what I get is reasonable for what I pay .." (k4: see appendix 4)

4.8 Qualitative data: Place
When it came to having to commute between JHC and the school, none of the interviewees felt that it would be a major problem, since they all wanted to live with their horses, as long as it would not take too long. Three out of four students mentioned an hour commute as a limit to what they could imagine doing. Furthermore, two out of four respondents wanted buses and trains to departure more often than once an hour. If these demands would be met, they would all be happy to commute. Two respondents mentioned public transportation as a crucial factor to if they would consider moving to JHC or not.

4.9 Qualitative data: Promotion
Three out of four students we interviewed were veterinary students and common for all respondents was that they wanted to be able to have good training opportunities. All were only interested in the horseback riding.
5.0 Analysis

The result and analysis are presented in three phases: Needs, Demands and Preferences. And these in the next turn are analyzed through our motivational theories to migrate and the equestrian lifestyle. This eventually forms our own framework and conceptual model, which is presented in the end of this chapter as figure 7.0, that can guide the reader towards the final segment and conclusions.

By analysing the empirical data some obvious differences and patterns are shown among the respondents. Looking at the qualitative results it is reflected more easily through Maslow’s mental approach to the decision-making. The students gave a detailed base of their absolute needs and what followed. Through Maslow’s hierarchy (1943) it is possible to interpret the needs of the individual in different stages of the marketing mix, which makes is possible to motivate the absolute needs and requirements of a dwelling for the students in a specific order according to its importance with help of Niedomysl pyramid. The quantitative result has given a rather defined picture of the preferences of the students and on which level the different needs and demands are. This leads the analysis towards a more precise explanation of their actual requirements both in a psychological and a physiological matter.

By merging Maslow’s hierarchy (1943) with the marketing mix (Tellis, 2006) and analysing the needs, demands and preferences of the students through Niedomysl’s (2006) approach, the new framework is conducted which successfully combines both the strategically purpose of the marketing mix and the psychological aspect concerning the consumer behaviour and motivational aspects can be analyzed.

5.1 Price and place as the base level of needs
To be able to determine a segment willing to move to JHC, it is necessary to find out what motivates individuals to move. The basic needs of the selection of students is identified by analysing the main characteristics of the individual answers in both the qualitative and quantitative study. What could be distinguished as two important factors in the decision to migrate is the importance of price and place.
In Niedomysl’s study (2006) he too finds the place to be a critical criteria which he defines as depended on the place attractiveness. In this study, the place attractiveness is relative to an equestrian lifestyle and the motivation to perform this lifestyle. As Niedomysl (2006) points out, moving from one place to another must be motivated and certain needs must be fulfilled for one to even consider migrating to rural areas. There too brings the thought of Maslow’s hierarchy of needs, if an individuals needs would not be fulfilled, the procedure to reach further stages would not be motivated or possible. In this study it means that if the needs or motivation of a dwelling in the rural area is not motivated enough, there will be no motive to migrate. The lower the motivation for this type of lifestyle, the higher incentive to have higher requirements of the accommodation if one were to live there anyways (see the relation in the pyramid accordingly to Standard of accommodation figure 7.0).

The degree of motivation depends on where the individual finds itself in the pyramid in figure (7.0). The motivation is related to the lifestyle, so if the needs of the individual get fulfilled, the motives rise to perform or do what would take you to the next step. As Maslow said:

”The only thing worse than not getting what you want is getting what you want”
Maslow (Maslow, 1943)

Meaning is when you eventually get what you want you strive to the next fulfilment, if you are motivated to do so, which can be explained by climbing in the pyramid and at the same time increase the level of motivation.

