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Feasibility of The Garage Innovation Studio as a viable option to replace internship, apprenticeship, or minor

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Management summary

The following research justification report shows to which extent The Garage Innovation Studio needs to adapt its operations to make it a more appealing and viable replacement option for HZ students going on their minor, internship, or apprenticeship. Meeting the expectations and satisfying the needs of the participating students is crucial for The Garage to engage word-of-mouth marketing within the student community and ensure a continuous flow of students. Three information gaps were recognized as basis for the research:

- (1) Reasoning and motivation behind joining The Garage Innovation Studio pilot project within the initial group of students.
- (2) Discovering interest about The Garage and how attractive their current style of operations is to the students at HZ University of Applied Sciences
- (3) To which extent does The Garage prove a suitable replacement for students' minor, internship, or apprenticeship to the current batch of student employees, and points of improvement according to them

To answer these questions literature research, descriptive research and field research was performed. Literature research was done in the fields of project-based learning, skill synthesis, collaborative & interdisciplinary teaching, and teacher leadership & guidance in projects. Initially, a survey was conducted to understand students' initial motivation to join The Garage. Further research was conducted through a survey to question the interest about The Garage and current ways of operations in the existing students in the Business & Vitality domain. Lastly, semi-structured interviews were done with the students in The Garage to question whether it is a suitable alternative for skill development otherwise lost through not having an internship, apprenticeship or minor.

Results show that The Garage does prove to be a suitable replacement for an internship, apprenticeship or minor as students do indeed feel as if they are developing skills, they would also gain through either of the three elements. However, there are four points of improvement that were discovered through the research and observations during the time at The Garage Innovation Studio. It is advised to take the recommendations into account for improved student satisfaction, skill development and spreading the word about The Garage Innovation Studio. Recommendations on the possible improvements can be found thoroughly explained at the end of this research document and are as follows:

- 1) Start being present on social media outlets
- 2) Project related improvements
- 3) Create a social space and increase social activities
- 4) Personalize and decorate the current office making it more inviting for students

All recommendations can be implemented starting from next semester and up to 2 years, depending on the ease of implementation and circumstances concerning The Garage.

By taking the recommendations into account, The Garage Innovation Studio will increase satisfaction among the participating students making it easier to market and have a constant flow of incoming students.

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1. Preliminary research

1.1 Company analysis

The Garage innovation studio, in the following referred to as The Garage, is a sub-company related to the parent company HZ University of Applied Sciences.

The Garage is an innovation lab which provides students with a physical space to bring students together who in turn research and work on projects. Research topics for the projects are provided by the ARC (Applied Research Centre) or requested by an external client within the Zeeland region. Additionally, The Garage management team asks incoming Garage students to express their interests and ambitions with which they formulate further research topics. Upon completion of the projects, the results are provided to the ARC or the entrepreneur association depending on who provided the initial topic. The Garage's office is in Vlissingen, Netherlands across from parent company HZ University of Applied Sciences, in the PSD building. HZ, the parent company of The Garage, is a knowledge institute with a worldwide orientation, with a specific orientation within durability & water, safety, innovation & enterprise knowledge domains. One of the main values of HZ is in their motto "*Where students matter*" and they make sure that every person counts within a tight-knit community (HZ UAS, 2021). The Garage philosophy sees itself as a simulation of a real office environment where students work on multiple projects with different groups at the same time. To execute this, they stimulate the students to work with the concepts of Design and SCRUM thinking. A working style combined with the two concepts is thought to be beneficial to the students as both are user-centric with Design focused on solving complex problems and SCRUM focused on continuously improving complex product. Initially, The Garage was offered to students of Tourism Management (TM) and International Business (IB) as an alternative to the ones who were not able to find an internship or go on their minor due to the lack of options caused by COVID-19. In the past, this would have caused students to lose a semester and prolong their studies. Going forward, The Garage looks to expand its offering towards more programmes, namely Sportkunde, Commerciële Economie, Finance and Control, Human Resource Management, Communicatie and Bedrijfskunde (HZ UAS, 2021). The target market of The Garage is the students at HZ University of Applied Sciences, who are looking for additional work alongside their studies or as an alternative to doing their internship/minor. The Garage is currently on offer to IB and TM students in different years of their study. HZ as a university is in the educational sector, however, The Garage itself is situated in the innovation studio sub-industry which are also offered at other Dutch Universities of Applied Sciences, such as NHL Stenden and Avans Hogeschool. The innovation studio sub-industry derived from the educational sector where they offer a different approach to traditional learning. HZ University of Applied Sciences is a public university in The Netherlands and is funded and governed by the Dutch government. They have a board of directors with a President of the Board as a representative of the school (HZ UAS, 2021). As of the latest available reports in 2019, HZ University of Applied Sciences generated approximately 200 million euros in annual revenue through collection of tuition fees, sales within the university in places such as the cafeteria and educational funding by the government. The financial information is not widely available for educational institutions (Dun&Bradstreet, 2019). As it is a relatively new

addition to the parent company HZ UAS the company structure is a simple one. There are only a couple of employees, and it consists of a director who provides the guidance, a director's assistant who helps with organizing tasks and ongoing in the company, a student assistant who helps with smaller tasks and activities and my role there is as a researcher into improvement possibilities (HZ UAS, 2021). HZ University has approximately 500 employees including the educational staff, cafeteria workers and building maintenance. As for The Garage innovation studio, there are only 4 employees under a legal contract with the students participating in The Garage being treated more as colleagues, rather than students (HZ UAS, 2021).

1.2 Problem analysis

In the following section an analysis of the problem will be conducted with the purpose of providing a better understanding of the problem facing The Garage innovation studio and how has it arisen. For this analysis, the 6W method will be utilized to provide a guided structure into exploring the problem in detail.

The parent company HZ University of Applied Sciences took notice at the start of the pandemic in 2020 that students had a far more difficult time finding a mandatory internship for their studies or that the students were not able to go on their minors due to the restrictions in place around the world. Many students had to lose a semester due to this, which put the students in an unfavourable situation.

In late 2020, the HZ University of Applied Sciences founded The Garage Innovation Studio to allow these students an opportunity to work on a project to obtain the credits which they would miss if they were not able to find an internship or minor. The current pilot semester was started with only that purpose.

The Garage innovation studio is currently faced with the problem that they are seen by the students who have heard about it as a worst-case scenario and a backup in the case they are not able to find an internship or minor. Going forward, the people behind the project would prefer to shape themselves into a more attractive proposal to the extra motivated students who would pursue research and work alongside their studies. This would require a rebranding and a change of perception in the student's eyes. In the best-case scenario, The Garage innovation studio would become part of the curriculum to go alongside the other opportunities HZ students are provided. The problem with negative perception around The Garage can cause further damage in the sense that the parent university might not want to provide a feasible budget or a budget at all if they see that there is not adequate interest within the student population at HZ. The Garage would be on offer to the mixed English and Dutch study programme and the purely Dutch-speaking programmes there is a large target group of students, and if too many students continue with the "worst-case scenario" perception there might not be enough students interested to prove that it requires a feasible budget. The initial issue lies within the HZ students and the way The Garage has positioned the pilot project; the pilot semester might have future consequences as the first impression students receive of it can prove to be a difficult one to change.

Of course, the team behind The Garage had their best intentions by providing the students with another option if all else fails, however, this might have lasting damage going forward where the team wants it to become part of the school's curriculum. The Garage must reposition itself in the eyes of the students.

The team has become aware of the extent of the problem following the initial research which investigated the motivation of the first batch of students who joined the pilot semester of The

Garage.

Results of the research conducted with a short 7-question survey showed that a large majority, over 90%, of the students joined The Garage due to a lack of options caused by the COVID-19 pandemic even though they showed motivation to find an internship or a school for their minor. However, the team behind it had expected such a result and had the assumption but still wanted confirmation.

The problem arises due to the belief that the project has potential for the extra motivated students to be able to explore passions not strictly bound by their study programme, and to shape them into better professionals due to the projects and research proposals being provided by real companies and research clients.

1.3 Information gaps

To gain an understanding in which way and to what degree The Garage needs to adjust their positioning towards students and how to meet their individual needs, desires and learning expectations during their time in The Garage, there are information gaps that must be filled through researching information and scientific papers. For a strategy to be developed, a clear understanding of the current pool of students at HZ, their aspirations and how they operate as students. All field and descriptive research done to uncover information gaps will be supported and evaluated by means of desk research consisting of reviewing relevant literature. As part of this procedure, three underlying information gaps required uncovering; (1) initial awareness and motivation concerning The Garage within the pilot group of students, (2) lack of information concerning the interest of students at HZ about such a project and whether they would want to participate in it as a replacement for their minor or internship, (3) To which extent does The Garage prove a suitable replacement for students' minor, internship, or apprenticeship to the current batch of student employees.

1.4 Project aim

In the following section an analysis will be conducted to provide clarity to the result this thesis is trying to achieve whilst providing a solution for the company at hand, The Garage innovation studio. For the analysis of the result, the SMART technique will be utilized to question the impact of the result from multiple directions (Doran, et al. 1981). The research that will be done towards achieving the result of the project will be conducted mainly by myself with the guidance and supervision from the in-company and internship supervisors, who will provide feedback when it is necessary. This research will result in an understanding of how The Garage Innovation Studio can be better positioned towards the student to provide a more attractive proposal to the students, who would willingly partake in it. The results of the research will become clearer towards the end of this internship that ends in June and a feasible product will be assessed by a jury to determine its efficacy. For the result to be realistic, first a baseline shall be established through research within the student pool of HZ conducted via surveys and questionnaires if interviews are not a possibility. The premise of the research will revolve around gauging the awareness about The Garage, whether students have an interest in joining such a project and what would they expect to gain from the project. For further clarity, research will be conducted into which relevant topics are important to many of the students from which the topic pool would be built to better place The Garage towards the students. The goal of this project and research is to provide a baseline of

what the students want from The Garage and in contrast what The Garage can offer to the future students taking part. As this project will take a longer time to complete and the full effect of the research will be able to be seen further in the future, the use of milestones is recommended. The milestones will include gauging the response rate of the surveys and questionnaires and the negative or positive responses received in them, from which it will become visible whether there is an interest from the pool of students at HZ University of Applied Sciences for The Garage to be a practical part of the school's curriculum. The main premise and success of the research is relevant to HZ University of Applied Sciences as it will be able to add the possibility to the incoming students of joining The Garage innovation studio to their marketing and promotional materials as they attract students on a global scale.

2. Research approach

2.1 Approach per information gap

The first two information gaps were answered by employing a survey (quantitative). The questions in the survey were created and supported by literature research. A survey was used for the first information gap due to the COVID-19 restrictions prohibiting The Garage office from being used in the beginning. It was necessary for the first survey to be in the beginning as to gather their initial awareness and motivation to join The Garage while still in the early stages. A survey was used for the second information gap to reach a wider audience faster as along with the research questions, it was also used to raise awareness about the existence of The Garage in the Business & Vitality domain of HZ. Both surveys were created in accordance with the four stages; comprehension, retrieval, judgment and responding to ensure an optimal response proposed by researchers of the past (*Cannell, Miller, & Oksenberg, 1981; Sudman, Bradburn, & Schwarz, 1996; Tourangeau, Rips, & Rasinski, 2000*). The third information gap was uncovered by means of field research (qualitative) by utilizing semi-structured interviews. Quantitative research was deemed inappropriate for the final information gap as opinions and satisfaction about certain topics can be presented in numbers and percentages, however, it can only be fully understood by discussing the topics deeply and by asking open questions allowing diverse perceptions to be expressed (*Cridland et al. 2015*). The semi-structured interview method was appropriate for analysing people's perspectives and opinions or complex issues in regard to the research themes (*Barriball & While 1994*). Data coming from quantitative research can be bound to only a couple of options per topics, while by using qualitative research the answers have the possibility to vary from interviewee to interviewee. Available literature research was used to get an insight into the research already done into the topics of the missing information and the wants, needs and desires of the students belonging to Generation Z.

2.2 Data collection

Data collection for this research varied per information gap due to the timing of research on the information gap took place. For information gap (1) *initial awareness and motivation concerning The Garage within the pilot group of students*, data were collected from students who were first to join The Garage which resulted in a population of 15 students. Data for (1) was collected through a 9-question survey sent to the students. The survey considered only students who have already been assigned projects and groupmates, as it was only applicable to students who were going to fully participate in The Garage and not looking further for internship/apprenticeship or minor possibilities. Data for information gap (2) *lack of information concerning the interest of students at HZ about such a project*, was collected from the population of the Business & Vitality domain at HZ University of Applied Sciences, which amounted to approximately 300 students. This population domain was chosen as the initial students participating in The Garage belong to International Business and Tourism Management study programmes and the initial target group is the B&V domain. Data for gap (2) was collected through a 22-question survey of which 5 questions were demographical. A survey was used to reach a wider audience faster and receive responses quickly, furthermore, 5 of the questions were used for raising awareness about The Garage by formulating questions to include “The Garage” name while asking their opinion on current ways of operations in The Garage. Data for information gap (3) *is the Garage a suitable replacement for minor, internship/apprenticeship based on the experience of already participating students* only considered Garage employees who have been working on projects and using the office environment premises for longer than one month. This amounted to five employees who willingly participated in a semi-structured interview which took place at a private office on The Garage premises. Employees who have been working on projects and using the office premises for less than one month were deemed inappropriate as they were not experienced enough with both variables to produce reliable data. All information retrieved from the interviews was done by audio-recording the entire conversation with the consent of the participant (Saunders, Lewis, & Thornhill, 2009).

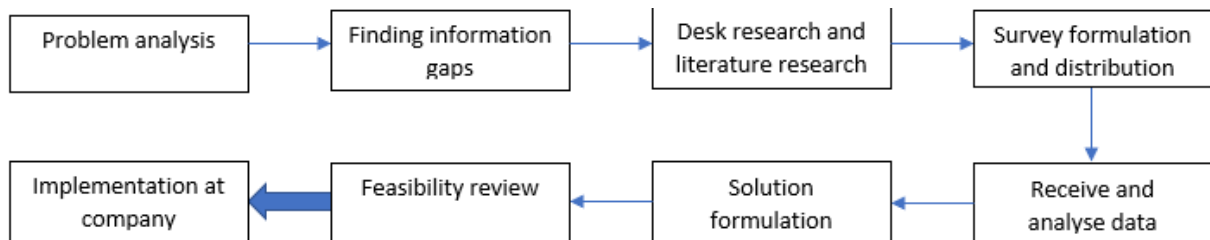
2.3 Data analysis

The first step in analysing the collected data from the qualitative research was to transcribe the audio-recording from all the interviews. This meant that the interviews needed to be written into a separate document sentence by sentence, including all discourse markers, and filled pauses as they are viewed as important to transition between different topics of conversation (Clark, 1996). After all the interviews were transcribed, they were coded based on deductive coding to explain the findings from the interviews and connected to existing theory. The existing theory was used as basis on which the interview questions were made and on which the operationalization for the interviews was created. This strategy was supportive in the quest to check the consistencies between existing theory and the conducted field research. The first step in analysing the data collected from quantitative research was to export all the data from the data collecting websites used for the surveys. Data was exported into manageable documents where consistencies and connections could be found between the surveys and, if possible, from the qualitative research.

2.4 Operationalisation

Quantitative research done through surveys was based on literature research done into the topics valued by Generation Z educators when it comes to the current ways of education. Literature research was based on the topics such as project-based learning, skill synthesis, collaborative & interdisciplinary teaching, and teacher leadership & guidance in projects (Carter, 2016; Lundstrom, Diekema, Leary, Haderlie & Holliday, 2015; Raza & Sikandar, 2018). The following table of operations was followed in creating the surveys.

Figure 1. Table of operations for quantitative research



Qualitative research conducted through semi-structured interviews was based on questioning the current elements of The Garage and whether they had proven satisfying enough in replacing the students' experience and skill & knowledge development gained through apprenticeships, internships, and minors. The semi-structured interviews followed the developed five-phase framework (Kallio, Pietila, Johnson & Kangasniemi, 2016), which was used as a guide to develop the questions and conduct the interviews. Interviews followed the standardized framework allow dialogue during the interview (Whiting 2008, Cridland et al. 2015) and provide the interviewee with the opportunity to change the order of question when felt necessary for ease of movement from dimension to dimension (Dearnley 2005). The following table of operations was used when creating and conducting the interviews.

Figure 2. Operationalisation table for semi-structured interviews

Premise of interview: Is The Garage a suitable replacement for minor, internship/apprenticeship?			
Concept	Dimension	Sub-dimension	Possible interview question
Working environment	Garage Office	Frequency of working	<ul style="list-style-type: none"> • Out of the 5 working days in the week, how many days do you feel are necessary for your projects? • When you are scheduled for work in the office but do not come in that day, what is the most common reason for that? • Has the office environment met the expectations you had before coming here the first time? Is there something missing that would enhance your opinion of it? • Have you had the urge to multi-task at times due to too much work?

		Office feeling	<ul style="list-style-type: none"> • Would you describe the working environment as social? • Does the office personalization to make you feel more comfortable? Should it be more personalized? • How would you describe your feelings about working in the office? Are you satisfied with it? Do you feel pressured to work?
		Working space	<ul style="list-style-type: none"> • What would you change about the office if you had the chance? • What would you say is missing currently in The Garage, materialistic things or even a feeling/atmosphere?
Project work	Methods of working	Meetings (Daily stand-up, office hour)	<ul style="list-style-type: none"> • How are you feeling about the daily stand-up? Is it occurring too little or too often? • How often should the daily stand-up take place in your opinion? • Do you sometimes pressured to join even if you do not have something to add?
	Group work	Group composition	<ul style="list-style-type: none"> • What are your thoughts on your current group members? • How do you feel about the way the groups are composed/made, would you change some aspect there? Would you like to have more of a choice there?
		Work division	<ul style="list-style-type: none"> • How is the work divided within the group? • Is the division between members balanced? • Do you prefer to work on your own or with groupmates around?
	Projects	Project topic	<ul style="list-style-type: none"> • Have the project/s you have worked on met your expectations in terms of what you thought of them before starting? • Was it aligned with the topics you wanted to work on in the beginning? • Would you have liked more freedom when selecting and receiving a topic to work on? Would you have felt more motivated to work with such a topic? • Looking back when you had to write a motivation for your projects, were your projects in The Garage aligned with what you expected?
		Stakeholders	<ul style="list-style-type: none"> • With which stakeholders have you worked so far? Did their role in society and size meet your expectations?

			<ul style="list-style-type: none"> Has the current type of stakeholder met your personal desires?
	Supervision	Mentorship	<ul style="list-style-type: none"> How often do you ask Timo or Charlotte for feedback on your project? How often is the information given by your mentors (Timo and Charlotte) useful to you and your project? Would you change something in their approach? Are they available enough for you? Has there been a time when you wanted to ask something, but neither were available? Would you like to have a stronger bond with them as your mentors?
	Skill development	Personal skill development through The Garage	<ul style="list-style-type: none"> Do you feel like you are learning and developing skills through the work you do in The Garage? Will you use something from it in your future career? Are you satisfied with the amount you are being taught here? Which three things have you developed the most? If you have not achieved that, what skill would you have liked to develop here?
Hypothetical points of improvements	The Garage Innovation Studio	The Garage Innovation Studio	If you were the boss of The Garage and you had an unlimited budget to improve aspects of it (Office environment, stakeholders...), which aspect would you look to improve first?