In group X1, 70% considered the proximity to the stable and public transportation to be of highest importance. This is not only an indication to why they want to migrate, that they want to be close to the stable, it is also one of their needs to migrate. This is further explained by the qualitative respondents who emphasized the importance of public transportation, and who also mentioned that to be able to perform at 100% with their horses was a great opportunity. They also said that the time to commute to school would be accepted, as long as it is efficient and not over an hour.
Looking at the result of Group X2, who do not want to live at JHC, the most important characteristics of the placement for them, was the proximity to school and the public transportation. This indicates the obvious choice of not wanting to migrate. The fact that public transportation is vital for both groups is proving how the other element of needs (Proximity to stable or school) are weighing the consumer decision behaviour, (Borden, 1984) which assumingly differ between group X1 and X2 due to the other various factors of the individuals, as Borden mention. In relation to Maslow’s motivational theory and the shaped framework, this could be indicating that it also is reflected the level of motivation to the equestrian lifestyle. If school is of more importance than living close to the stable is, the motives to pursue an equestrian lifestyle are presumably lower, even if the respondents still are into equestrian sport they are not interested in living on such facility as JHC and fully invest in that style of life.

The other vital element from the results and repeatedly an issue, was the financials for both the accommodation and the horse maintenance. If the students cannot afford living at JHC and pay for both their own accommodation plus the boarding stable, it would not be an alternative for them to migrate. The question is how they are willing to allocate their rather tight budgets. The students had a willingness to pay relatively to the boarding stable standard, which was illustrated when more services where included they were willing to pay a higher price. Though, when too many additional services where included in the boarding, the willingness to pay decreased. This is shown in figure 5.0 where fewer were willing pay above fixed price for full board than for the half board stable. The same pattern is identified in living accommodation in the quantitative study, as could be seen in figure (5.1) though the qualitative interviews points to the opposite. The willingness to pay in living accommodation decreased while the stable accommodation increases.

This most probably is due to certain deviation in the survey. When going through the quantitative data, the reader needs to take into account that it was possible to choose more than one alternative. Looking to the figures this could be misleading for the respondent when given the opportunity to answer full board and studio to an unreasonably low price. However, by analysing the respondents who only chose two or less alternatives in the
multiple choice, it is possible to identify that many of them answer rationally relatively to their choice of accommodation and boarding. Also by making the assumption earlier in the empirical result, that they are not interested in the alternatives they do not reply to, could indicate that they have given thought to their response and thereby have given a valid answer. That the respondents had a rational way of thinking was also proved in the qualitative data, where the respondents adjusted their replies after discussing their motivation of their demands and preferences. When weighing services and more attributes against their standard of living - they adjusted their first response to now be willing to live in dormitory in order to afford more attributes to the boarding. Thus this could corroborate the interpretation with that their need where fulfilled according to their motivation to the lifestyle. This indicates that the students think the most important is that they would afford to live at JHC with their horses rather than prioritising living in a studio.

“...It is of course quite expensive to bring the horse, so if I would have to compromise, I could share accommodation with others...” (k3)

The motivation is affected by the consumers psychological behaviour (Borden, 1984; Maslow, 1943) as could be identified as the students are aware of the rational exponential behind living cost and standard of living. The respondents who indicated a larger spending on the stable and facility, where also indicating more motivated attitude towards the equestrian lifestyle. Accordingly with Maslow’s motivational aspect in the conceptual model (the arrow to the right), the individual fulfills the interpretation of Niedomysl’s (2006) requirements of needs. When the needs for the students were fulfilled other requirements came to be the next motive. Depending on the consumer buying behaviour (Borden, 1984) the next motive evolves, along with that the segment is narrowing down towards a significant target group.

A group in the sample is starting to take form. The identified group intends to be willing to spend more on the boarding stable than their own accommodation and this comes along with a higher indication of motivation to an equestrian lifestyle, which gets them to climb higher in the conceptual pyramid. It seems to be more likely for this group of students than others to climb towards the demand stage, also more likely to have larger
budget on their equestrian lifestyle than their own accommodation. When needs are fulfilled the demands can be established followed by preferences if the individual feel motivated to strive further (Niedomsyl, 2006: Maslow, 1943). As the conceptual model (7.0) shows, if the arrow that indicates motivation is high, the standard of accommodation indicated to be lower for this target group, along with being high up on the pyramid indicates higher demands and preferences. This group’s focus goes towards demand and their consumer buying behaviour (Borden, 1984) is dependent on whether the product is fulfilling the identified demands or not.