2.5 Reliability & validity

The conducted semi-structured interviews were based on information saturation referring to the point in the research process when no new information can be uncovered through the research (Faulkner & Trotter, 2017). Moreover, it means that after interviewing five people who fit into the criteria of the sub-population of The Garage no new information or insights were expected from any subsequent interviews. Furthermore, the questions seemed to be answered sufficiently to bring in reliable results. All five interviews were conducted in the same manner to minimize bias and ensure validity, and to do so meant that the same format and sequence of words was used when asking the questions to each respondent (Cohen, Manion, & Morrison, 2007). Differences between the interviews were caused by developments indigenous to each interview, however, it was ensured that each person being interviewed understood the question in an intended manner. The conducted quantitative research was based on ensuring that there are consistencies in the collected data, resulting in the confident belief that the same idea is shared between the students eligible to participate in The Garage. To ensure internal consistencies, two versions of the survey were created in both languages of the students receiving the survey (one English & one Dutch). Initially, the English version of the survey was created and deemed satisfactory to uncover wanted knowledge, followed by the translated version to Dutch with the assistance of a Dutch native speaking colleague.

2.6 Research limitations

Lastly, it is necessary to acknowledge the limitations to this research which is because it only considers students belonging to HZ University of Applied Sciences and the students who have been working on projects and using The Garage office premises for longer than one month. Due to students of different programmes having varying curriculums some students participating in The Garage were nearly eligible to be interviewed, however, some of them found an internship before the interviews took place. The research was also limited due to COVID-19 regulations resulting in a lack of possibility for interviews to be used for exploratory research for more in-depth uncovering of the information gaps. Another limitation is due to work preferences and characteristics vary from country to country, furthermore, some students in the lower years might not have had sufficient work experience to have an idea of working in an office environment to be able to compare that with what The Garage has to offer. As aforementioned, the results can only be applicable to HZ University and The Garage students.

3. Results

The conducted research initially resulted in theoretical findings in the field of general motivation, student motivation and conducting & supporting project-based learning. Initial research was conducted into the initial awareness and motivation concerning The Garage within the pilot group of students (3.1). The findings from the initial research were used to kickstart the next point of research which was centred around uncovering the interest of students at HZ about such a project and if the way that The Garage operates is an attractive proposal to the students (3.2). Lastly, the findings from the second research prompted a third qualitative research into whether the current students in the pilot project believe that The Garage has adequately replaced their minor, internship, or apprenticeship (3.3).

3.1 Initial awareness and motivation of students in the pilot project of The Garage

The Garage Innovation Studio offers the people who join it the opportunity to have the experience of an internship due to the provided office environment whilst working on various projects for professional stakeholders at the same time. Students also work with people unknown to them but working together towards the same goal, much like an internship. This experience is vital for their professional development and development of skills such as self-organization, leadership, communication, responsibility, and work ethic as these skills are seen as key in the 21st century (*Haug & Mork, 2021*). Furthermore, The Garage conducts this work through project-based learning where there are two essential components; a question or problem from which the need to find the solution organizes and drives activities of the students (*Blumenfeld, 1991*). As noted by Blumenfeld, students within this framework pursue a solution to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analysing data, drawing conclusions, and communicating their ideas and findings to others (*Blumenfeld, 1991*). The exploration into the initial motivation to join The Garage revealed that students mostly felt neutral or disagreed when asked if they joined for the projects offered. On the other hand, when asked if they chose to participate in The Garage due to the lack of options caused by COVID-19, the prevalent answer was an agreement. The first two responses of the survey sent to students participating in The Garage confirmed the premonition that they purely joined due to lack of opportunities caused by COVID-19, although most of them felt motivated to find an internship before joining. However, despite the students not joining The Garage for the projects on offer, most of them felt motivated to complete the projects at hand. The average rating for student motivation was an 8.3 when asked to rate it on a Likert scale of 1-10. When asked what they would consider a successful outcome of their project in The Garage, most of the students would consider it successful if their project stakeholder was satisfied with their work and result. Regarding the students' learning expectations for this semester in The Garage, most of the students noted they want to improve their collaboration and teamwork skills, ways of working with professional clients, develop their senses of responsibility, self-initiative, personal organization while the higher year students want to develop their project leadership skill. Most of the students also noted they want to develop their research skills and have “a real research experience” during their time in The Garage. As all the participating students were born between 1994 and 2010, they are part of Generation Z (*Williams & Page, 2011*) and they will have different demands and experiences when entering a work experience with professional clients. Research has

shown that members of Gen Z have an optimistic outlook on their professional life and tend to be more innovative and creative than previous generations (Adecco, 2015). Gen Z student demands are well suited for the work being done in The Garage Innovation Studio.

3.2 Discovering the interest of students at HZ about such a project and whether they would want to participate in it as a replacement for their minor or internship

The following part of the research was done through a second survey sent to students in the Business & Vitality domain as they are, now, the only student group to whom The Garage has been offered. The survey was sent with the purpose of finding out student preferences in project-based learning situations regarding guidance, teacher mentorship, feedback, and project complexity. The survey also was used to gauge student preference of some of the elements offered in The Garage, such as influence of working in an office environment and working from home, progress tracking, importance of social activities, working with stakeholders, professional context of the stakeholders, working with students from different programmes and study years. As aforementioned, survey was sent out both in English and Dutch language for ease of completion for both international and Dutch students while the questions remained clear with the same meaning. When asked who the students would rather ask for help in a project, the majority prefers to ask a fellow student for help rather than go to the mentor/teacher due to the convenience and collegiality, however, the third most popular answer was the teacher due to their knowledge and expertise. Regarding the frequency of feedback that the students desire, students who answered the English version stated they prefer *frequent feedback to show and discuss progress* while Dutch version was split between *frequent feedback to show and discuss progress* and *Less frequent but extensive and detailed feedback*. Concerning the teachers/mentor's role during a project, most of the students would rather prefer to have freedom and express their creativity in the outcome of the project rather than being guided by the teacher. When asked if existing elements of The Garage such as daily morning meetings, open office hours and project meetings upon request would help them in progressing with their project, most of the students agreed that it would help them. Non-Dutch students unanimously agreed, while 78% of the Dutch students agreed that it would help. In terms of project complexity and composition, both groups of students stated they prefer complex projects because it "requires creativity and exploring new domains", and "complex projects which connect multiple subjects together". Conversely, Dutch students prevalently stated they prefer to "use their individual skills" in projects, compared to the non-Dutch students who mainly stated they prefer "to combine their skills into the end product". Respondents mainly felt as if they were not productive or only productive at times when working on projects from home with the prevalent answer being between 3-5 on a 7-point Likert scale. Although Gen Z members are often referred to as "digital natives" (Kapil & Roy, 2014) or the "silent generation" (Iorgulescu, 2016), they have a surprising preference for face-to-face communication with their peers, mentors, and employers. The answers from the students coincide with previous research as most of the students responded positively when asked if working in an office environment would make them accomplish more. Furthermore, they stated an office environment boosts their productivity due to social interaction with fellow students and the presence of other productive students would make them work more. When collaborating with other students on a project for a professional stakeholder, they find it especially relevant due to the fact they can expand their professional network and expand their social circle as they would be working with

students from different programmes and study years. Previous studies have uncovered that Generation Z members have an optimistic outlook on their professional life and network considering it extremely important whilst having a strong attitude towards improving it (Adecco, 2015). Respondents find it important that their project stakeholders are in certain industries, namely, tourism, environment-oriented, finance and entrepreneur-oriented stakeholders. Students perhaps find these industries beneficial in developing their professional network. When it comes to preferred project group composition, the response was mainly positive when asked their opinion on students from different programmes and study years working together. They consider it helpful because it “allows for knowledge sharing”, “gives a new perspective on topics” and “builds social and professional networks”. However, there is also an existing concern in the responses that “higher year students might not listen to lower year students”, which is something to consider as communication and idea-sharing is key in project-based learning (Blumenfeld, 1991). Furthermore, the ideal group size for both groups of students is four students.

3.3 To which extent does The Garage prove a suitable replacement for students’ minor, internship, or apprenticeship to the current batch of student employees

Internships, apprenticeships, and minors abroad are all important for the student’s personal and professional development. All these student experiences help them gain a professional attitude from their work environment, strengthen their character, develop their skillset, and expand their knowledge pool. Interviews were conducted with five current Garage student employees to test whether their experience in The Garage has been satisfactory in replacing the experience which they would receive in another company suitable for an internship, apprenticeships, or a minor of studying abroad. In the beginning, there were “struggles to organize themselves” but have since improved by “making a structure for themselves” (Interviewee 1). Through the work each student has done in their project they have developed key skills which include “developing a sense of leadership” (Interviewee 1, Interviewee 2), “being able to manage and lead a team” (Interviewee 4). Even if some of them were unsure of being a leader they understood that it is “good for their personal development” and that mistakes are part of “their learning process” (Interviewee 4). Through their collaboration with professional stakeholders, most students have developed “professional presenting skills”, “good body language” and “to be representative” during meetings (Interviewee 1), others have learned to be “professional via calls and emails” (Interviewee 4). Although mainly satisfied with their project stakeholders, there have been instances of “unresponsive stakeholders” (Interviewee 1), “arrogant stakeholder” (Interviewee, 4), however, they worked through the inconveniences by being more “engaging” with their stakeholders (Interviewee, 1). Although satisfied with their development in The Garage, some students wish to “learn more about research” (Interviewee, 1) and would “not be opposed to research MOOC” related to their project (Interviewee 1). Besides the professional skills, the people interviewed felt they develop personal skills too, mainly they developed “teamwork” (Interviewee 1), “self-activation” (Interviewee, 1 Interviewee 2), “showing empathy towards students” (Interviewee, 1). Students in The Garage work in groups comprised of different programmes and study years, in most groups, there are “no problems” (Interviewee 1, Interviewee 4). However, in certain groups there is “a person not doing anything” (Interviewee, 2, Interviewee 3), sometimes they find it “difficult to organize and motivate themselves” (Interviewee 2), but that has helped to gain a “sense of responsibility” (Interviewee 2). Students

are “satisfied” with how the groups are formed (Interviewee 4) and understand the risks of choosing their own groupmates as it can “hinder productivity” (Interviewee 1, Interviewee 4). Something to consider is the size of a project as it can be too much for a single person and would be nice to have “ideas from another person” (Interviewee 2). Although students are mainly satisfied with the size and composition of their workgroups, the size and difficulty of a project need to be taken into consideration when creating the groups. Project topics are important in The Garage and the students are asked to write their interests and preferences, which is “much appreciated” by all the students (Interviewee 1, Interviewee 2 & Interviewee 4). Furthermore, one student noted that projects are “tourism-oriented” and for International Business students “business-related” topics like “marketing & finance” (Interviewee 2). The office working environment is one of the biggest changes for students going into their internships and is one of The Garage’s key selling points. For that reason, it is great to note that students are very satisfied with the office. In the beginning, students working in The Garage felt “less motivated and disorganized” working from home (Interview 3), since starting to come and work in the office daily they feel that it has “positively impacted their productivity” (Interviewee 2) and makes them feel like they are “accomplishing things” (Interviewee 2). Something else that motivates them to work more in the office is the “presence of productive people” (Interviewee 1) and “hearing people’s schedule” during the daily stand-up meetings (Interviewee 1, Interviewee 2). The daily stand-up morning meeting is one of the key features of The Garage and is appreciated by the students and feel as if it helps them make their own schedule. However, the daily meeting can become “repetitive” (Interviewee 1, Interviewee 2, Interviewee 4) and another student felt that it “could be done over lunch” (Interviewee 4). Although the office has “personalization options” (Interviewee 2) and would be comfortable to bring small meaningful objects to “make their desk feel like home” (Interviewee 2), it is made difficult due to the fact tables are not assigned to one person and people use different tables each day. During a student’s internship, apprenticeship or minor they expect to be guided and mentored by someone through their learning process. In The Garage, mentoring is done by Timo and Charlotte, but mainly Charlotte. Students appreciate the mentoring done by Charlotte which is done when students “discuss next steps” (Interviewee 1), to get a “different perspective” (Interviewee 2) and Charlotte points out “improvement points” (Interviewee 4) on their projects. The mentor “always present” (Interviewee 1, Interviewee 2) and being “very invested” (Interviewee 3) in their project is appreciated by all the students. Furthermore, despite being content with the provided mentoring, a point of improvement was noted by a student by calling for “more structure in projects” and a “clear assessment form” to provide clarity in what is expected of the student in The Garage (Interviewee 2).

4. Conclusion

The Garage Innovation Studio was introduced to students at HZ University of Applied Sciences in late 2020 as an alternative in the case they were not able to secure an internship, apprenticeship or minor abroad due to the lack of possibilities caused by COVID-19. The three study programmes elements The Garage serves as an option to replace are valuable experiences to the students in terms of professional and personal development. In order to create an environment suitable enough for students to gain the development which would have otherwise been lost by the lack of possibilities, research was conducted to question the feasibility of The Garage Innovation Studio to replace this. The conducted research is limited to students of HZ and students participating in The Garage Innovation Studio.

Initial research was conducted with the student group participating in the pilot project to question their motives for joining and their motivation to complete the assigned project compared to their motivation to find an internship. Results of the research showed that students predominantly joined The Garage due to lack of options caused by the ongoing pandemic and not so much because of the project on offer for the pilot semester. Moreover, despite not joining for the projects offered most of the students still felt very motivated to complete the assigned project. This could be explained by the semi-tailored projects given to the students. The research served as a baseline to start the next phase of research which was to question the interest in HZ students to participate in such a project and the interest in how the work in The Garage is being conducted. Results of the second phase are limited to students in the Business & Vitality domain, however, they showed promising results and a clear interest in the ways of working in The Garage. Working from home makes the students feel less productive and consequently work less on their projects, however, by providing the students with an office environment the predominant belief was they would accomplish and work more. In addition, future incoming students should be made aware of the available flexible working schedule to give the students work preference options. One of The Garage's unique selling points is mixing different programmes and study years on projects which the majority were appreciative of for numerous reasons, however, in the results there is an existing concern that older students might not listen to younger ones, and it should be addressed when advertising The Garage. The third phase of the research was to question the current participants whether it has proven to be a suitable replacement. Although most are satisfied with the work being done in The Garage, results showed that there are certain points for improvement and a wish was expressed for a supervisor to be walking around and informally monitoring the progress of different project groups to keep them productive and working. The creation of an area designated for social activities including table tennis and other fun social possibilities would be much appreciated by the students, however, it should be very limited to not hinder productivity. Interviews with the students showed that there is a clear lack of structure in the projects, and it is unclear to some students what is the expected outcome of their project. As shown by the results, it would be recommended to provide more detail around their project and to have an assessment form for students on what they are expected to achieve while still giving the students ambiguity and freedom to express creativity in their projects.

5. Recommendations

5.1 Start being present on social media outlets

One of the first actions that need to be taken to raise further awareness and attract students to The Garage is to increase its presence on social media outlets. Social media outlets must be relatable to the target group of The Garage being the HZ students who belong to Generation Z, meaning promotional campaigns should be targeted towards what Gen Z finds important and has meaning to them. Gen Z is also known as “digital natives” (Addor, 2011) meaning that they spend most of their time on various social media outlets which results in them being exposed to more content than anyone which means that content must be attention-grabbing and meaningful. The Garage must show through its content that it has a different purpose, and it is a different environment than the school the students attend. Another important factor to Gen Z is that they must be shown that their work has an impact and that they are contributing to something bigger and are solving a meaningful issue. The beginning of a social media account can be daunting in terms of getting exposure, it is highly recommended to use existing HZ social media accounts as a springboard. In terms of suitability, social media exposure is a must today and will key to changing the “alternative” or “backup” view on The Garage, the work be done by a student, student assistant or an intern, however, the person must be dedicated as consistency is key. Considering social media is free only requiring time and effort it is a very low risk decision of starting presence on social media outlets proving to be an acceptable and feasible option in hopes to show The Garage is another light. Moreover, it could be an option of having social media projects with The Garage as the stakeholder.

5.2 Project related improvements

Through the research, the following recommendation was discovered, as some students describe the projects as vague and ambiguous, especially the ones without a physical stakeholder. Projects should be given more of an introduction to give a better idea of what the students getting into, and more specificity was called for to give a better understanding of what is wanted from the student. Students outside of Tourism would prefer projects less geared towards tourism topics and more towards their own study programmes. Marketing and Finance are suggested topics for IB students, however, that should not be mandatory, and the students should still have the option to choose. Regarding the guidance, self-activated supervision from the mentors is highly recommended as such supervision would ensure the students have a sense of urgency to deliver a good result. This supervision can be easily achieved through checking in on the students and their progress at random times which also has the potential to increase productivity as the students cannot predict when they will be checked on.

5.3 Create a social space and increase social activities

The third recommendation is the creation of a social area where students can spend some of their free time. Accessing this social area would require permission from either mentor available as students would most likely abuse this privilege without proper supervision. Results of the research show that students would most appreciate a table tennis table. However, it is recommended the social area first starts as a simple area where students can simply have a more relaxed environment to work while still socializing and not disturbing other students. This recommendation would be suitable as it would make The Garage even more distinct from the

“school atmosphere” which is trying to be avoided. Acceptable as it goes in line with the relaxed internship atmosphere image wanting to be portrayed to the students and feasible as for the beginning only basic furniture, such as beanbags, would be provided. Furthermore, in the future with the provided school budget The Garage would be able to upgrade and add more social components i.e., a table tennis table.

5.4 Personalize and decorate the current office making it more inviting for students

Productivity in an office environment is influenced by numerous factors, and one of them is the design of the office which would add the positive working atmosphere that many companies try to achieve. As most of the students participating in The Garage are international students and are globetrotters, one simple and feasible idea for the start would be to add a blank world map. With the map each student would get assigned a coloured marker with which they would colour in the part of the world they have been in. The world map would not only add to the design and feel of the office environment but also would provide conversation starters for students who may not know each other to make introductions simpler. Furthermore, another idea would be to encourage students to decorate and personalize their desks to make them feel more comfortable in the office, make them feel more at home and potentially increase their presence in the office environment. With the desk personalization, students would also be able to express their personalities making it easier for new students to get acquainted with each other. If based on this research The Garage proves to be a success and is provided with a budget, decorative improvements can be made to create a more inspiring and creative space. The recommendation is suitable as it would help add to the creative space image being created and would solve problems uncovered through qualitative research. Acceptability wise, the risk of this recommendation is very low and feasible even with a small budget where small office adjustments can make a big difference in the environment.

Appendix

Appendix A: Reference list

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Appendix B: Survey report – Initial motivation to join The Garage

Figure B1: Answers to question if student participation was due to project/s offered
I chose to participate in The Garage/Leisure Lab due to the project/s they offered

12 out of 12 answered

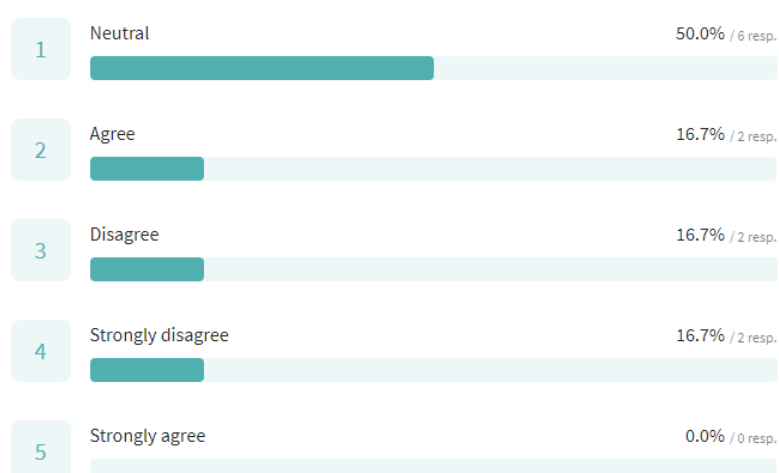


Figure B2: Answers to question if student participation was due to COVID-19
I chose to participate in The Garage/Leisure Lab due to lack of options caused by COVID-19

I chose to participate in The Garage/Leisure Lab due to lack of options caused by COVID-19

12 out of 12 answered

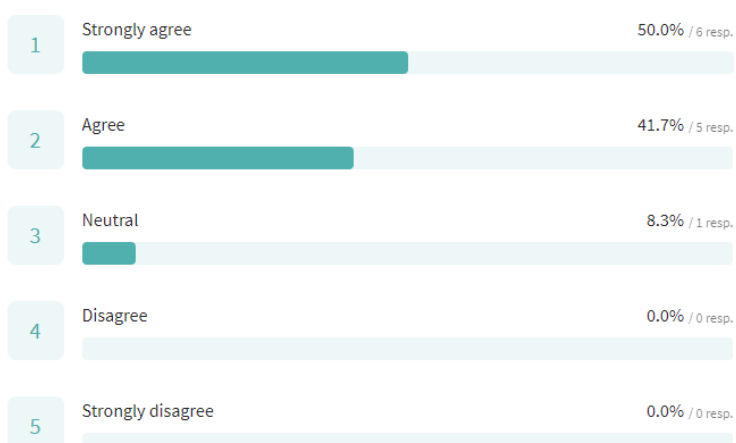


Table B1: Answers to an open question asking for alternative reasons for joining

"meeting people"

"My apprenticeship was last minute cancelled, therefore I did not have another option than to join the garage"
"Technically I already had an internship, but a couple of weeks into it I had to cancel it due to personal reasons. The Garage was as such a second option. I do find the subjects interesting, but it's not originally part of my education as business student"
"I just could not find an internship even when I applied to so many"

Figure B3: Students rating their motivation to complete a project in The Garage
Which rating would you give your motivation to complete the assigned project?

12 out of 12 answered

8.3 Average rating

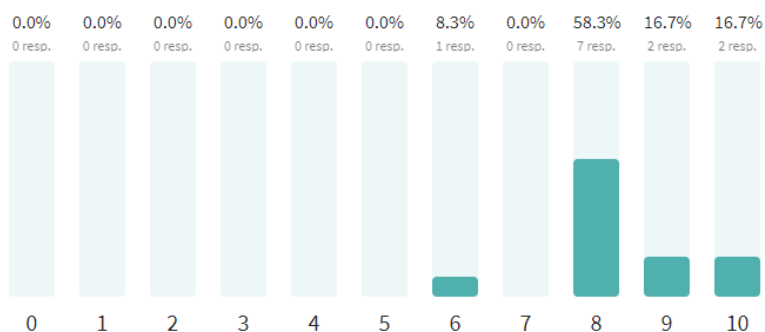


Table B2: Student open question answers what they would consider a successful outcome of the project

"Satisfied companies"
"the satisfaction of stakeholders, gained knowledge, possibly new contacts, fun"
"To deliver a quality report which can prove to be useful to the stakeholders"
"When the clients are happy and satisfied with our work and the outcome of our research; good feedback from the clients and supervisors; personal gain of knowledge and experience from the projects"
"achieving my learning objectives"
"A successful outcome of my different projects would be a relevant deliverable for any stakeholders involved, but also personal and professional growth in terms of team work and design thinking."
"Teamwork and fair contribution to the work"
"I would consider it succesful if we manage to complete the job assigned to us by the stakeholders in helping them educate"
"The client being satisfied with the outcome and hopefully implementation of the product/recommendations"
"Complete a full report or pitch potentially resolving the issue at hand"

Table B3: Student learning expectations during the semester in The Garage

"Collaborating skills & research skills"
"more about sustainability, climate change, cruising, social and team skills, organization"

"How it is to work for but also with stakeholders to come to a good quality end result"
"how to work with real clients; proper research; experience; knowledge; teamwork in a different work environment then "school"; self organizing work time"
"collaboration, taking responsibility and initiatives"
"I expect to learn a lot about tourism and hospitality as an IB student, but also about team work, time management and research"
"Improve my teamwork skills and gain new information from the projects and companies that I am working with"
"I mainly expect to learn how to cooperate effectively in a team, how to organize yourself when multiple projects are done at the same time and gain more insights in doing proper research that can be used by another party"
"Leadership skills, group work skills, communication skills in both the group and among clients, practical knowledge gained from research, experience with doing research"
"Independence and initiative"

Figure B4: Students rate their motivation to find an internship before deciding to join The Garage

Which rating would you give your motivation to find an internship/minor before you decided to join The Garage?

12 out of 12 answered

8.2 Average rating

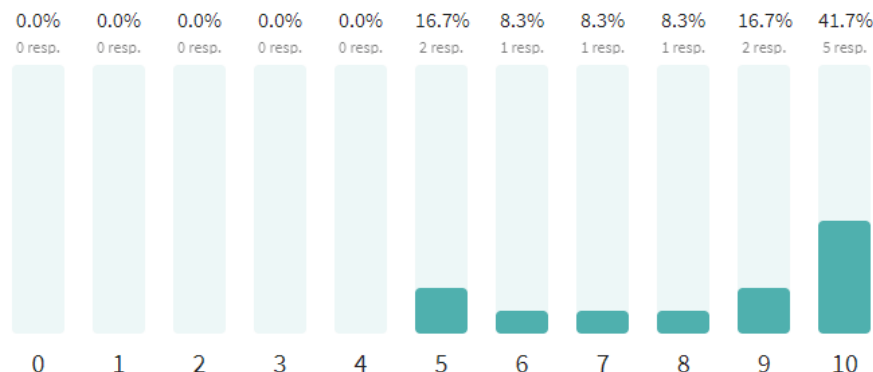


Table B4: Answers to an open question regarding unwanted risks or challenges during the semester in The Garage

"Financial problems"
"negative effects on health from working on a computer a lot, communication can be harder - > misunderstandings"
"the last 1,5 weeks of March I am in Belgium for my internship (starts in April), I will need to combine work there and work on the projects, so this might be a challenge"
"I am doing 3 projects, but for 1 I still don't have a concrete idea of what to do because there is no stakeholder yet"

"I personally have a hard time working from home. Hopefully we'll be able to work from an office soon, but if we work from home for another 2 months I expect a slight decline in my motivation and mental health."
"At the moment no. Everything seems to be in a right place"
"Not necessarily, it might be that we have to continue working online for a long time which could definitely make motivation much harder to find, or even make it harder to complete certain tasks due to not having the opportunity to do field research"
"The clients should be made aware accurately on the time frame that the students are available for doing these projects. For example, the second year students this year originally have time to work in The Garage until the first week of April, with the option of extending that period until the summer break, but this short timeframe surprised one of the clients. Therefore, clear communication with clients should be key. Besides that, getting to know your co-workers before the start of a project is important as well in my opinion. During corona times, I understand that this is harder than usual, but next year's Garage should have more possibilities to overcome this issue of not knowing with whom you are working."
"No, but right now I'm doing the AD graduation report and retaking the Value Creation course so it's a bit overwhelming doing 3 of these things in one semester"

Appendix C: Survey report ENG – The Garage interest in Business and Vitality domain

Figure C1: Answers to a question regarding who the students are most likely to ask for help

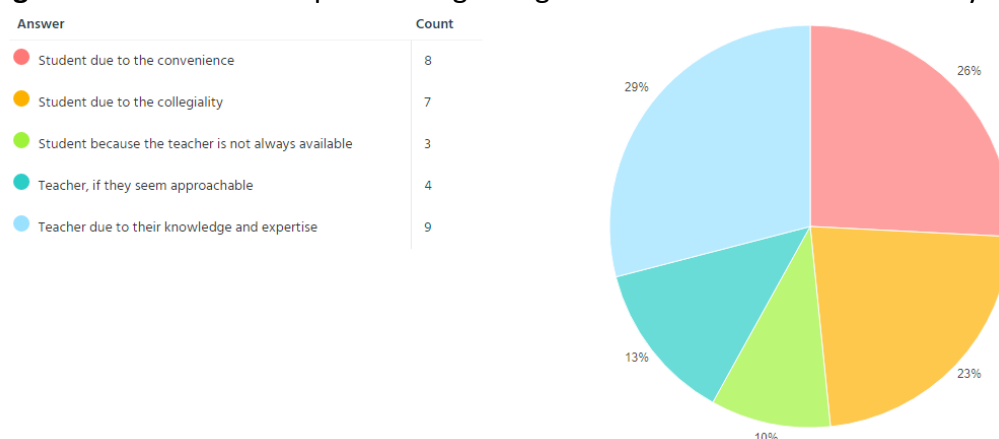


Figure C2: Answers to question regarding frequency and depth of feedback

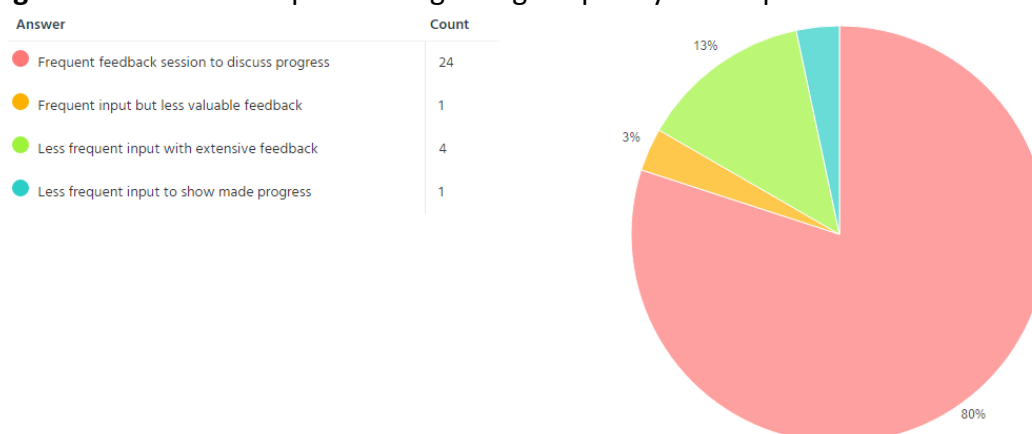


Figure C3: Answers to a question regarding preferred role of teacher in a project

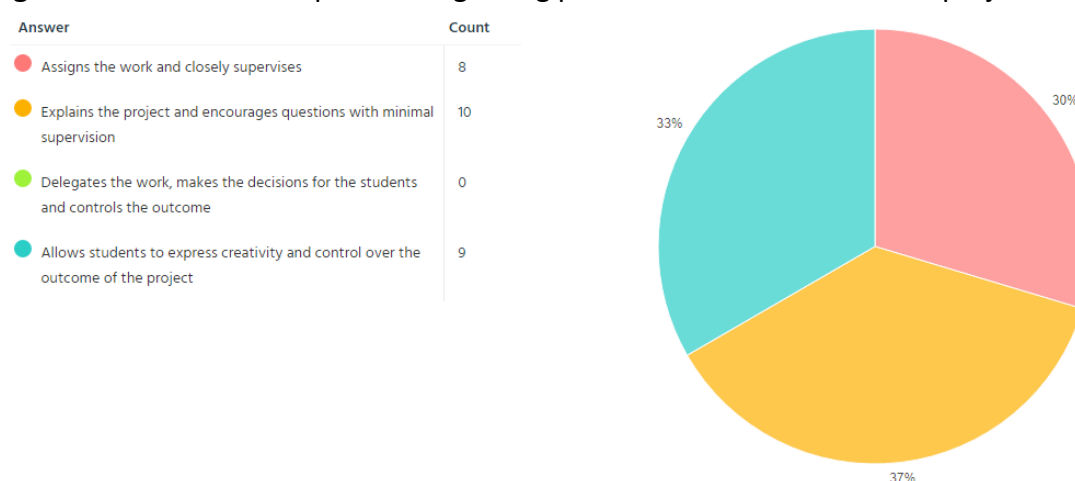


Figure C4: Answers to question regarding the interest in elements of The Garage (daily stand-up, office hour and project meeting) and would that help the students progress in their project

Answer	Count
Yes	27
No	0

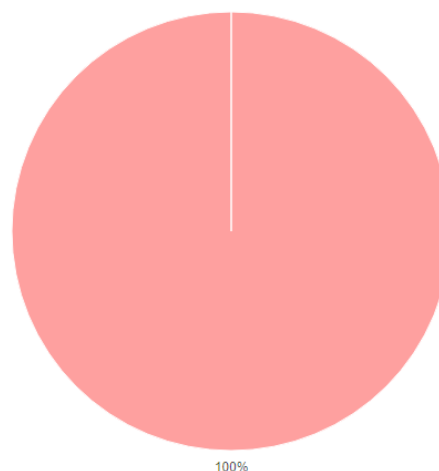


Figure C5: Answers to question regarding preferred project complexity

Answer	Count
Complex because it triggers my thought process	7
Complex because it makes me creative and explore new things	16
Complex projects which connect multiple subjects together	14
Easier projects due to the workload from other courses	2
Somewhat complex but still manageable	15

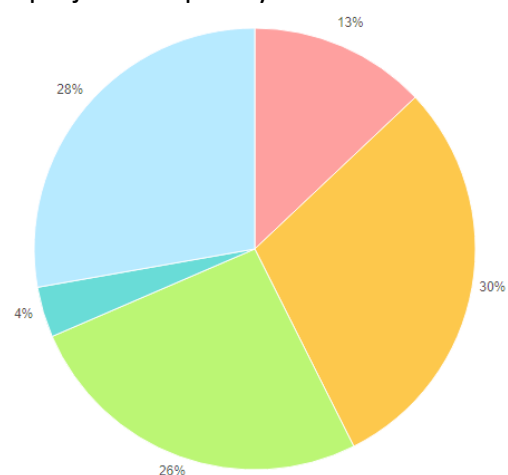


Figure C6: Answers to question regarding the interest in elements of The Garage (shared online whiteboard, project group messaging) and would that help the students keep track of progress

Answer	Count
Yes	21
No	6

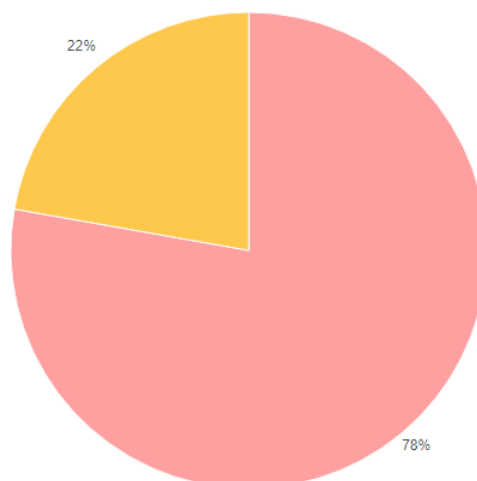


Figure C7: Ratings on how productive do students feel when working on a project from home (1-7 Likert scale)

1	2	3	4	5	6	7
0 (0%)	0 (0%)	8 (29%)	6 (22%)	8 (29%)	3 (11%)	2 (7%)

Figure C8: Answers regarding would students accomplish more working in an office environment

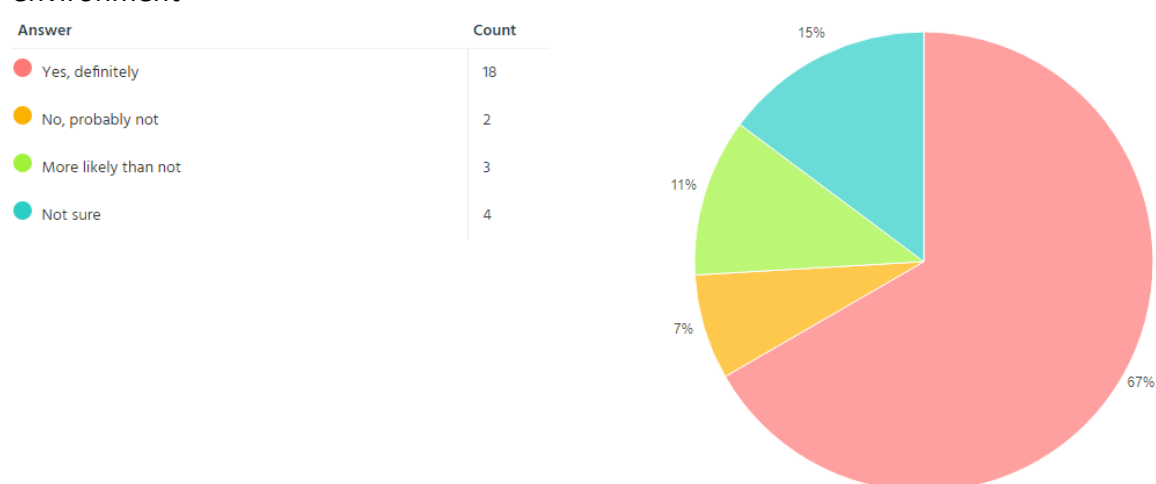


Figure C9: Answers to question regarding the interest in elements of The Garage (office environment, meetings) in combating loneliness and what students believe is beneficial by working in an office. (1-7 Likert scale rating per individual answer)

Answer choices	★	★ x 2	★ x 3	★ x 4	★ x 5	★ x 6	★ x 7
In case I need help	0 (0%)	0 (0%)	4 (14%)	2 (7%)	9 (33%)	6 (22%)	6 (22%)
Social interaction and chatting	2 (7%)	0 (0%)	1 (3%)	2 (7%)	5 (18%)	7 (25%)	10 (37%)
With colleagues around, I would feel as if I need to work more	2 (7%)	1 (3%)	1 (3%)	2 (7%)	8 (29%)	7 (25%)	6 (22%)
It would serve as a distraction and make me work less	3 (11%)	11 (40%)	1 (3%)	3 (11%)	5 (18%)	2 (7%)	2 (7%)
I prefer silence when working	1 (3%)	1 (3%)	3 (11%)	7 (25%)	4 (14%)	9 (33%)	2 (7%)

Figure C10: Student answers regarding the importance of informal activities and conversation to their well-being. (1-7 Likert scale)

1	2	3	4	5	6	7
0 (0%)	0 (0%)	2 (7%)	2 (7%)	2 (7%)	9 (33%)	12 (44%)

Figure C11: Answers to question regarding the interest in elements of The Garage (working with real stakeholders) and what makes this relevant to the students.