5.2 Product as demands
The product appears to be considered as a demand as the individual is given the possibility to choose a its standard of both living and boarding. Given this opportunity it is not a matter of Maslow’s (1943) physiological need, but rather a choice of lifestyle, a demand where you already fulfilled your physiological needs and this becomes a demand identified through motivation of belongingness, success, growth possibilities to self-actualisation. According to the motivational level in the framework relative to Maslow’s theory, the individual has reached somewhere in-between belongingness and self-actualization when investing in their lifestyle, since the needs are fulfilled and therefore demands can be considered. It is highly motivated in the qualitative study where all the respondents emphasize the opportunity to have professional practice accessible. The demand for this can be met in the cooperation with Rönninge equestrian club and indicates a future interest of an expansion and development of the collaboration between JHC and the equestrian club.

When you have the financials to afford the rent for both your own accommodation and boarding stable and there is efficient public transportation your needs for a dwelling at JHC will be fulfilled, according to the conceptual model (7.0). This follows with that the consumer accordingly will be able to develop demands. One of the most important demands was the service requested of the students in the boarding stable. The empirical data, both the qualitative and quantitative, shows results in that most of the students are willing to divide the chores, but that they preferred to have some services included. As shown in the figure (5.0) the half board was the most attractive alternative and this
seemed to be consistent for both parties, where the fixed price was accepted. The reason to categorizing this as a demand is that the service requested is not something necessary for the students dwelling, but is of high importance in the decision-making since it very much affect their choice in lifestyle.

Other attributes to the product are again affected by the consumer behaviour (Borden, 1984), where the individuals demands vary according to different motivation and habits. Essential attributes to group X1 that was of significance, accessed in figure (4.2), was riding arena and horse care. This, as earlier results, indicates that the group is prepared to put a lot of resources into the lifestyle, which also indicates that group X1 are relatively serious with their equestrian avocation. This conclusion is based on the assumption of the demand for a riding arena to be able to professionally practice and also thereof the demand for a proper, more exclusive, horse care. Moreover, the qualitative data also indicate the demand for facilities to train the horses in.

**Figure 7.0: Conclusion of the framework merged into a conceptual model**
The arrow on the left of the pyramid, defines the degree of motivation to the lifestyle. In this study, by interpreting Maslow’s theory, the degree of motivation is defined by the willingness to focus and invest in the equestrian lifestyle. The higher motivation a student has to fulfil and improve their horseback riding, the more they demand out of the equestrian facilities. In the conceptual model the arrow to the right defines the student’s standard of accommodation. This is to the findings of a pattern that implied that the student’s desire is focused on their equestrian lifestyle rather than on their own accommodation. The more the student demand of the facility and to invest in their training, the less they demand of their own standard of accommodation, which indicates is due to make it work financially.

"The thing about letting the horses in and out to the pastures, as long as you do not have to let them out each morning and have a schedule to help each other out, I would be OK with helping out. I can consider cutting down on my own living standard to be able to live by my horse." (k4: see appendix 4)

5.3 Preferences
Preferences are considered to be something “extra” (Neidomysl, 2006), when you get what you want you want more as Maslow (1943) indicates in his motivational theory. That means that only when the needs and demands are fulfilled new motives to strive for will be developed as explained earlier.

The preference of the students could be identified in the qualitative survey as recurring desires, such as a place to spend time with your friends, solarium for the horse, a washing machine in the stable, a shower for the horse and drying room in the stable. In order to be able to reach the preferences, the pyramid must be filled and the individual must have further motivation for the equestrian lifestyle thereof, assuming this, the preferences will most probably be met only by those who are highly motivated to invest in the equestrian lifestyle and are most likely striving for a rather professional equestrian lifestyle, which could be a discerned pattern in group X1. Group X2 most likely do not even have preferences since they do not climb the pyramid in the conceptual model (7.0) which makes their needs unfulfilled from the beginning. They responded to the demand question but for the study this is considered misleading since their needs are not fulfilled,
therefore they are not able to reach the demand or preferences of the pyramid and the equestrian lifestyle.
6.0 Conclusion & Discussion

This chapter describes how we fulfil the aim of this thesis and answers the research question by the development of a framework. Through this framework we have been able to show the reached target group of JHC through a conceptual model. This is followed by a discussion to summarize the accomplished thesis.