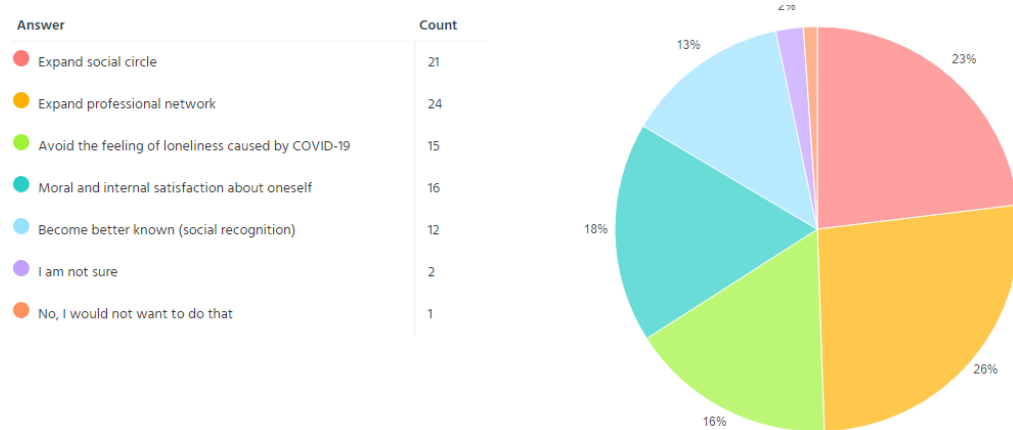


Figure C12: Answers to question regarding the professional context the students would want to make an impact in through The Garage project

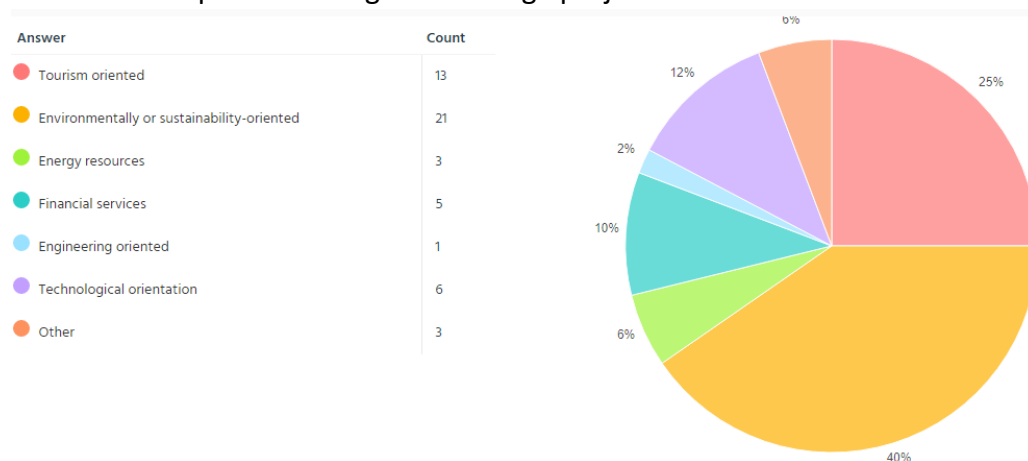


Figure C13: Answers regarding preferred working style in group work

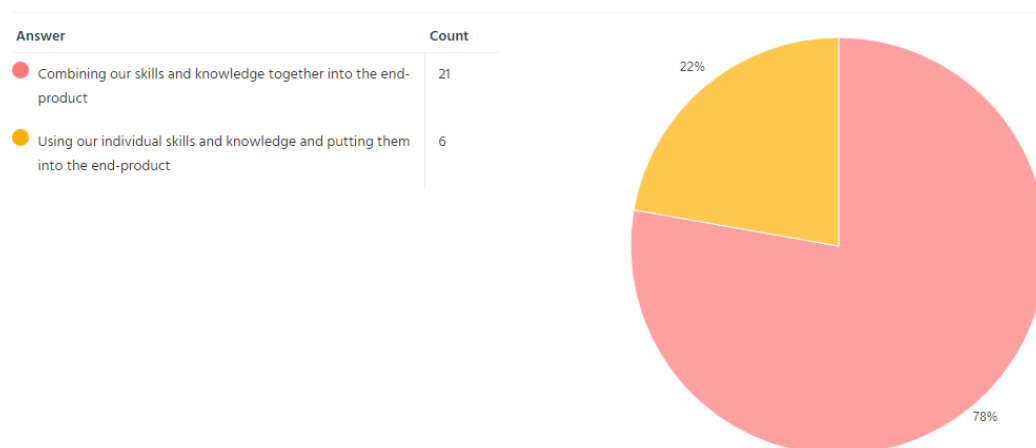


Figure C14: Answers to question regarding the interest in elements of The Garage (working with varying backgrounds and study programmes)

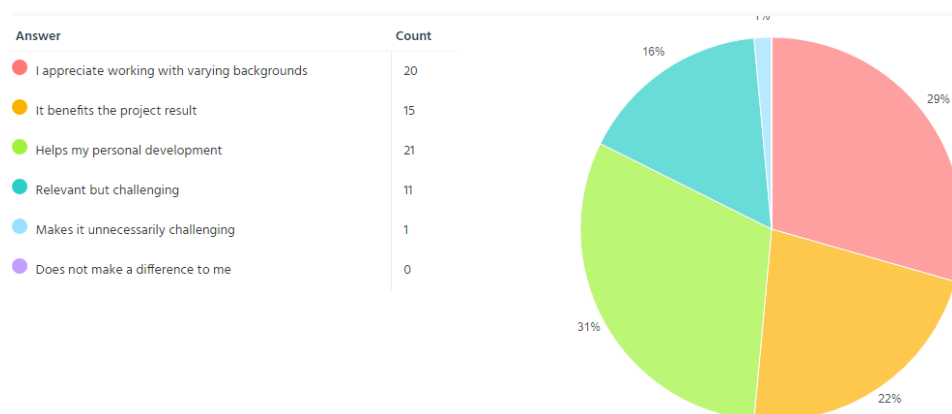


Figure C15: Answers to question regarding the student's opinion on working with higher year students

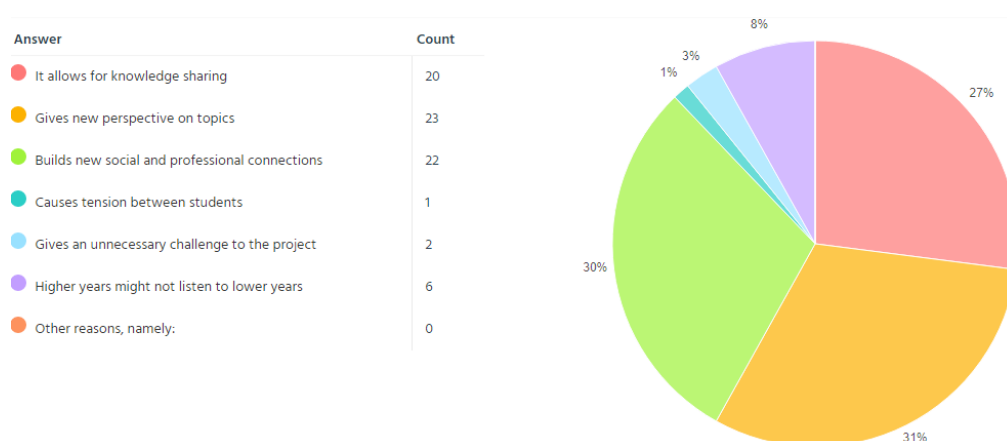


Figure C16: Answers to question regarding ideal group size

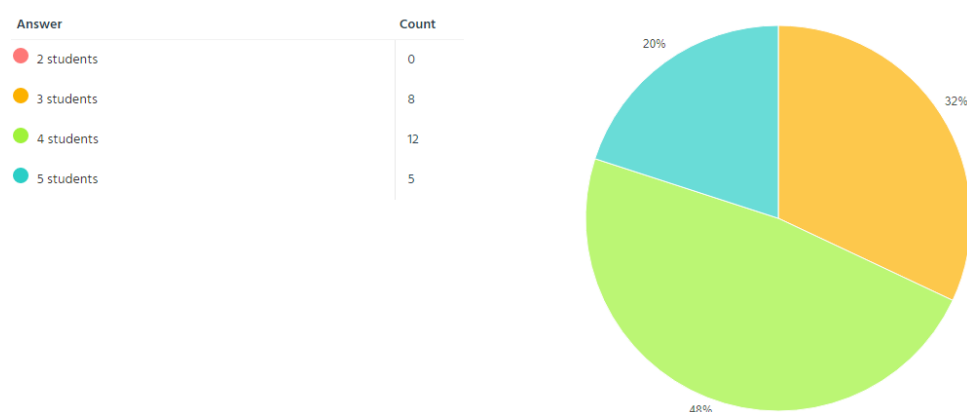


Figure C17: Answers to question regarding attitude towards shortcoming of other people in projects

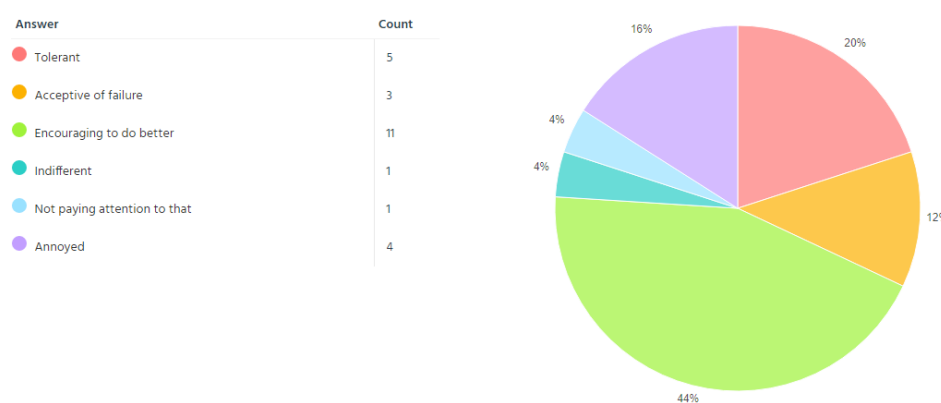


Figure C18: Demographic current year of study question

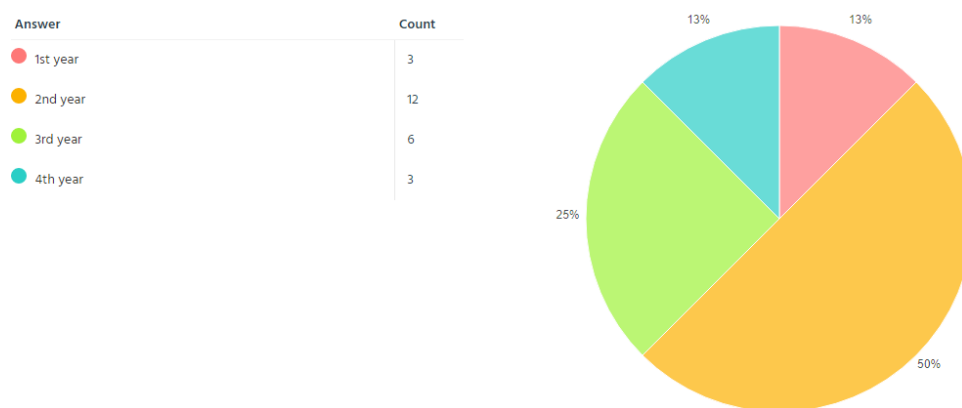


Figure C19: Demographic gender question

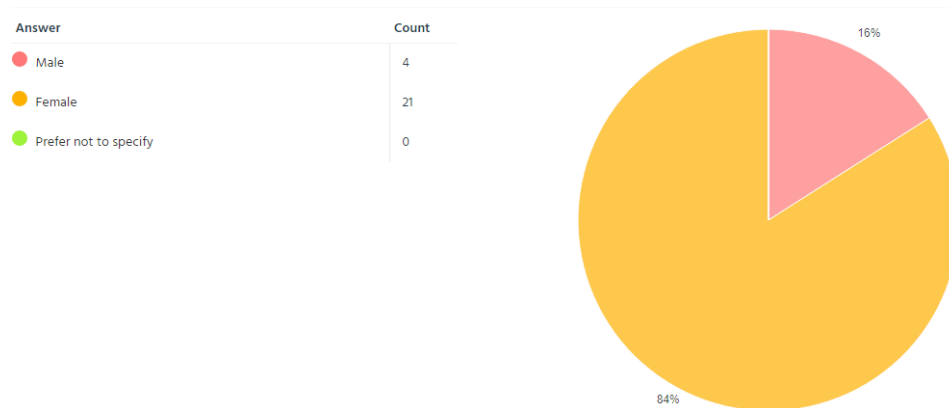
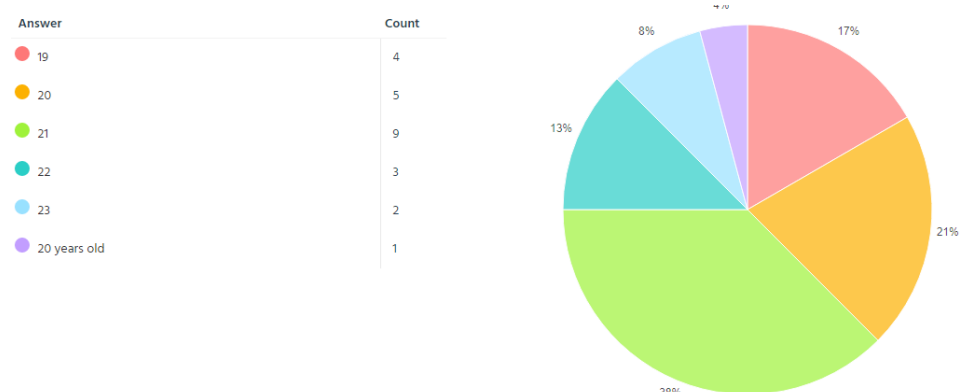


Figure C20: Demographic age question



Appendix D: Survey report NL – The Garage interest in Business and Vitality domain

Figure D1: Answers to a question regarding who the students are most likely to ask for help

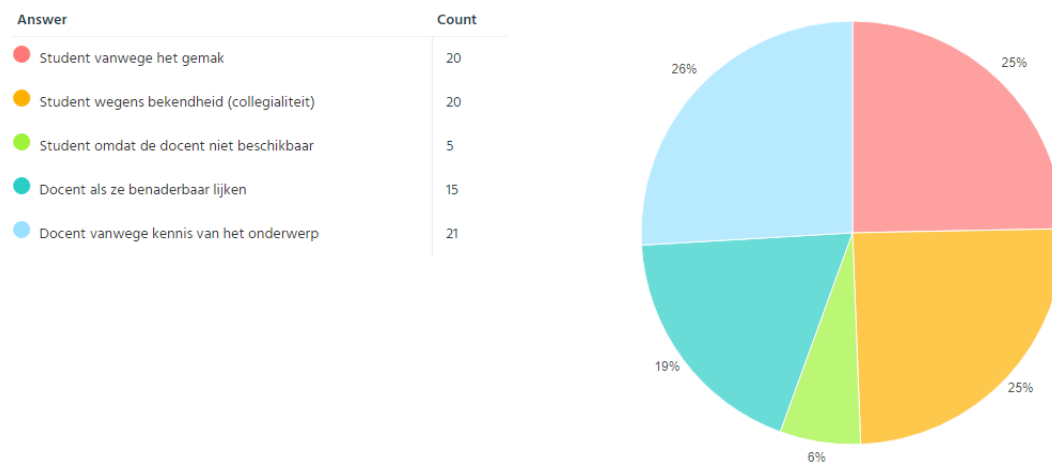


Figure D2: Answers to question regarding frequency and depth of feedback

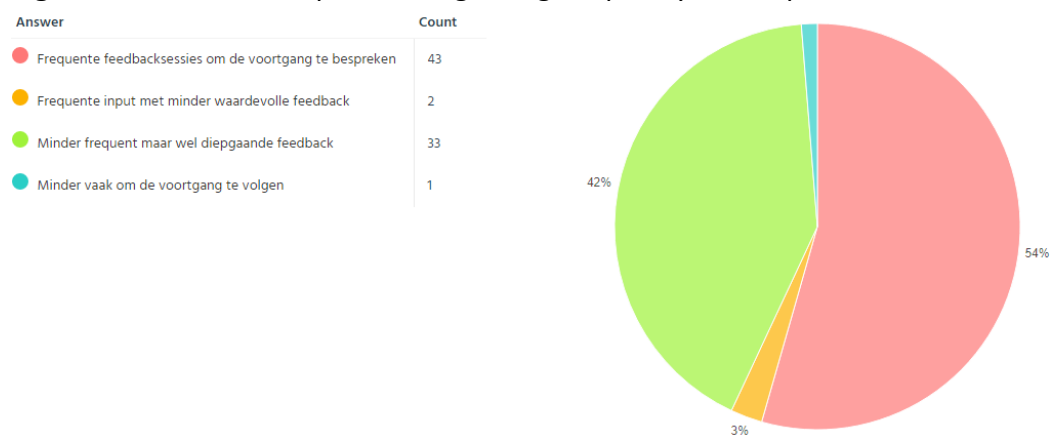


Figure D3: Answers to a question regarding preferred role of teacher in a project

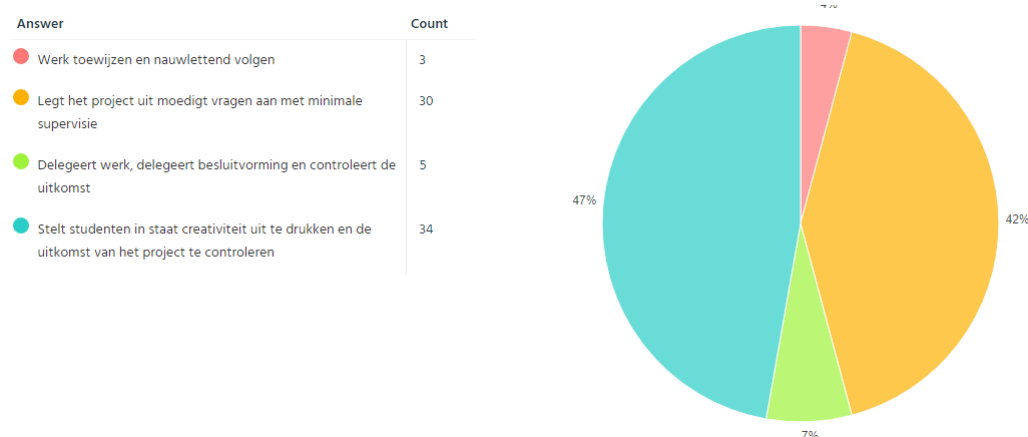


Figure D4: Answers to question regarding the interest in elements of The Garage (daily stand-up, office hour and project meeting) and would that help the students' progress in their project

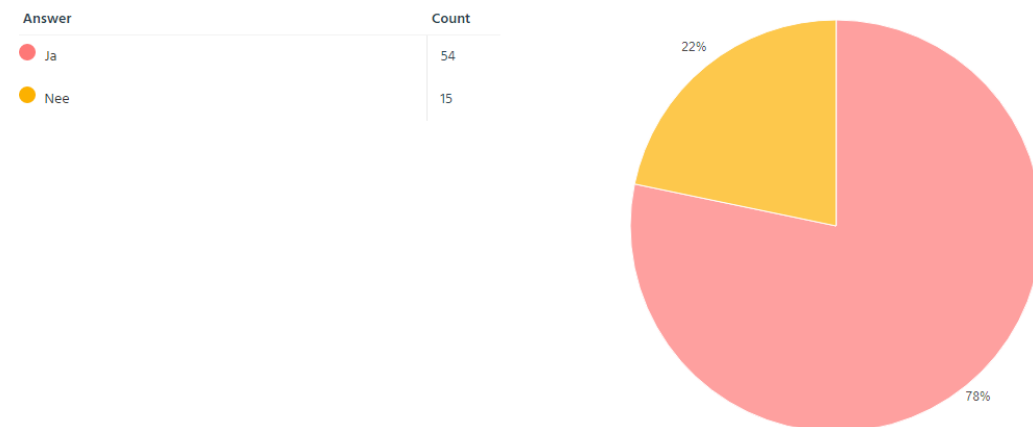


Figure D5: Answers to question regarding preferred project complexity

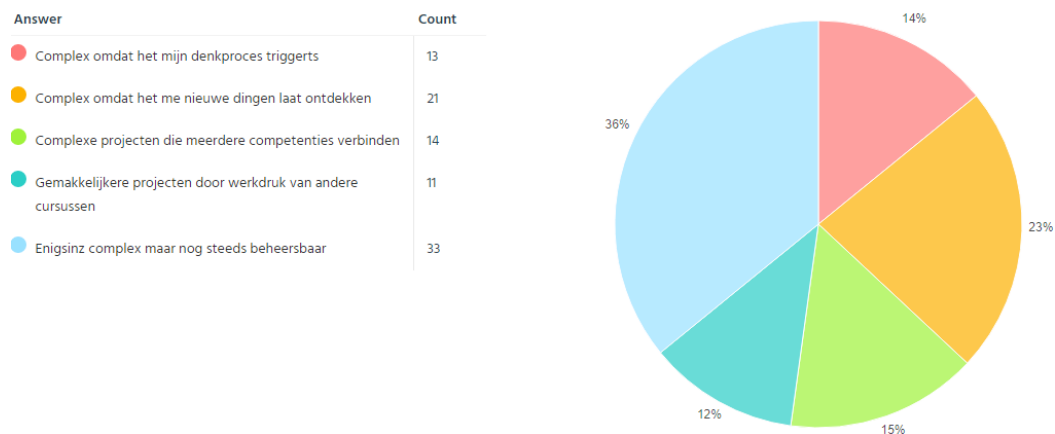


Figure D6: Answers to question regarding the interest in elements of The Garage (shared online whiteboard, project group messaging) and would that help the students keep track of progress

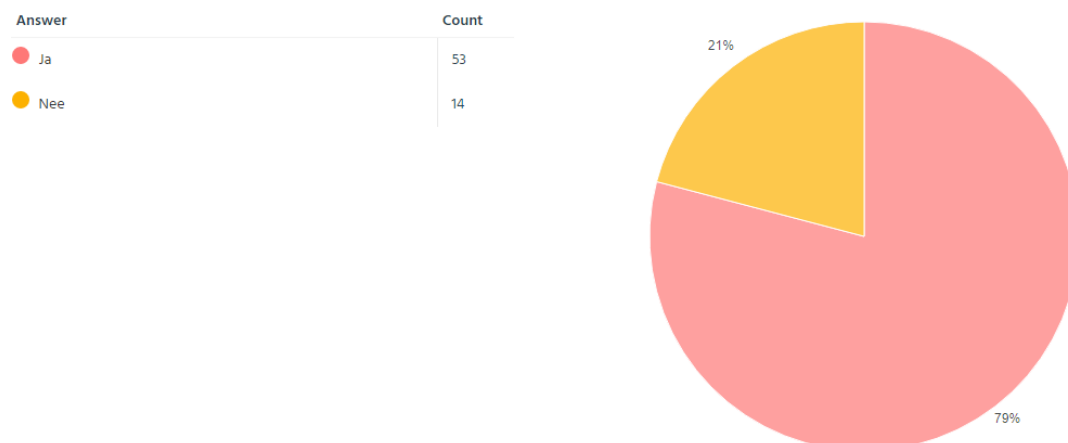


Figure D7: Ratings on how productive do students feel when working on a project from home (1-7 Likert scale)

1	2	3	4	5	6	7
2 (2%)	6 (8%)	15 (22%)	14 (20%)	15 (22%)	12 (17%)	3 (4%)

Figure D8: Answers regarding would students accomplish more working in an office environment

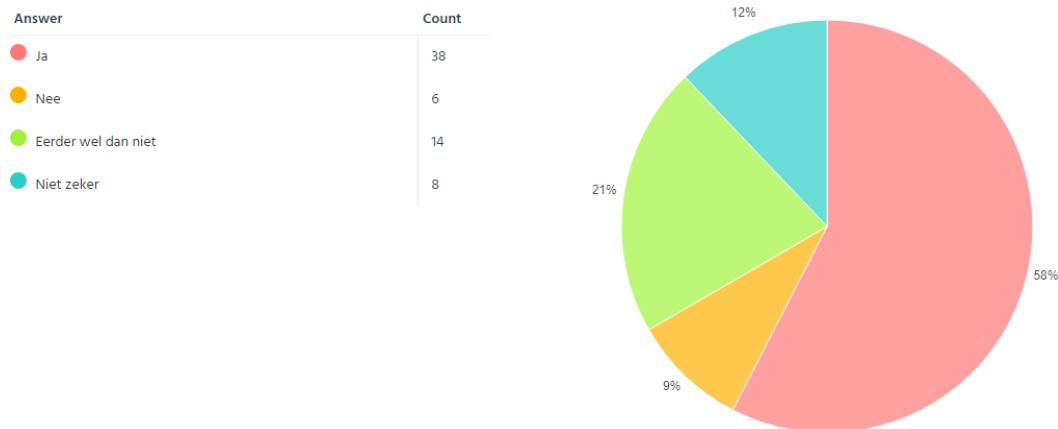


Figure D9: Answers to question regarding the interest in elements of The Garage (office environment, meetings) in combating loneliness and what students believe is beneficial by working in an office. (1-7 Likert scale rating per individual answer)

Answer choices	★	★ x 2	★ x 3	★ x 4	★ x 5
Voor het geval ik hulp nodig heb	2 (3%)	1 (1%)	11 (17%)	33 (51%)	17 (26%)
Belangrijk voor sociale interactie and chatten	3 (4%)	5 (7%)	8 (12%)	19 (29%)	29 (45%)
Met collega's in de buurt zou ik het gevoel hebben dat ik meer moet werken	10 (15%)	3 (4%)	17 (26%)	17 (26%)	17 (26%)
Het zou als afleiding dienen en me minder laten werken	14 (22%)	18 (28%)	17 (26%)	12 (19%)	2 (3%)
Ik geef de voorkeur aan stilte tijdens het werken	4 (6%)	11 (17%)	22 (34%)	15 (23%)	12 (18%)

Figure D10: Student answers regarding the importance of informal activities and conversation to their well-being. (1-7 Likert scale)

1	2	3	4	5	6	7
3 (4%)	2 (3%)	3 (4%)	5 (7%)	19 (30%)	16 (25%)	15 (23%)

Figure D11: Answers to question regarding the interest in elements of The Garage (working with real stakeholders) and what makes this relevant to the students.

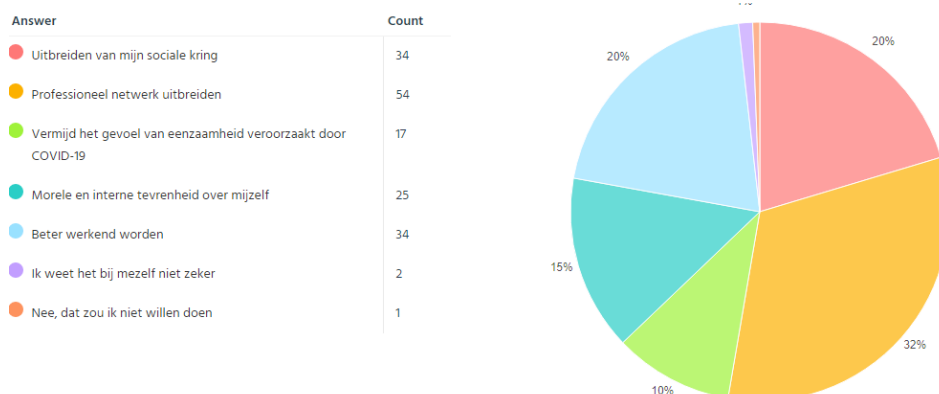


Figure D12: Answers to question regarding the professional context the students would want to make an impact in through The Garage project

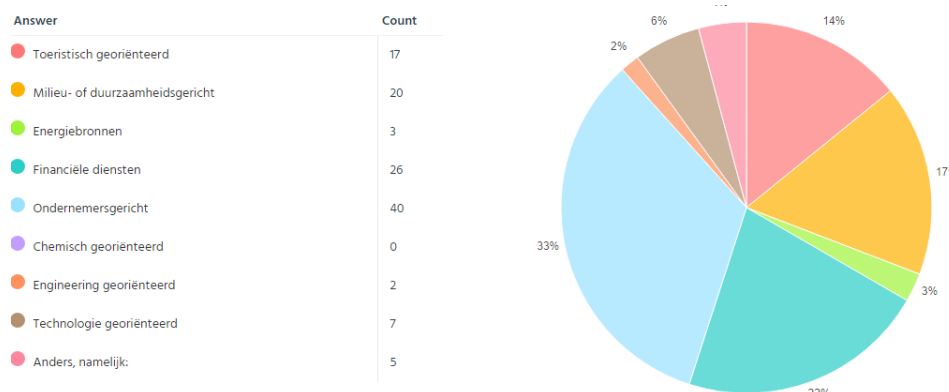


Figure D13: Answers regarding preferred working style in group work

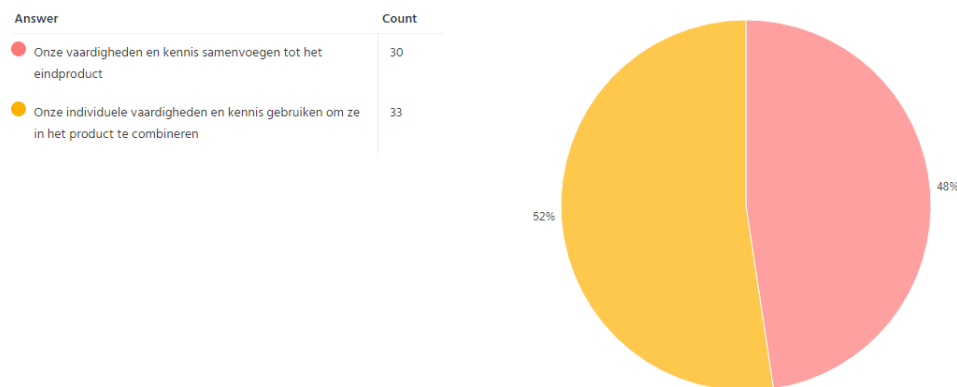


Figure D14: Answers to question regarding the interest in elements of The Garage (working with varying backgrounds and study programmes)

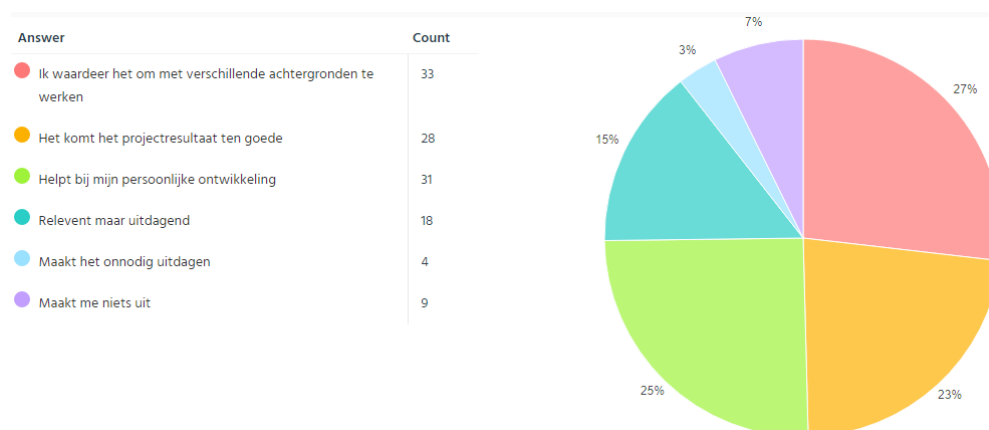


Figure D15: Answers to question regarding the student's opinion on working with higher year students

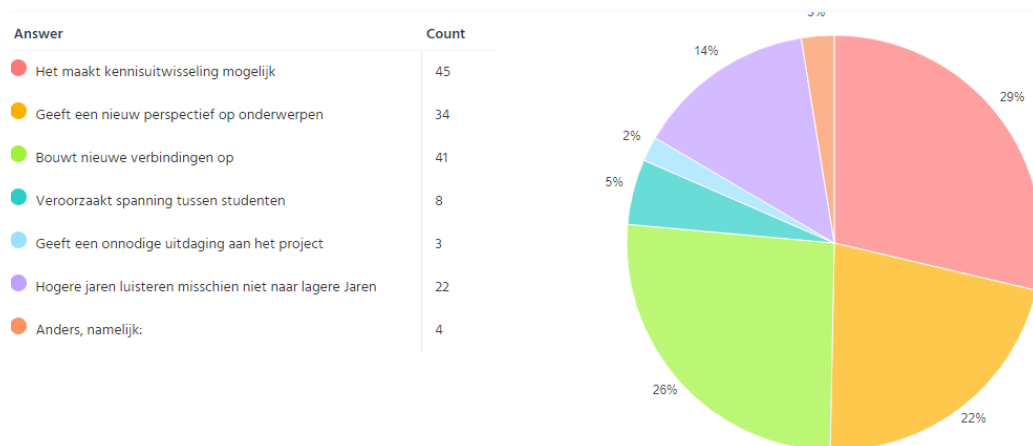


Figure D16: Answers to question regarding ideal group size

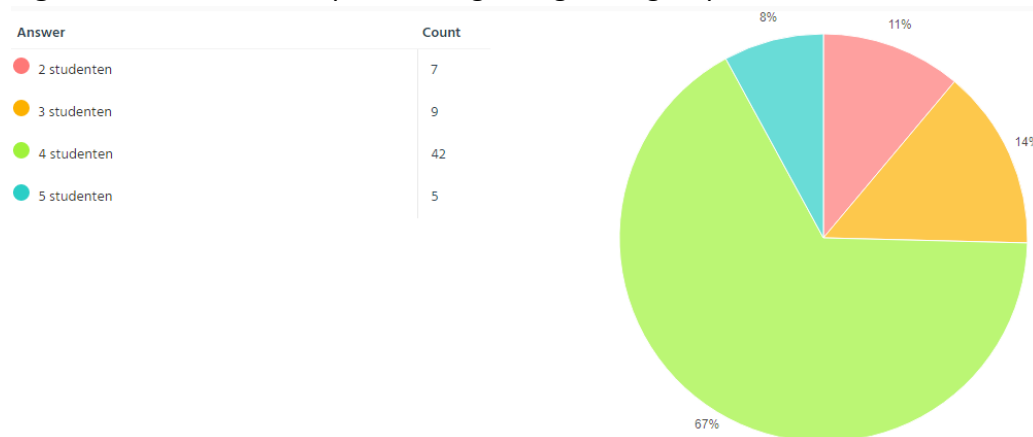


Figure D17: Answers to question regarding attitude towards shortcoming of other people in projects