6.1 Conclusion

The aim of this thesis was to identify the most suitable target group among students to JHC’s student accommodation concept, and establish an overview of what the requirements are of this group. This would enable the process so that JHC can produce the most suitable student accommodation relative to the equestrian lifestyle. Distinguished after analysing the collected data, the conducted framework eventually unfolds a potential target group, which is presented with a circle in our conceptual model below:

![Conceptual Model](image)

The target group is narrowed down to a smaller group within group X1. This is a potential segment that would consider the professional equestrian lifestyle and would move to JHC. This means that every criteria below the circle in the pyramid has to be fulfilled, such as efficient public transportation, the service in the boarding stables and so on. Furthermore, the model created also shows that the more the students expects from
the facility, the higher up they are placed in the pyramid, which also indicates high motivation and this will lower standard of their own accommodation.

6.2 Discussion

Both results of our surveys show that there is a demand for a place like JHC. The quantitative data indicates the demand by having 53 respondents saying that they would consider moving there and of the four qualitative interviews all students were positive to live there as well. As mentioned in the beginning of the thesis, JHC is looking for at least 20 interested students and therefore this survey indicates that the demand it met. A segment of students have been identified who are willing to invest in a professional equestrian lifestyle.

The segment found demands more out of the equestrian facility than their own accommodation since they want to invest in their horse back riding. These students are motivated to train their horses and therefore need the equestrian facilities to be able to do this, such as having access to a riding arena, paddock and good trails at the same time have certain services included in order to spare time or put more time into the horse instead of the chores in the surrounding.

This means that JHC today need to provide good training possibilities for the students, which the facility currently does by having many of the essential parts that the students request, such as other than only demands, also have access to trainers which is possible with the cooperation with Rönninge Equestrian Club. There is also an opportunity to build pastures according to the requests. Certain guidelines have been determined for what type of accommodation to build and how to design the boarding stable. This is information that is of great value for JHC, since they have the financial ability to start building but need to know where to start. It is also of high importance to stress that without efficient public transportation, the collected data indicates that very few students would consider moving, which is why JHC have to make sure that there is efficient transportation for the students to Uppsala where they study. Furthermore, the offer has to be affordable for a student budget, so therefore things cannot be too luxurious. However,
it has been determined that the students would rather pay more for the boarding stable than their own accommodation.

Most of the students that have been positive to migrating have all had their own horses and have indicated that they value having access to a riding arena and paddock, which can be interpreted into a demand for training possibilities for the horse. The students who were interviewed said that they considered JHC as an opportunity to focus and invest in their horse back riding. Another important aspect of the demand for a place like JHC might be the lack of accommodation for students in the region of Uppsala. We believe that this is something that affects the demand for a place like JHC. Since it is not easy to find accommodation in Uppsala, the willingness to live outside of the centre and commuting to school most probably will have to increase.

Our approach to this survey has, as mentioned, affected the outcome of the survey especially in the case of the quantitative survey. If we had a chance to re do this survey, we most probably would have changed some of the questions to receive more usable answers that more precisely contribute to this research.

Since we do not have the exact numbers on how much the various accommodations would cost, it is difficult for us to determine exactly what to build, however maybe there is a possibility for the financials and requests on the accommodation from the students to meet half way. This also goes for how much service that can be provided for the students at the boarding stable. When JHC has the financial calculations they can hopefully use this survey to determine the price range of segment.

By marketing JHC as a unique opportunity for students to invest in an professional equestrian lifestyle of living and by meeting the demands of the suggested target group, JHC could most probably be a successful concept.
6.3 Proposal for further studies

In this study, the main focus has been to find a potential target group for the concept of JHC. A target group has been identified along with their requirements on the facility to consider migrating. However, the surveys carried out have provided information on all four of the Marketing Mixes Ps, whereas due to lack of time one P, promotion, has not been fully analysed. Therefore, a suggestion for further studies on this subject would be to identify which activities to undertake to reach out to the target group in order to persuade them to migrate. How, where and when should JHC advertise their equestrian lifestyle?
Litterature list

Printed litterature


JHC, Julmyra Horse Center, 2014. *En unik hästsportanläggning*.