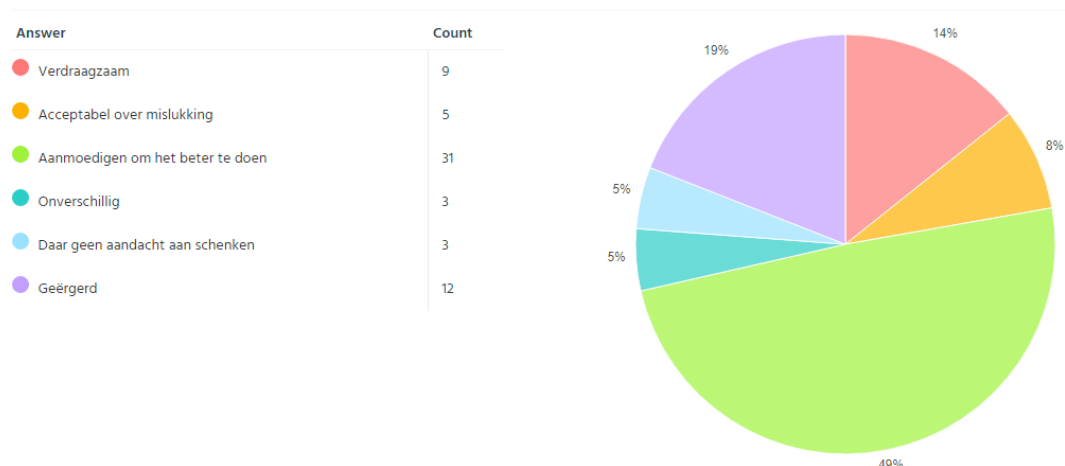


Figure D18: Demographic current year of study question

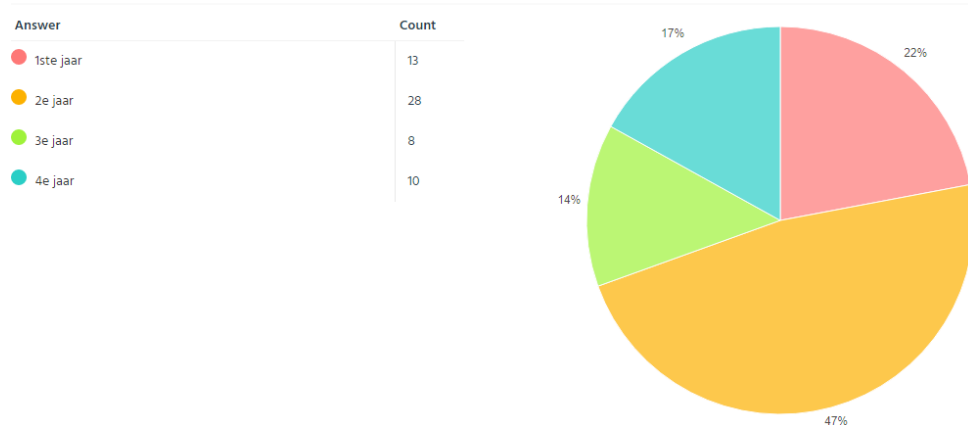


Figure D19: Demographic gender question

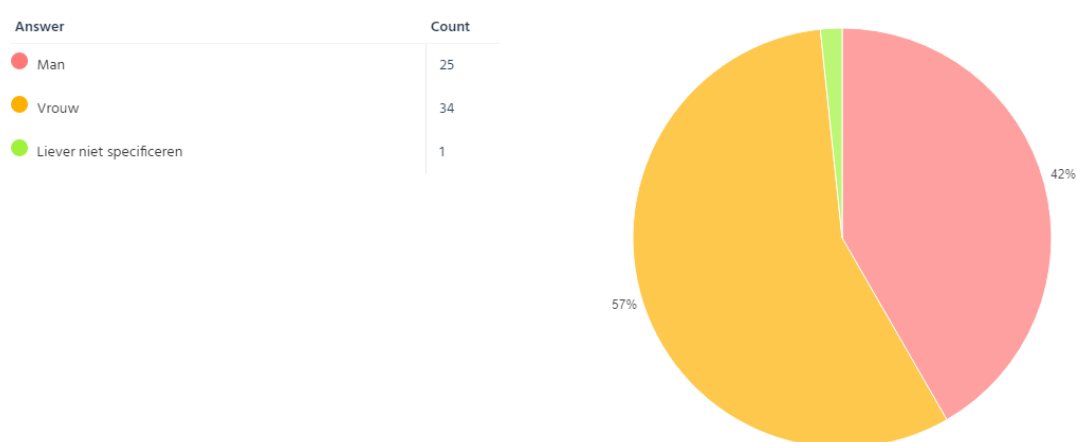
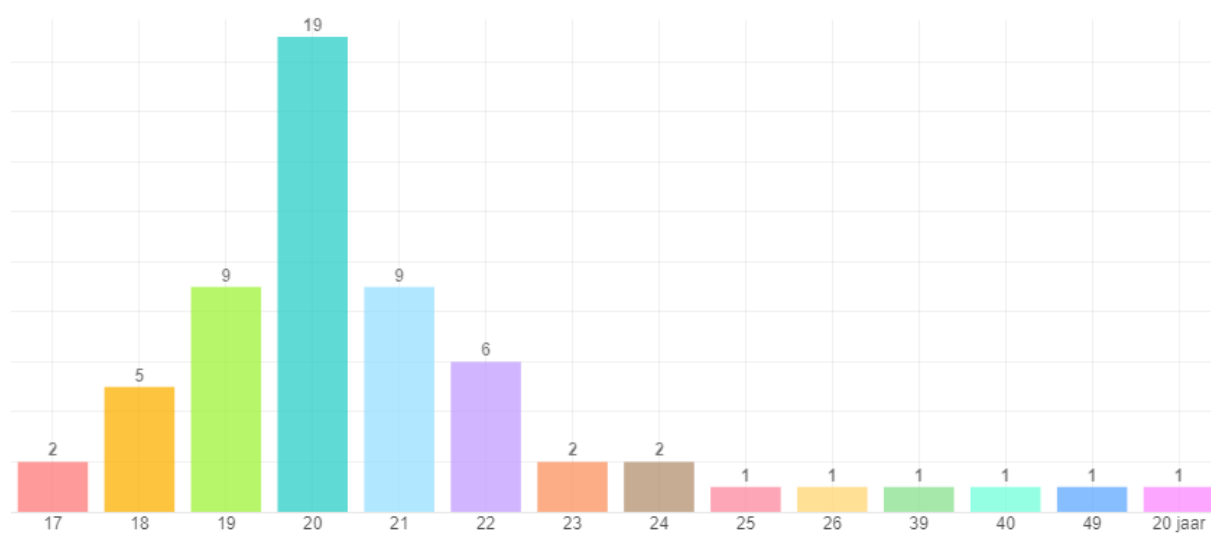


Figure D20: Demographic age question



Appendix E: Interview transcriptions

Interview 1:

Ivan: So, can you tell me more about the project or projects that you have done in The Garage so far? Describe them a bit.

Interviewee 1: The first part was my apprenticeship and I had three projects all of them continuing to now work on them.

The first one is about cruising from Vlissingen, and we are working with stakeholders from Vlissingen who own shipping companies. The first part we did research for them and we looked into what the market wants, for example, if they prefer cruises from Vlissingen to cities in other countries like London, Brussels and even a bit further or would they prefer more local cruises like city cruises or cruises to the nature and we analysed this research that we have conducted and presented it to the stakeholders and from this research we agreed which part of the project we want to work on. So currently we are developing the city cruises and nature cruises in the area in Zeeland and developing concepts with attractions, daily programmes and we are again looking into the market demand trying to make the experience for the potential customers.

Ivan: And you were working on that alone or with someone?

Interviewee 1: At the moment I'm working with one more person, before we worked with another girl but she's not working with us anymore. (Possibly found an internship)

Ivan: And out of the 5 working days in the week do you feel that 5 days were necessary to work on it or was the project not that demanding?

Interviewee 1: On this project (Cruising from Vlissingen) we worked twice a week, one was about the climate change so, for example, Green architecture, sustainable developments in cities and on that project I also worked twice a week and on my third project which was about nudging tourists to act more sustainably. By nudging I mean to push them towards sustainability without them feeling pushed, when they are on holidays and on this project, we are working one day per week.

Ivan: So your week is split into the projects evenly.

Interviewee 1: Yes, I don't work on all of the projects every day and its split up, also I have some personal assignments for my apprenticeship and internship so I also spend some of my time in the week on that.

Ivan: Do you have trouble scheduling your weeks sometimes and splitting it into different projects and assignments?

Interviewee 1: At first I was struggling with making structure for myself, especially because of the covid regulation we were working from home which was completely new for me, but now after these three months its gotten a lot better even though sometimes its still a bit of a struggle to follow up on your planning. It's gotten a lot better definitely.

Ivan: Of course, with time it gets better. I am not sure if this has happened to you, but since Monika has made the schedule for everyone and I think she asked you and contacted you which days you are coming to work, and when you are scheduled for work and then you might not show up to the office what is the most common reason for that? Maybe misplanning, or the weather.....

Interviewee 1: Hmm I would say either I was sick or I just wasn't feeling well, or I was tired of being around people.

Ivan: So it was more on a personal level?

Interviewee 1: Yes, its more personal feelings that day.

Ivan: Is there something wrong with the office in your opinion?

Interviewee 1: I wouldn't say so no, it was more of my personal situation that particular day.

Ivan: Would you describe the office space, the open office space as a social environment?

Interviewee 1: On one hand, it's social and if you want to talk to people either about your projects or about other things then it's suited for that and it's good like this.

Also if you really want to be alone, you can close yourself in the other offices and people will not disturb you.

Ivan: In the open office can you just put your headphones in and go to work or do people still manage to affect your work?

Interviewee 1: It depends...if there is someone who is being very loud or attracts lots of attention, then it's hard for me but usually it's not too much and I can put in my earphones and focus on my work and not get distracted.

Ivan: We all found out we're going to be moving to the office around middle of March and did you have any expectations before coming here?

Interviewee 1: I haven't seen the building before, and I'm not sure if I had any expectations before because I have never worked in an office before but I have very positive feelings about it. I love the coffee machine.

Ivan: Would you say the office has customizable options, so you could make it your own?

Interviewee 1: I think so, for example, if you want to write something on the board you can or you can connect your laptop to the screen and if you're working with a group I think it's a very good environment for that. I think it's about getting used to something, first I was maybe a bit shy or stressed, not stressed but more nervous because I didn't know the people and only saw them behind a screen which is different to seeing them live.

Already a few days later I felt more comfortable.

Ivan: If you had the opportunity to add something to the office, materialistic or an atmosphere, do you feel there is something missing?

Interviewee 1: I was thinking about adding a microwave, especially since in the beginning I was used to eating warm lunches but since we don't have the microwave I don't really miss it since I learned to make cold lunches (salads). Although I enjoy the cold lunches, it would be nice to have the option to have a microwave.

Ivan: Now I would like to ask you about the daily stand-up meetings, since we had some people who are not joining it and I want to see how you feel about it, do you find it useful?

Interviewee 1: I think so, although I understand why some people think that it is repetitive, so I think there should be something added to it, maybe not everyday but at least once in a while to make it different but I think it's useful yes.

Ivan: To connect with people and see what they are doing or just for you personally?

Interviewee 1: I think both, even though I usually make planning for myself no matter if I go to the stand-up or not but I think it's good to share what you do that day because it also gives you an overview for yourself. It's also nice to hear what other people are doing, what their approach is.

Ivan: You said before that some things could be added, would you maybe extend the time further than 15 minutes that it is now and add a short conversation perhaps to get our days going?

Interviewee 1: I think I would prefer something short.

Ivan: Would you continue having it every day or every other day or how would it be best?

Interviewee 1: I'm fine with doing them every day, since I got used to doing them like this so I know that every day at 9:30 there will be a stand-up and maybe if it's twice or three times a week I might forget about it.

Ivan: Yeah I can see where you're coming from with that. You said previously you worked with group members on your projects, right?

Interviewee 1: Yes, on all of them.

Ivan: Are you satisfied with their and their contribution to the projects?

Interviewee 1: Yes I am.

Ivan: There have been no problems or issues within the group? If you have something to say, now it's the perfect time.

Interviewee 1: No I wouldn't say there is something with them

Ivan: When you were working together, for example on the cruising project, was there equal division of work or how was the work divided?

Interviewee 1: When we were working with three people I would say...at first it was difficult because we didn't know each other and everyone has different strengths and weaknesses, so in the beginning we discussed those between each other and then it was easier to find a way to divide our work, in the end we all contributed equally. Although, we did not always do the same things but we did the things we think we are good at or the things we enjoy doing when it was possible. Now that I am working with only two people its still very equal between us.

Ivan: You said that in the beginning it was difficult because you didn't know each other, do you believe that stopped you from working as well as you could have?

Interviewee 1: No I don't think so, especially since in this project we are working stakeholders so we had deadlines and specific requirements from them but in projects you don't work with stakeholders its more up to you what you make of the project, in those situation it can be more difficult but I would say I was lucky with my groups. We found out quickly that we have common interests and it was easy to work together.

Ivan: You connected quite quickly then, that's great. You said you work with stakeholders on your projects, in which industries were your stakeholders in?

Interviewee 1: The facilitator is an entrepreneur, so he doesn't work in the cruising industry he just a businessman. There is also other stakeholders, one is located close to here.

Ivan: Are you satisfied with the type of stakeholders that they are?

Interviewee 1: Some of them are a bit more responsive than the others, with some of them we agree on something and they forget about it or change it and think we agreed on something different, so that can be difficult at times but at the moment there are no major problems with them.

Ivan: What did you mean by not responsive?

Interviewee 1: Maybe it was from both sides, maybe we should have engaged with them more through online meetings and now when we could invite the main facilitator to the office which really helped to see him in-person. The first part was mainly research, so we didn't have the need to work with them as closely but in the second part we really needed their feedback on our concepts so in the end we do not have the final meeting only to find out its not what they expected from us. There was one stakeholder who was not responsive to emails or would just reply to a part of the email and not to our questions.

Ivan: And for which project was this stakeholder?

Interviewee 1: It was for the cruising project still, we only have stakeholders for this project but its four different stakeholders. For my other two projects we don't have stakeholders.

Ivan: Who are you presenting your work to then for the other two projects?

Interviewee 1: In the nudging for meaning project we sort of found our own companies through interviews with hotels and some of the hotels asked to send them our report at the end when we are finished. As for the climate change project its still in discussion as originally we thought about presenting to the coastal research centre but we think that our information is not that relevant to them so we still need to find someone to present it too.

Ivan: In the beginning in February, you had to write a motivation for projects and what you're passionate about, right?

Interviewee 1: Yeah, that was a long time ago.

Ivan: When you were writing this was it something you were truly passionate about or something you knew would get accepted by Timo and Charlotte?

Interviewee 1: It was pretty instinctive, I wrote about the things I'm interested in.

Ivan: Did what you wrote correspond well to the projects you were given?

Interviewee 1: Yeah I got exactly the projects that I wanted when I was writing about it.

Ivan: Does that go for all of the projects?

Interviewee 1: Yes, we were also asked for some of the projects that don't have stakeholders if we want to continue with them or if we want to get another project in the second phase, and I chose to stay with all of them.

Ivan: Were the projects what you expected to get or did they sound more interesting than in reality?

Interviewee 1: One of the projects, about smart solutions it wasn't what I expected initially but now I realize that I should have done more research into that. I'm working on it with Goda and we got a bit side-tracked because there are so many interesting things about it and we just kept down the rabbit holes, and we lost focus. Sometimes it's also hard when you work with someone you are very close to, your friend, because then you're not as strict with each other and it's easy to get side-tracked.

Ivan: How long have you known Goda for?

Interviewee 1: I met her when I moved to the Netherlands, so a year and a half and we used to live together.

It's good to work with her because it's also something we are both interested in, even if we did get side-tracked now we are managing to get back on track and work on the project again.

Ivan: You believe you will be able to finish everything on time?

Interviewee 1: Well, I hope so at least.

Ivan: Now I'll ask you about mentorship and people who guide you are Timo and Charlotte, how often are you asking them for feedback on your projects or reports?

Interviewee 1: For the cruising project I would say we have had the most meetings as we needed to stay in contact with the stakeholders, and I guess the coordinators felt responsible to keep track of our work and they checked up on us more often, mainly Charlotte and we had more meetings with her.

For the other projects it was more when we needed something and then we would ask them, every once in a while they would also check in on us in the office and see how it is going.

Yesterday, for example, Charlotte came to our office when Goda and I were working and we discussed our planning on the next steps but it was more when we needed help we could reach out to them. Sometimes you don't realize you need help, and it can be a problem but we have learned from that now, next time we will ask for more feedback and communicate with the coordinators more.

Ivan: And they are available if you ever need them?

Interviewee 1: They were available, it was more that we didn't ask for help because we didn't realize we got side-tracked. We felt like we could do this by ourselves, yet when we presented our work to them it was not what they expected and on top of that we had some assignments for our apprenticeship, the portfolio so it was just a stressful time and our project just wasn't that good of quality because it wasn't the priority at the moment as we focused on our deadlines.

Ivan: With all the projects you have in The Garage, you still have enough time to work on your assignments and exams?

Interviewee 1: We have assignments mainly, not exams per se. I think we still have enough time for everything but it's necessary to make good planning.

Ivan: You haven't felt pressured by the projects and assignments at the same time?

Interviewee 1: Sometimes I did, but it doesn't have to be a bad thing as I am a person who struggles with procrastination and structure, I'm learning how to not let myself get too stressed again. Sometimes the stress helps you be more productive.

Ivan: When you were getting the feedback from Timo or Charlotte, was the feedback they were giving back to you useful?

Interviewee 1: Yeah, I would say so.

Ivan: How would these feedback sessions go usually?

Interviewee 1: Sometimes we would agree on a meeting beforehand when we would need more time and we would go through the presentation that we had and actually present it to them. Sometimes it was more random, maybe at lunch I saw Charlotte and asked her a question and we would have a short discussion about it.

With Charlotte I can discuss more personal thing which are not related to the project.

Ivan: Do you feel you're developing skills and being taught something in The Garage?

Interviewee 1: Skills that you need to have when you're working in a team is leadership and presentation skills, and also teamwork and empathy is something I have developed here. As for the projects, being responsible, self-discipline and when you talk to stakeholders you need to be representative, have good language skills, body language and all that.

Ivan: Since the beginning, is there a skill you would have liked to develop but didnt or didnt get the opportunity to develop?

Interviewee 1: For my project about smart solutions, I didnt know much about research and maybe we should have done a course about the topic, either online one or in the office.

Ivan: You havent yet had a research course in Tourism Management?

Interviewee 1: We did, but it was different and more about coding, desk research, field research. In my smart solutions project, one of my groupmates suggested we all do a design thinking course. The course really helped and we all did that and it gave me the idea how to educate yourself with all the access HZ provides us.

Ivan: Would MOOCs then be an idea for The Garage?

Interviewee 1: I think it shouldnt be mandatory but maybe more of as a suggestion, a MOOC related to something in your project. Timo and Charlotte did send us some documents but when you first dive into them they seem complex and scary, and its hard to start without knowledge on the topic.

Ivan: Final question, if you were the boss of The Garage and you had an unlimited budget, what would be the first thing you would change or add?

Interviewee 1: I dont think there is really something that is missing, but if I could add something it would be more social events and activities but thats also the responsibility of the social planning committee. For example, I would like some karaoke or another fun activity but of course with COVID regulations its complicated

Ivan: Thank you very much for taking the time out of your day for this interview!

Interview 2:

Ivan: So, in The Garage, how many projects have you worked on so far?

Interviewee 2: So three garage projects and then I also have the language tandem which is part of the IB program. So that's kind of like fourth project.

Ivan: Can you tell me more, tell me, like a short story about what it was about?

Interviewee 2: So my first project is the Student Wellbeing project and I'm doing it together with Lisa. It started out as just the project that we were doing on our own, so we were in the Social Committee as well but then we got sort of a client, Judith van Poppel.

She's a teacher here and she leads a team also around student well being.

And so we were working on the vitality week, promoting it and kind of organizing it. And now, we're part of a student wellbeing workgroup, where we develop articles to share with students about mental wellbeing and all kinds of content for to help students at HZ. We're also developing a platform. It's kind of a big work group so we're doing all kinds of things, but it's really, really interesting.

My other project is called nudging for meaning and it's about nudging for meaning in tourism. And so, it's about the attitude, behavior gap. Yeah, like how can companies like a tourism companies kind of nudge people in the right direction in terms of sustainability, kind of like guidance.

We're specifically looking at the attitude, behavior gap because a lot of people want to be sustainable, but when they go on holiday, they kind of just leave it because they're in another place, and we're researching that we're writing a report around that. And the research isn't super traditional, It's more into Design Thinking method way. So we did a MOOC, as well, which was very interesting, we all did it in the end, and I'm kind of the leader of the group so I also kind of supervise or like guide a little bit. We did interviews with hotels, and we did a quick survey and out of that, we're going to kind of create a report, and it's still very broad.

I started this beginning with all of the projects that I have, and they're still going. And then my third garage project is with FACET, which is funded sort of project here in Zeeland.

For them, I'm researching marketing strategies and it's pretty big, like, you know, traditional research report, not, not in the design thinking way, which is quite interesting as well but it's, I feel like that one is the heaviest exposure that I have.

Ivan: So, we have a variety of stakeholders in the projects you're working on and are you happy with stakeholders that we have?