Video lectures


Websites


Chron, Molly Thompson, 2014. *Description of How Marketers Can Use Maslow's Hierarchy of Needs*. (Online) Demand Media. Available at:
Dissertations


Publications available from websites


Appendix

Appendix 1. (About Julmyra Horse Center)
Appendix 2: Qualitative survey questionnaire

Sex

Age

Which equestrian sport are you interested in?

What is important for you and your horse to have close access to at a training facility for horses?

How would you be willing to accommodate at JHC?

How much would you be maximum be willing to pay for your accommodation?

How would you like the livery yard for your horse to be?

What would you expect to get help with and what would you like to get help with?

How much would you maximum be willing to pay for this?

What is of highest priority for you when it comes to your student housing?

What is the highest priority for you when it comes to the boarding stable?

How would you feel about having to commute from Heby to your university?

What is critical for you to determine if you would like to stay at Julmyra Horse Center with your own horse?

Would you be willing to stay at Julmyra? Why, why not?

Other comments
Appendix 3: Quantitative survey questionnaire

Question number 1. Sex
Male/female

Question number 2. Age
- 19-22
- 22-25
- 26-29
- 30-

Question number 3. Family Situation
- Living alone/Single
- With a partner
- Partner and children

Question number 4. What are you studying?
_________________________

Question number 5. How many years do you have left on your education?
- <1
- 2
- 3<

Question number 6. Do you have access to a car?
- Yes/No

Question number 7. Do you have your own horse?
- Yes/No
- Other comments, Open question

Question number 8. Which equestrian sports are you interested in?
- Horse back riding
- Harness racing
- Other comments, Open question
Question number 9. What is important for you and your horse to have close access to at a training facility for horses? (please, order from 1-5)

- Riding arena
- Trails
- Trottrack
- Horse Clinic
- Horse Care
- Other comments, open question

Question number 10. What kind of housing would you consider living in?
- Studio
- 3 room flat, shared kitchen
- Dorm

Question number 11. What would you be willing to pay for an accommodation including heat, water and WiFi. (Household and home insurance will be added.)
- 2-3000 kr
- 3-4000 kr
- 4-5000 kr

Question number 12. Which of the following three management options would you want for your horse and what would you be willing to pay for each option
- Common stable: Rent for the stable, free access to all equestrian facilities, access to buy horse feed and bedding
  - < 1500 kr
  - 1500 kr

- Half Board: Rent for the stable, free access to all equestrian facilities, horse feed and bedding included, letting the horses out in the morning during the weeks and feeding them mornings and lunches.
  - < 2500 kr
  - 2500 kr
  - 3000 kr
• **Full Board:** Rent for the stable, free access to all equestrian facilities, horse feed and bedding included, full service exclusive mucking out.
  
  < 3500 kr
  3500 kr
  4000 kr
• **Other comments, open question**

Question number 13. What is your priority order of the following? (Please order from 1-4 (5))

• **Proximity to stable**
• **Effective Public transportation**
• **Proximity to Grocerystore**
• **Proximity to school**

Question number 14. Would you consider to live at Julmyra Horse Center with your own horse and commute to your school in Uppsala?

• **Yes/No**
• **Other comments, Open question**

Question number 15. What is critical for you if you would live at Julmyra Horse Center with your own horse?

• **Other comments, Open question**
• **I do not know**

Question number 16. Had you heard about Julmyra Horse Center before doing this survey?

• **Yes/No**
Appendix 4. Qualitative survey: (Swedish)

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kön</td>
<td>Kvinna</td>
<td>Kvinna</td>
<td>Kvinna</td>
</tr>
<tr>
<td>Ålder</td>
<td>24</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>Vilken hästsport är du intresserad av?</td>
<td>Fälttävlan</td>
<td>Rid</td>
<td>Rid</td>
</tr>
</tbody>
</table>

**Vad är viktigt för dig och din häst att ha nära tillgång till på en träningsanläggning för hästar?**

**Student 1**

Det viktigt att ha nära till ridhus och ridbana om man vill ha en komplett anläggning om man ändå ska lioxm långt ifrån universitetet vill man att det ska vara bra där man bor så att man har allt man vill ha kanske någonstans att köpa foder men asså typ att det går att hyra transport, någonslags veterinäranläggning, det finns ju i och för sig Ulltuna. Terrängbana, för oss fälttävlingsintresserade, i alla fall några bankar, hinder, kanske inne på travbanan, som på täbygallop, inne på travbanan har de hinder och då kan man utnyttja den ytan, tillgång till eller bra utbud på tränare som kommer regelbundet. Fikadel i stallet så man kan hänga med kompisar, spolspilta för hästen, kanske solarium i stallet, uppvärmd sadelkammare, torkrum, yta på loftet där man kan ha sina hästgrejer så man kan ha sina ridgrejer undanstuvade, så man inte behöver ha allt hemma. Bra underlag i ridhus, ridbana, hinder, någon som fixar underlaget. Samhörighet, lite klubbkänsla, med aktiviteter

**Student 2**

Bra tränare, ehm.. själva att stallet är bra, att det finns möjlighet till hjälp, service att de som äger stallet kan hjälpa till att mocka, service. Bra hagar, ridhus, där det finns lediga tider, ridbana jätteviktigt att kunna rida ut i skogen och gärna preparerade slingor att rida på så att man kan satsa på det. Ridhus är ett måste sen så det är viktigt med hur hästarna går i hagar, att det finns möjlighet att gå ensam i hagen, så att inte bara ston och vallackar är uppdelade och att det blir för många hästar i varje hage. Bra om det kommer en bra hovslagare ibland.

**Student 3**

Bra tränare, ehm.. själva att stallet är bra, att det finns möjlighet till hjälp, service att de som äger stallet kan hjälpa till att mocka, service. Bra hagar, ridhus, där det finns lediga tider, ridbana jätteviktigt att kunna rida ut i skogen och gärna preparerade slingor att rida på så att man kan satsa på det. Ridhus är ett måste sen så det är viktigt med hur hästarna går i hagar, att det finns möjlighet att gå ensam i hagen, så att inte bara ston och vallackar är uppdelade och att det blir för många hästar i varje hage. Bra om det kommer en bra hovslagare ibland.

**Student 4**

Möjlighet att rida året runt, ordentliga ridvägar, eller ridhus, min häst har fång så min häst måste kunna motineras hela tiden. ridbana

**Hur skulle du kunna**

**Student 1**

I korridor just för att jag tänker

**Student 2**

Skulle helst inte vilja bo

**Student 3**

Nu har ju inte jag bott i

**Student 4**

Helst vill jag ju ha
tänka dig att bo på JHC?

att det vore billigare än att bo i en egen lägenhet och jag tror inte att det skulle gå att få ihop ekonomiskt annars med både häst och egen lägenhet. Helst lägenhet om man inte tänker på pengarna i korridor, men typ en lägenhet fast mindre, ett litet kök så att man har sin egen del. Om jag inte har råd skulle korridor också fungera, det beror helt på vad det kostar.

Vad skulle du kunna tänka dig att betala för ett boende?

Lägenhet skulle jag kunna tänka mig att betala, men tanke på att det ligger så långt utanför Uppsala, kanske 3500, för att den är så långt bort, max 4000. För korridor så är det max 2000-2500

El och bredband inräknat, max 4000!!
Tror jag om man endast ska leva på sina studentpengar 4000-4500 kr, för en lägenhet, men lite mindre om det skulle vara korridor.

Hur skulle du vilja att din häst skulle så uppställad?


Vilken skötsel skulle du förvänta dig att få hjälp med och vilken skulle du vilja ha hjälp med?

Jag skulle vilja ha full skötsel men med att mocka själv och göra maten själv. Inga utsläpp eller insläpp, men jag vill kunna reglera all mat själv osv så att ingen annan gör det. Jag vill bara komma till stallen och göra min grej och sedan gå hem.