Interviewee 2: So I have one project with the stakeholders which is FACET, and it's Mr Weijs, and he's quite clear. I, we haven't really communicated that much during the whole time but it's pretty clear what I am doing from the start, we've kind of discussed what I had to do and the thing is that it's an EU funded project and he's really like you can't talk to clients yourself so I'm doing theoretical research, so it's not really, like, I have to interview their clients or something or I can, I can't do a survey I just have to do theoretical research because I can't really engage with the stakeholders.

Ivan: Out of the five working days in a week, we have Monday through Friday, do you feel as if all 5 days are necessary to work on your projects and meet the deadlines?

Interviewee 2: Yeah, I do feel that all the five days are necessary for the work to be done for all the projects.

Ivan: Do you sometimes feel pressured by all the work you need to do and to meet your deadlines?

Interviewee 2: Yeah, sometimes. Sometimes I feel like it's a bit much for me. Maybe it's also because it's so unstructured and you kind of have to do a lot at the same time.

Ivan: What do you mean by unstructured?

Interviewee 2: Well it's just kind of like the projects you can fill out the way you feel like, for example, the nudging for meaning project is really broad we don't have a stakeholder there so there's nobody saying like, I want you to research this. And I felt like at the start we were, we were working, like we were brainstorming a lot and kind of like seeing which direction we want it to go but we spent so much time on like scoping what we wanted to research. So I felt like the ones without an actual client or a stakeholder should be more like specific. I also understand that Timo or like the organizers are like, "we want you guys to explore that and kind of find your own way" but in the end, because we spent so much time brainstorming. It kind of looks like we didn't really do that much, not that it's not like we've done a lot. And we've spent those hours but it's just, it just feels like what we were doing at the start we were like going back and forth and stuff. So yeah, I feel like the projects without the stakeholders should be maybe a little bit more specific and strict or just specific in what they want.

Not really the result because it can be recorded can be like a professional product, but maybe just the scope of the research because it was still quite broad and we could go in any direction, maybe it doesn't have to be super specific but just a little bit more.

Ivan: I'll ask you about the office and since Monika has made this schedule for everyone and then she got into contact with you then you told her the days that you were going to work. When you schedule yourself for the office and don't come to the office, what was the most common reason for not coming to the office?

Interviewee 2: I think for me it's mostly when I was sick. Yeah, I think that's mostly it. I like coming to the office and at the start when we didn't have the office I was really like I don't want to do this. I was really happy to have the office so yeah, I don't really stay home just without a reason.

Ivan: So the office does impact productivity?

Interviewee 2: Definitely, yeah, yeah.

Ivan: Do the people, distract you in the office?

Interviewee 2: Yeah, sometimes. So that's the thing, I do think like coming to the office and like getting up and like taking the train it makes you feel like, okay I'm accomplishing things.

Ivan: We found out we will have the office somewhere middle of March, and did you have any expectations before coming here the first time? Have they been met?

Interviewee 2: Definitely have, I didn't really have many expectation but it definitely exceeded my expectations I remember coming in and being like, whoa. This is pretty big and like we have meeting rooms and we can kind of move around and, yeah, it's really nice. I think it's a, it's a nice space.

Ivan: You mean that for like the open office space, closed offices?

Interviewee 2: Both actually, open office is really nice when you're, you see other people working and you're kind of, you can also ask them questions if you want, but then if you have to meet. You can just sit in the closed room and you have a private conversation with your group and do your own thing.

Ivan: Would you describe the open office space as social environment?

Interviewee 2: Yes, because we speak a lot more and sometimes it's not always about work but that's good as well because it kind of adds to the company culture and that's really good. I think that belongs in an office because this is kind of an internship space right and so it kind of replicates that feeling that you're actually having internships.

Ivan: Since we don't each have our own desk would you like the office more personalized that you can add your own things maybe you feel more comfortable for you?

Interviewee 2: It would be nice to kind of personalize your desk or something, but it's also nice to be able to kind of sit wherever you want, or wherever, nobody's sitting and we can move around to, I don't know. It would be nice, would be an option.

Ivan: In which ways, would you personalize it if you had the chance what would you put?

Interviewee 2: Maybe some plants or something. Yeah, some personal souvenirs, I don't know, like, bring something from home or, yeah, yes. So we need like a magnet, or just some things that I have on my desk at home.

Ivan: Is there something that you feel that is missing in the office, even like materialistic, or it can even be like atmosphere?

Interviewee 2: I think maybe microwave because then it would be nice to warm up your lunch but there's not really something in particular that I'm missing.

Maybe something that adds to the social or the company culture a little bit more and maybe some kind of game or table tennis or something just to get moving a little bit together so interacting, but it's not a must.

Ivan: We do the daily standup, which you know, some people don't join that often, so I want to know how are you feeling about the daily standup?

Interviewee 2: I think it should stay daily because if you're not doing it daily then you would be talking about several days and that would make it confusing, but it's also kind of repetitive, but I still

think it's a good thing because it kind of allows you to make sort of a to do list in your head, which otherwise you wouldn't do. So I do like it.

Ivan: You said you would maybe add something to at the end of that?

Interviewee 2: Yeah, it's a bit too repetitive, because we usually were just like, oh, today I'm doing this, this, that, and then the others listening they don't really know what you're working on or like what project that is, so maybe we should make it more of a conversation, kind of.

Talk more about the struggles and how we can maybe help each other, but it would also be nice to kind of add, we did that this morning add a fun question, just to make it more light, and stuff. Its great to start your morning and to get to your schedule together. Yeah, especially if you're working on several different things. It's nice to have the opportunity to think about it because, I mean I already make a to do list in my head but maybe some people don't and then they get motivated to kind of think about what they're actually doing that day.

Ivan: You feel like more motivated when you see that other people are also busy with their schedules?

Interviewee 2: Definitely, yeah, because sometimes I get distracted by people and I'm just like, What are they doing, you know, but if I hear, like this is what I'm doing I'm doing a presentation today with the stakeholders and, like, whoa, that's cool. I should also work really hard. So, yeah, yeah, it motivates me I think. You hear someone talk about their schedule, then you get the idea that you could do something along those lines or incorporate something from somewhere. I remember everyone started talking about like, yeah, we're doing a survey and stuff and then I was like oh we could also do that for our research, it's a pretty basic one, but I was just like, oh, yeah.

Ivan: What are your thoughts about your group members? Is the work divided equally or is someone doing more someone not doing anything?

Interviewee 2: In my group nudging for meaning, there's one person not really doing anything, which is sometimes kind of difficult because I'm like the group leader and I kind of have to keep an eye on that but it's, I mean it's also, I feel like the garage is some somewhere where you take your own responsibility as well.

So it's hard to kind of judge to which extent I should push someone because I am like, if you're not going to do it, if I ask a couple of times and you don't reply, like, I mean, that's your loss, you know.

Ivan: So what do you feel that responsibility as the leader you said?

Interviewee 2: I mean yeah, I'm, I asked that person a couple of times, are you joining or something but I'm not going to say "Hey, are you joining otherwise....."

And if they don't do it, It's their own fault really.

Ivan: In February, you all had to write motivations for the project that you want to work on? And then how did the motivation you wrote, correspond with the project you received?

Interviewee 2: Yeah, yeah, I definitely, I had a student well being as my first choice. And I think the other ones. Yeah, I think I had my first three choices, or something, and they were all what I wanted. That's all what I wanted, so that's good.

Ivan: So would you like more freedom choosing the projects?

Interviewee 2: No, it was great. I like how they kind of asked us like what do you want to work on. And I appreciate that, yeah.

Ivan: You said you're working with EU funded project, how is that going? You have a stakeholder there?

Interviewee 2: I have a stakeholder there, yeah Mr Weijs but he is part of that research group. So, yeah, it's going well, it's a lot of research and sometimes I'm a bit stuck because I don't really know all about like the clients that they're working with, because they're keeping that kind of off limits. I mean it's going well it's just sometimes it's a bit difficult because I'm working alone.

Ivan: So, would you have liked another group member?

Interviewee 2: Yeah definitely because it's quite a difficult subject and it's a big, big research. I thought I would have liked to work alone, but it's also nice to have someone's other ideas and like, like when you're stuck in something or you're with someone. Usually, the other one is, has an idea

where you can brainstorm together. So, work together, I think, yeah, I think I would have preferred but that's a personal preference.

Ivan: Do Timo and Charlotte know it might be too much for one person, or do they not know about it?

Interviewee 2: I think they know from what I've expressed. But, yeah, they know that I'm kind of struggling with it sometimes but struggling makes you realize some things.

Ivan: Speaking of Timo and Charlotte, how often do you get feedback on the projects? For the FACET or for the nudging for meaning how often do you ask them for feedback or input?

Interviewee 2: Lately, not really. We haven't really asked for feedback, maybe we should have asked more. We have asked for feedback, a couple of times for that project but it's just that we were just working on the report. So we know what we're doing, but maybe it would be good to kind of show it to them at some point and just ask for their opinion.

Sometimes when we show it to them we go in a different direction, because it's so broad, like I told you, and then it gets confusing as well so now we kind of set our scope and we know what we're doing so, we don't really want to get that confused.

Ivan: The input and the feedback from Timo and Charlotte, is it useful to you? And also Mr. Weijs is useful to you?

Interviewee 2: Yeah, Mr. Weijs is very clear, what he makes are really clear comments but with Timo and Charlotte it's more broad but it's also helpful to kind of this gives you a different perspective.

Ivan: With the feedback do they provide guidance or they did give you another option?

Interviewee 2: Mr. Weijs who will talk about specifics. Yeah, I think. The garage is very flowy and more ambiguous and everything. Yeah, it's more broad and like, there's lots of options you could do anything.

Mr. Weijs is more educational degrees are the guidelines, this is the assessment form this is what you have to do. And, yeah, and just follow that. Yeah, and then see what see what, see what happens. So I think it's the garage is really different from regular minors, because I'm doing this for my minor, because it's really different in what you need to do.

Ivan: Not just for the projects but personal stuff, are Timo and Charlotte available for you?

Interviewee 2: Yeah, yeah, definitely. I've spoken a couple of times to Charlotte about personal things and it was really valuable for me, so they are always there. Yeah, I know that they're always there.

Ivan: So now we move on to the semi final question, do you feel like you're learning and developing your skills through the work that you do for projects?

Interviewee 2: Yes, although I do think I'm more developing my personal skills and kind of like organizing skills or leadership skills, and maybe organizational skills.

I mean, also, we're learning about different topics. So, yeah. And, but it's a lot about personal growth, I feel like, at least for me, it has been like a journey.

Yeah, it's just because at first I was like well this is so free and open and I'm, I want that structure, but it's also nice to experience freedom.

I do feel like, you know, this is the first time we're doing this, and I do feel like it needs to be built up a little bit more and I'm generally a good student and I'm quite motivated but I feel like if other people aren't as organized or as motivated, they might find it really hard to kind of navigate this sort of maze. Yeah, maze is a good word.

So it might just be because it's the first time we're doing this, but it might also just be because this is quite free. I don't think it's for everyone. And what I also want to mention is that I, because we don't have like assessment forms and specific requirements like this is what you have to do. I'm also like how are you going to determine whether or not someone failed, or someone passed. If I see people not doing anything, and I'm like, are they going to pass or not but how are you going to decide that. Oh, yeah. Because if they also pass, I would be kind of pissed because I'm doing my best a lot and like, I'm definitely going to deliver a portfolio. And I'm just because we don't really have those guidelines. I'm just wondering, how is it going to be assessed.

Ivan: Does the person who is not doing as much as you, for example, make you feel like they dragging the group down or you can just dismiss them and work hard.

Interviewee 2: Of course we're gonna mention it to them and to the mentors, if someone doesn't work as hard. I don't know what they're going to do with it, but we're just gonna, we're gonna continue and no it's not going to stop us, we're just going to finish the report, and yeah, that's our work, maybe. It depends, like the report, she hasn't worked really on it so we might remove her name from the report or something, but we'll have to see how it turns out, but yeah.

Ivan: Is there a skill that you thought you would have developed but you haven't yet or have not had the opportunity to do so? Is there something that you would like to learn in the garage?

Interviewee 2: That's a good question, maybe for IB students, it would be nice to have maybe some projects that are less geared towards tourism, but more, maybe business related marketing or like finance I don't know, just something that is more geared towards international business students because I think in the next years, it might be more IB students, so maybe maybe something like skill in terms of like the core business related skills. Yeah, so the other than there now the topics are more tourism and go towards tourism well if I hear about the two projects it's mostly tourism, but I mean there's mostly tourism students right now so for me it's also nice to kind of dive into tourism a little bit because that's also a positive thing about the garages you meet people from different studies which is really great. Yeah, I think it's mostly like just tourism and I be students and this team will organize and make sense, but maybe for next year.

Ivan: Time for the final question, If you were the boss of The Garage and you had an unlimited budget, what would you add or change?

Interviewee 2: Actually, I would hire another supervisor, someone who specialized know maybe just like someone that walks around, he kind of like, walk in and be like, "What are you guys working on", I think that would sort of boost productivity, sometimes, because we're all students. And before this, I was in my internship and we had a nine to five mentality, and I was really used to that. Then I came here and all the students had kind of like a school mentality of like going to school for a few hours a day. And I was like okay nine to five, let's do a nine to five, but then sometimes we don't do that and I'm like, It's not school it's like an actual workplace and so maybe someone kind of is a little bit more strict, a bit more strict. Yeah, but I don't know if other people would agree, maybe it's just a personal preference but I think it would.

It's sometimes nice to have that little push but it will help us, I think we're productive but it would help us kind of push ourselves a little bit more. Yeah, that's, that's what I would do.

Ivan: That's it for this. Thank you so much for the interview.

Interview 3:

Ivan: How many projects have you done so far in The Garage and describe them to me a bit?

Interviewee 3: I did two projects for the Watersnoodsmuseum. It's a museum about the disaster that happened in 1953. Where Zeeland mostly flooded and they want to offer 24 hour packages for different target markets in collaboration with restaurants and camping they have, and they want to make it an experience where you can relive to disaster, but also have fun, and you get educated through it to disaster. Yeah, like some Titanic experience you have in America like, yeah, that's really cool. You can walk through the ship, and it feels like you were on the Titanic, the night when it sunk. And we want to kind of do the same with the disaster.

The other ones I had was from food tours, we had to create a food tour for the museum and the restaurants. We try to do a theme with forgotten vegetables within which to eat. Yeah, I don't know if it's really a thing in other countries. In the Netherlands, we have like forgotten vegetables, and there's a lot of them in Zeeland. So that's what's very cool to find out. And you have like the main

vegetables you can buy in the supermarket, but you also have like vegetables that aren't really as popular anymore and don't get sold.

Yeah, something like that. And some Yeah, are kind of forgotten, and no one eats them anymore but they're still there.

We try to put as much as forgotten vegetables in the food tours as we could and then you go to local companies and learn more about the disaster. You pass monuments from 1953. And for the rest, yeah, like local companies and villages. And just really fun to do, actually.

And the last project I had was an individual project on green leisure, on which I worked by myself and there was no company involved. Well, like the city parks presentation. I did. Yeah, that was about green accommodation. sustainability. So that was also fine.

Ivan: Oh, that makes more sense now, two group ones and one individual. In the five days in the week, like Monday to Friday, and do you need all five days to work on the projects?

Interviewee 3: Yeah, like, the first two projects that I talked about they, the company was very excited. So we get a pilot event and we need to actually create a concept in real life. And it needs to be done within a month. It's on June 11 so we need to work hard for it. And the green leisure project I did on Fridays, and the rest of the days we were working on those two projects, because we need time for that.

Ivan: So you kind of schedule yourself pretty good.

Interviewee 3: yeah we're free to come in any day and work. So yeah, after a few weeks, it was just a given that we would come on certain days and meet up.

Ivan: You like having this flexibility to work?

Interviewee 3: I do because the first month or so was online and I wasn't really motivated. And just like, I don't think anyone would know it was, it wasn't fun. It felt like a burden, because you have to work in your room all day where you sleep, where you eat, where you work. So it was boring. And now we have the office and I met new people when we hit it off.

Ivan: Around middle of March, we found out we will be moving to an office, did you have any expectation before you came here?

Interviewee 3: Well, I was surprised with a building because I didn't know it was from the school. Then the offices with all the desk and chairs and like a flat screen and a camera in the corner. And we have cameras, you can just add them to your laptop. And then you can film with it's really fun. That's how we do the meetings as well.

And, like the whiteboards where you can just put your notes on. So yeah, it's fun. And the lunch breaks and how flexible everything is.

Ivan: Would you describe the office as a social environment?

Interviewee 3: Yeah definitely, people chat and sometimes like we did yesterday, like the games with countries and just to have a little break, or people get coffee and have a small chat. So I think it's very nice. And everyone's very social. But if work needs to be done, it's also perfectly suited.

Ivan: For the closed offices, the private ones. Is there options for personalization? Can you make it more like home?

Interviewee 3: Yes, yeah, we had the mugs, of course. And yeah, like the whiteboards we just scribble or draw some hearts on them, or just put them for with our notes for projects. And when you have lunch, we also have leftovers, we just put them in the fridge or something like the grapes. And then it's very, I don't know, it doesn't really feel like school because I was scared at first it would feel like school where you have like a classroom and then just, but now this feels like some home office or something. But then with friends, just colleagues that are all very kind. So it's not like there's a weird ambiance. And all only seriousness, there's also fun.

Ivan: If you had the chance to change anything in the office, materialistic or even the atmosphere. Would you change or add something?

Interviewee 3: I would put a microwave in the room. And some of the desks are very low and you can get them higher. So maybe different desks.

Ivan: In The Garage we have the daily stand-up, how do you feel about it?

Interviewee 3: Well, I think it's nice for people that want to work with it. But me personally, I don't find it too useful because when people are sitting in the kitchen area, or in the open space, and I'm just sit down with them and then I talk about what I'm doing today and just have a chat with everyone. Instead of meeting in the morning, you know what you're gonna do exactly.

Ivan: Do you feel that and it's maybe too early, or just maybe too repetitive?

Interviewee 3: Maybe if we did like, before or just after lunch or something, you already have a better idea, how today is going so far, because some things can change, like, when you say you're gonna do with this and that in the morning, and something comes in between, you have different plans. So maybe it's just fun to have a little chat with everyone, and then say what happened in the morning and what you're going to do further for the day. If people like daily stand up so far, it's not really an obligation to go sometimes.

I don't feel pressured to join because if I have questions, or if people really want to know what I'm doing, we can just ask in the office.

Ivan: You work with the same group for the two projects, or was it different people?

Interviewee 3: For the food tours? I work with Valentino, Aafke and Jimmy, and for the overnight stay I work with Jimmy, Jelle and Aafke.

Ivan: How do you feel about your group members? Are there any issues, or not any?

Interviewee 3: Sometimes there's one person, which I'm not gonna name, there's one person that doesn't really do anything. But the rest is always very productive. And we just work in groups and sit in the office all day.

Ivan: You didn't know each other from before?

Interviewee 3: No, Jimmy is in my class, but we never talked and Jelle I have never met after I've never met before because he is a year above. Aafke does International Business so we also never really got into contact before this. But yeah, we hit it off. So it was really fun. Because especially in the lockdown and stuff. It's fun to meet new people, and especially when you hit it off.