Om jag bodde på gården skulle jag nog vilja göra det själv ha det kollektivt ta några pass i veckan, men annars, full skötsel. Möjlighet till att säga att man ska åka bort så att man kan köpa korridor, men jag vill i alla fall ha en egen toalett, det är okej att dela kök, men jag skulle vilja ha ett eget rum med toalett och dusch men helst skulle jag vilja ha en egen lägenhet, men kök skulle var okej. För det blir ju ganska dyrt med att få med hästen, då får man kompromisser, så då kan jag dela med andra.

ejen lägenhet men jag är öppen för allt!

Det är beroende på pris, delad toalett och kök inget problem

Jag skulle kunna tänka mig att hjälpa till med fodringar och så vidare eftersom vi är studenter. I alla fall kvällsfodringar och på helgerna kan man hjälpa till! Men på vardagararna behöver man nog lite hjälp med på det som är på dagarna, lunch utsläpp morgonfodring osv.

Jag vill utsläpp och fodringar, det är jag är förväntras jag är att marken sköts av markägaren det vill säga staket och så vidare
till tjänster, borsta, mocka osv, men om jag bodde på gården skulle jag gärna ta pass för att komma undan med billigare hyra. Att det från början skulle vara ett fullskötselstall, men att man kan hjälpa till kollektivt. Att det är samma personer som hjälper till så att de inte byter folk hela tiden.

Hur mycket skulle du maximalt vilja betala för detta?

4000 kr. Torv och hösilage ska ingå, men jag kan köpa mitt eget foder.

Om de hjälper till med allt, inget kollektivt, 5500 kr då ska allt ingå. Jag kanske kan försöka halvera stallhyra genom att ta några pass, hjälpa till, men annars måste jag bara jobba extra för att ha råd.

Det känns som att jag kan betala drygt 4000 i månaden.

Max 4000 i månaden det är absolut max och då måste mycket ingå, såsom strö och s vidare

Vad är av högst prioritet för dig när det kommer till ett studentboende?

Att det är fräscht och ljust, bra ljusinsläpp så att man kan.. så att det inte är nedgånget så att man kan göra sin egen liten lya och inreda själv. Om man bor i lägenhet så vill jag ha tvättmaskin inne i lägenheten.

Storleken på rummet, ett ljust rum och kanske ja ett enkelt kök, det beror på vad det kostar, om jag inte har råd att bo ensam kan jag bo i korridor, så länge det inte är för många som delar att det inte blir för stort.

Jag skulle jag vilja ha ett eget badrum eller asså att det vore ju bra om det kan gå bra kommunikation. Det känns som en viktig grej, om det är så att det går bra med bussar skulle jag inte ha ngt problem att sitta 40 min till skolan, att det ska vara relativt lätt att komma till Uppsala. Om det är många byten som inte funkar skulle det inte gå. Sen ska det vara fräscht med stora fönster

Att det är någorlunda nära till Ulltuna, pendlingsmöjligheter, just nu tog den två timmar, max en timme på pendling jag har läst att det går bussar men bara en gång i timmen, så så få byten som möjligt och med tätare mellanrum, det ska vara enkelt att ta sig till Stockholm också

Vad är av högst prioritet för dig när det kommer till uppställning av din häst?

Ja… hmm.. gud.. bra att allt är genombtänkt, fräscht, hagarna att de är stora och inte för leriga på vintern. Egentligen vill man också bara ha bra ridvägar, jätteviktigt!! Skriv det som första, i början, man kan alltid rida ut även fast man inte har ridhus, det är bara att klä på

Hmm svårt. Då tror jag att det är ett lugnt stall, att det är bra planerat med boxarn. Att det inte ska vara som en industribyggnad. Jag tycker att inställningen hos de som hyr in sig och de som äger stallen är viktigare än att stallen

Att det finns en ridbana, ridhus med bra underlag och bra hagar! Att han får gå ute mycket varje dag, minst åtta timmar!
sig lite. är i toppskick naturligtvis ska de inte kunna skada sig på något, det underlättar väldigt mycket för att hästarna ska få det så bra som möjligt och det blir lättare att komma överrens om man har inställningen att man kan hjälpa varandra.

**Vad skulle du tycka om att behöva pendla från Hoby till ditt universitet?**

Kanske för att jag är van att pendla, så är inte det något problem för mig och det kanske man inte behöver göra varje dag utan man kan plugga hemma ibland. Man kanske kan ha shufflebusses som går ibland från JHC till Uppsala.

Jag har inget val... men när det börjar bli mer än en timmes resväg så skulle jag kolla på annat, men så längre det är bra kommunikation, så att bussen går hela tiden, att den ansluter till tåget är viktigt. Att det inte är för långt till bussen Det skulle vara okej om det klaffar med buss och tåg för att jag kollade förut om man skulle ta med sig hästen och problemet var att det annars privata stall och då var det så dåligt med bussar och det funkar inte om man vill komma hem sent en kväll. Jag har inget problem med att åka en stund om det klaffar med bussar och tåg.

Det är okej är det under en timme så är det inget problem alls!

**Vad är avgörande för dig om du ska bo på Julmyra Horse Center med egen häst?**

Ehm.. jag tror att jag tänker på att behöva ett... Jag vet inte, det ekonomiska, man kanske måste ha ett extra jobb och då blir det relevant. Så att man kan ha råd med mat också till sig själv och hästen. Och då kanske det löser sig alltid om man behöver jobba en helg med hästen.

För mig själv skulle jag inte ha så mkt krav för mig på mitt eget boende. Det är mer hästen, bra hagar, bra personal, bra ridvägar etc. Som student har man inte råd att åka iväg och träna, utan att det kommer bra träningare regelbundet. Sen även säkert att man har råd att bo där fast man är student. Jag skulle gärna vilja bo nära stallet, så är priset rimlig är det definitivt värt att fundera på.


Det är nog hur mkt service jag får för pengarna. Det jag får är rimligt för det jag betalar och det med pendlingen det får inte ta för lång tid. Det måste vara en lösning så att jag kan klara mig ekonomiskt med mitt studiebidrag, men utsläpp och annan service så att jag inte är så bunden är ett måste för att jag skulle flytta dit

Det känns som att de som har med sig egen häst och det är oftast de som har föräldrar som hjälper till. Jag tror att det skulle vara svårt att
Skulle du kunna tänka dig att bo på julmyra?  
Varför, varför inte?

Ja absolut, asså ja om det skulle finnas terrängträningsmöjligheter under sommaren och under vintern så kan man träna dressyr och hoppning och bra ridvägar!!! är viktigt så att de får en allsidig träning som de behöver vid fältävlan och det är perfekt att bo där så att man har allt nära efter långa skoldagar. Har man det där man bor är det verkligen lockande att ha hästen där.

Ja det skulle jag absolut kunna göra! Som jag angav i tidigare fråga måste jag tänka på kostnader och att det blir bra för hästen.

Ja jag det skulle det kunna, men jag skulle kunna överväga det även fast det låter lite långt bort men om jag skulle börja tänka på det på riktigt skulle jag tänka mer på priset och om det går att få ihop det.

Niej.. Det verkar vara ett spännande projekt, det skulle vara kul att kunna bo på ett sådant ställe, man önskar att det skulle vara bra sammanhållning så skulle det vara toppen så pluggar man och lever sin dröm nästan med att bo på en bra anläggning och ha sin häst. Man borde hitta boende för 2500 och häst 4000 så att folk faktiskt har råd om det är studenter som bara satsar på CSN, men då kanske man kan jobba av på hyran genom att jobba på helgen så att alla hjälps åt eftersom studenter inte är så rika.

Underbar idé men svårt att genomföra att bygga dessa studentboenden då jag tror att kostnaderna kommer dra iväg och för de som bara lever på CSN blir det inte mycket pengar att disponera.


Ovriga kommentarer

Övriga kommentarer

Just det med utsläpp så länge man inte behöver släppa ut varje dag eller varje ha kunna ha rullande schema så man hjälps åt. Kan tänka mig dra ner på mitt egen boendestandard för att få med mig min häst.

Det finns helt klart efterfrågan, det finns många som har häst i Uppsala, bor man så många på ett ställe går det ofta att lösa gemensamt och det är många som får pendla till sin häst vet flera som jag pluggar med som skulle vara intresserade. Många har inställningen att man pendlar hellre till skolan än till stallet.