Ivan: In your groups, is the work that you do equally divided between you or are there people who do more and some less?

Interviewee 3: Yeah, because most of the time, we just work in the office. And then we do everything together and we discuss and then everyone writes their piece, but we sit together. So it's all equally divided. But if you're not in the office, you miss a lot of the things because we have life certain days we meet for certain projects. And if you're not there, and you have no idea what's going on.

Ivan: You said you really hit it off with your group members? How long did it take you guys to get to know each other?

Interviewee 3: We went to see and visit the museum and the boys live close to there. So we got lots of tours. Yeah, and we have a little lunch together. So that was really fun. But once we had, we got to the office, everything was fine. And we had laughs and that's really fun.

Ivan: In the beginning in February, you had to write a motivational letter for each project and what you want to work on. How did the motivation correlate with the project given to you?

Interviewee 3: I just picked ones that were very interesting to me and food tours. It's really fun. I would want to go on a food tour, so why not develop one? The same with the overnight stay, like real life experience and creating such concepts is very interesting to me.

Ivan: The end projects that you motivated, did they meet your expectations?

Interviewee 3: Yeah, it was. Yeah, at first I was like, it's a school project. But you have a lot more freedom here and a lot more time. You have no classes. So you don't have to work. After school for projects, you can just work all day. So you get a lot more done, so you can do more research and get more into details. Yeah, so it was better than I expected. And I think the company sees it well, they wanted a pilot project because they were so excited.

And it's all through the museum. The museum is in collaboration with a restaurant within the museum, and a camping area, which is next to the museums.

Ivan: Is there lots of contact between you and the stakeholder?

Interviewee 3: Yeah, we presented yesterday for food tours, and last week for the overnight stay. And we got into contact with the guy of the camping as well for the overnight stay because we have to sleep there and go to sleep. Like an experiment, that's from the pilot as well, we will use it with a group or like 15 people, each three friends, and then we just do the entire experience, and see if it works.

Ivan: Did the stakeholders meet your expectations? Their size, the communication with them or they didn't meet your expectations?

Interviewee 3: I expected that they would guide us through things, but whenever we meet or email them to keep them updated, they just give their opinion or ask some questions or they give us notice on what we can pay attention to. So yeah, it's a fine collaboration. You can do whatever we want. They just take notes. They just take notes and take notes and ask questions or if they disagree with something, they just say it.

Ivan: And now I will ask about the mentorship. I'm not sure how often you speak with Timo and Charlotte but do you ask them for feedback on the project?

Interviewee 3: Charlotte is always there when we have meetings and when we meet with companies. She's always there and sometimes she just checks up on us.

Timo not so much. With Charlotte, whenever we have a question, we just go to her desk.

Ivan: Do you find it useful?

Interviewee 3: Yeah, totally because she's very invested. Like sometimes in school projects. The coordinator of the module is very busy with everyone. She gives feedback and keeps it personal, you know, so it's very, it doesn't really feel like she is leading or a leader position because he's very kind and just caring as well.

Ivan: Now I'll ask do you feel like you're learning and developing yourself through the work in The Garage? Can be in a professional context or even personal skills.

Interviewee 3: I think so because now you are in real contact with companies, since they want to pilot you have to network with other companies for collaborations and making the prices and doing the finance part as well, creating concepts and stuff like that. So I think I learned a lot.

Ivan: And is there a skill that you have developed in particular?

Interviewee 3: Maybe the thorough focus on target markets, like we did a lot of research for each project on what the target market wants and needs. Yeah. So yeah, I learned to really look efficiently to it and conducted my research and concept.

Ivan: How do you decide to target the market now?

Interviewee 3: Not just by looking on the internet, but also talking to people and asking their interests then of course, you can google things, you can conduct research on what is done before and what people it did attract something similar to what you're having your head and you can also figure out what kind of people you want to attract and how you will do it. So mainly through research and just talking to people.

Ivan: Is there a skill you would have liked to develop but maybe didn't or didn't have the opportunity to develop?

Interviewee 3: I've never really thought about what skills I wanted to gain here but maybe gaining more knowledge creating the prices and finance because I'm not great at finance. But we're getting there now with the pilot so we really need to think about price and how much things cost.

Ivan: Do you have courses on finance in Tourism Management?

Interviewee 3: Yeah, one in the first year but I didn't really learn much. And then in the second year as well, and that one was useful but I still kind of want to know more especially when it comes to creating concepts because that's what I really like to do. So it would be useful if I know And if you don't know anything about it like me you also have international business students or students from higher years or just people you can ask questions to because you can ask questions.

Ivan: If you were the boss of The Garage and you could change anything that there's no budget. What would you like to change or add?

Interviewee 3: I think its enough as well deep fryer but maybe a new kitchen with an air fryer or microwave and new desks and new computers for everyone. Yeah. For billionaire New computers everywhere and definitely you can use them like in school. Maybe like a wall somewhere in the open space where people can draw or something like not a whiteboard with the crayons.

Ivan: I will see what's possible out of these things, thank you very much for the interview!

Interview 4:

Ivan: So, you've done, how many projects in The Garage so far?

Interviewee 4: I have three projects, and I'm finishing one, I actually finished one last week.

So I'm having a meeting this afternoon for that one.

Ivan: What are the projects about? Can you describe them a bit?

Interviewee 4: So I have the next project which we finished. And that was an organization of entrepreneurs, and they asked us how to promote Duiveland, in a more sustainable way and how to divide incoming tourists, to spread them out more to their cities.

Because they're concentrated in Renesse and they wanted to spread them across Zeeland so we came up with a website idea and we presented it to them, or to him actually. And we made a report, we sent it, and he was satisfied. Yeah, so that was that project. The other one is about the Watersnoodmuseum is also in Zeeland, which is related to the big flood that we had in 1953. They asked us if we could design 24 hour packages for people, involving the museum, the restaurant that is next to the museum and there's a camping site next to the museum. So they asked us to make a 24 hour package, involving all three parties.

Ivan: Who have you worked with so far in your projects?

Interviewee 4: With Chenna and Jimmy in the group before, also Nanou, but she found an internship so she quit. So we are working with Chenna and Jimmy, and we, they actually invited us to ask us to organize a pilot event, and we're working on that now, so that's really nice.

Ivan: Are you going to test this out with other people too?

Interviewee 4: Yeah so we, we agreed that we all would invite three friends to come along, and to just test it out.

Ivan: Did you work on all the projects at the same time?

Interviewee 4: Yeah, so we're working on three projects at the same time, and the third one is the VEKABO project with Jaimy and Goda. That is the organization of who use their land to have camping sites, and they asked us, there's one camping site of theirs, and they asked us if there is more demand for private sanitary facilities on the camping site because of Corona sanitary bathrooms. Nowadays most camping sites have one main building where all the camping guests can go, but they asked us if there is a problem because of Corona that people want private and so we're finding that out and we've come up with a concept, and we hope they actually like it. And now we're working on the report.

Ivan: Since you're working on two projects at the same time, and out of the five days in the week do you need all the five days, Monday to Friday?

Interviewee 4: I scheduled Monday, Tuesday, Wednesday, Thursday, and I haven't scheduled anything on Friday, so if there's any work left over, then I can use my time off to do that. Yeah so Monday, Tuesday I think. Wednesday is divided, and Thursday is also divided into two.

Ivan: Is there a time where you need to multitask and you feel pressure from the project work?

Interviewee 4: Yeah, it's going fine there's no, like pressure. Only now with the pilot project coming up in three and a half weeks. And they really work. So, if I have free time on Friday, I'll probably work on that now. But it's, it's going fine.

Ivan: We found out in March we would be moving into this office, do you enjoy working in the office?

Interviewee 4: Yeah, because first we were working from home, and it was different than now because now you see each other and it's easier to make contact and, yeah, the team building things that we have done. And, for example when we, when we have a break and we sit together or when we play GeoGuessr, those things you wouldn't do at home. Yeah, so I really like the idea that we have this office and yeah, it's making it more fun and also more efficient to work.

Ivan: Before we came here, I think it was like, beginning of April like end of March. Did you have any other expectations or more expectations of the office?

Interviewee 4: I think this, this was quite close to my expectations. Because Charlotte was talking about it in the beginning already. And we were really looking forward to the moment that we could come here. So yeah, it's nice.

Ivan: When you are in the open office area would you describe it as like a social environment?

Interviewee 4: Yeah, so if you want to work individually there are the closed offices but if you want to have the space and time for social things you come to the open office.

So, yeah, I think you could describe the open office as social.

For example, now we said that we played GeoGuessr and other fun activities and we also did some quizzes. The fun activities are good for productivity but you cannot be distracted too much.

I think you really need to find a good balance between having just a little bit of fun and not giving up from work. I think yesterday was a little bit too much fun because we were playing for one and a half hour. Because it's fun, but yeah, there's also work to do. So I think we should be careful with that.

And maybe, maybe limited to, at the end of the day or during the break. Yeah, like between 12 and one maybe for example that we are allowed to play the game. And in between that we just, yeah. So you, well you could play the game, but don't put it on the big screen, maybe on someone's laptop.

Ivan: Would you say that there's something missing in the garage, it can be materialistic or something, or even like a different type of atmosphere in the office?

Interviewee 4: I am missing a world map, and since most of the people are tourists or international students, we need a blank world map. Then you can start the conversation, like each person has a color and then they colour the countries they have visited.

It's an icebreaker, if anything for conversation over lunch, especially with like we if we get new people you don't know.

Ivan: So now I'm gonna move to the daily stand-up and to hear your feelings about?

Interviewee 4: Curious, most of the time to hear what the others are doing. But I feel like it's a bit the same as every time so maybe, I don't know, I don't have a solution but maybe there is a way to mix things up. Like we discussed last Wednesday when we were outside. Yeah, it is repetitive, so maybe. Yeah, for example, to, to think of something fresh,

Ivan: Is it taking place too often or maybe it should be every other day?

Interviewee 4: I don't think that everyone should be attending every day, but it's it's good that it is there, that the opportunity is there, like every day. So I don't think that they should stop doing it every day but I would say that I wouldn't join every day. Maybe just spice it up, but the time is fine for me.

Ivan: Yeah, I definitely agree that maybe we need to add something to it to make it a bit more conversational, the meeting, kind of thing. So you said you work with two groups, two different, two groups with different members right? What are your thoughts on the group members?

Interviewee 4: Now I don't have any problems. There's one group for Watersnoodsmuseum with Jimmy and Chenna, it's all Dutch, and actually the new one as well so that's different there's Goda and we speak English, and also the other project was in English, but yeah, it shouldn't matter, of course. But no, I don't have complaints about anyone.

Ivan: Chenna told me that you hit it off like you became kind of friends. Initially, like how long did it take?

Interviewee 4: Actually, before we went to the office. There was this one day that we were waiting for a meeting, we were all finished and it was like we had to wait for 90 minutes. And they were like,

“Okay, what are we gonna do?” so we played a game. And since that moment we like. We hit it off and became close. Since the office we also became closer and now we're going on to the Seychelles with the three of us.

Ivan: Would you have liked more freedom to choose your members or just willing to dive in and see?

Interviewee 4: This group has gone really well socially but it could also disturb your work efficiency if it's too fun. You will have to be careful that you are still doing your work. So I would say that getting assigned with people would be better. Because if you would pick people you would pick the nice one. Especially if people choose friends and then it will be less work and more fun. I'm not saying that I don't have fun with the people that I work with and the other ones.

I think if you would pick your own people that it would be affecting your productivity and maybe even the project in the end which is not that good. So, the way it is now, I think it's fine.

Ivan: The projects that you have worked on, have they met expectations?

Because in the beginning you had to write the motivation for the project you wanted.

Interviewee 4: I didn't have any....of course I had expectations. I had no idea how things are, we're going to work out what we would come up with. I have no idea that we would organize a pilot event, and the idea that we now have are perfect but the subject that I was assigned that I like applied for, I think that, yeah, met my expectations.

Ivan: The stakeholders that you're working with now, so in the Watersnoodsmuseum for example, did they meet your expectations?

Interviewee 4: They exceeded my expectations, except the one from Renesse because I don't know if Charlotte mentioned it to you but yeah he was a little bit of a jerk. It was a bit difficult to work with him. So we are glad that we finished it. Yeah, he has one when we had the first meeting we went to his beach club in Renesse. And we were the biggest group then with six people. Yeah, but he was a little bit like arrogant. Yeah, he wasn't he was not like a nice person to start a project with.

You have also we did all the three projects at the same day. But yeah, it wasn't, it was not a nice introduction and the following meetings yeah it was it was really condescending, just not a nice person, so we are we're glad that we could finish it early. Yeah, but the other ones for VEKABO really nice they were, they were like, Oh, can we do this for you. Can we do that for you. Oh we love the idea and what can we do to help. Also for the Watersnoodsmuseum because the guy, the director of the museum, he, he said, because we were designing three different events like for three different target groups, and he was like, Okay, nice. So let's do one. And we were like, okay, yeah, nice. No, no, we have two pilot events. And he was also like, Oh, can we arrange this Can we do that for you. It's, it's proven to be more expensive and difficult than he thought. So we will probably keep it more simple than we had in mind. Actually, and also because it's three weeks from now, it's a little bit of time pressure to arrange some stuff. But yeah, we have, we have a nice idea.

Ivan: You talk with Timo and Charlotte about your projects like over the course of two months now, you've talked with him, or were you not in contact?

Interviewee 4: Not with Timo, content wise, but with Charlotte yes, and she's always helping. If there's anything you can do, you know, she's helping and she's also asking for progress, which is nice because then we know if we are on a good track or not, and we will adapt to that. So yeah, in, especially with Charlotte we stay in close contact.

Ivan: Is she available for you?

Interviewee 4: Yeah, except for when she is in a meeting. Then we'll just save the question for an hour later. Yeah, so she's always available.

Ivan: The feedback and input that she gives do you find it useful?

Interviewee 4: Yeah I think so, Charlotte's feedback is really something we can work with.

Ivan: What kind of feedback does she give you?

Interviewee 4: Something like “have you thought of this?” and comments she said, like when we made a report, see has made a list of things should be improved, even if it's just minor things. Yeah, so that's the kind of feedback.

Ivan: Now I will move on to the semi final questions to not take too much time out of your day, do you feel that you're learning and developing yourself as a person and like a professional with the work you do in The Garage?

Interviewee 4: Yeah, especially because I am the captain of all the projects and I was not prepared, but in the beginning, they were like "your captain there and you're the captain there" and I was like, okay, okay.

Ivan: Did you choose the captain?

Interviewee 4: No, no and I was on the one hand I was like hmmm(unsure), but I was like, I can do this. This is good for me, personally, for my development. And, yeah, I tried to be a good captain. Sometimes I succeed, sometimes not, but it's a learning process.

Yeah, and also because we are in contact with stakeholders. So, via email, calling, and you have to be professional. I really like it.

Ivan: Is there a skill that you want to maybe develop here or learn that you haven't, or didn't get the opportunity to?

Interviewee 4: Maybe the managing of a group, managing a project. I haven't really done that before. But now, definitely, like, three projects at the same time managing all of them can be a bit stressful but yeah, of course, it's a learning process.

Ivan: So now my final question, if you were the boss of The Garage, and you had an unlimited budget. What would be the first thing that you would add or change about the office?

Interviewee 4: Yeah, would probably move to a bigger buildings with more rooms, and also maybe the relaxation room, and the location with like a ping-pong table, pool table or like playing darts. Maybe a kitchen, where you can cook.

Ivan: That would be all from me, thank you for taking the time out of your day for this interview!

Interview 5:

Ivan: Okay, so let's start. So, Jimmy, you have done how many projects so far in the garage?

Interviewee 5: I finished one. And I'm still working on three others.

Ivan: And can you tell me more about what you did in each of them?

Interviewee 5: The first one was for the Juice Bar in Vlissingen, and we had to come up with to help them get more B2B business. And that was pretty fun to do, I think we did a good job. And for the other two projects, I'm working on the one with the Watersnoodmuseum, which is a museum here and we have to come up with an overnight stay package and a food tour.

Ivan: And that is both for the same museum?

Interviewee 5: Yeah, for the same museum, they have a museum, camping and a restaurant.

Ivan: Out of the five working days in the week, so from Monday to Friday, how many days are necessary for the work to be done for the museum project?

Interviewee 5: Right now we're working on each project once or twice a week but we're sitting here the whole day so we can do one day per week effectively.

Ivan: If I remember correctly, Monika made a schedule for all of you guys, right?

Interviewee 5: Yeah.

Ivan: For that she will contact you and then when you're scheduled, but then you don't show up to the office, what is the most common reason for that?

Interviewee 5: I think I never missed a day here no, but I'm not here on Friday, because I have to go to the municipality to get a passport. So that would be the first time I'm unable to be here.

Ivan: So I think in mid March, we found out that the office is going to be a thing that we're going to have an office. When you heard that, did you have any expectations for the office?

Interviewee 5: Not really. Yeah, I knew that we're gonna work on projects with other study programmes, and a few other years, or people from other years. So I thought it was a good time to connect with or to work together with other perspectives.

Ivan: Has the office environment met your expectations, like the open office, the closed offices?

Interviewee 5: Yeah, it's really nice because before the corona measures, Timo said we were going to work from home for garage projects. That was really boring, and I couldn't concentrate. And when we got here, it was a bit better. I prefer to work at the office.

Ivan: When you are in the open office area do you find that the environment is social, or to just stick to work?

Interviewee 5: That's also social. After the day is over for everyone, we can hang out and stuff like that, play geoguessr, and in our breaks, it's so nice to talk to people.

Ivan: Do you feel that the office is already personalized? Can you make it feel more like home and comfortable for you?

Interviewee 5: Not yet. It's a nice place. But it was previously used by another group and all the stuff is still there.

Ivan: Would you say it should be more personalized to The Garage?

Interviewee 5: Yeah, maybe a place to sit better, but we have the kitchen area for that.

Could be some changes, maybe a sign or something like that.

Ivan: Is there something missing in The Garage for you? It can be like even a material materialistic thing like the sign or an atmosphere.

Interviewee 5: Yeah, maybe a little bit. I like the atmosphere but maybe a bit more personalized. I don't know how to personalize it, maybe a bean bag.

Ivan: Okay, I'll have that written down.

How are you feeling about the daily standup? You find it useful?

Interviewee 5: Yeah, not for every day, not joining everyday, maybe three times a week, since I need to go by train or car, traveling to The Garage building. I like it more in the last couple of days as we're all here in the office and that's way nicer than online.

Ivan: You mentioned three days a week, is it too repetitive for you?

Interviewee 5: No, I'm joining when I'm able to join.

But it's nice to hear what other people are saying about their project and what they're working on.

Ivan: Who have you worked with on your projects so far?

Interviewee 5: So in the Juice Bar with Nanou and Merel, and with Jelle, Chenna and Aafke on the Watersnoodmuseum with the overnight stay and food tours.

Ivan: What are your thoughts on your group members so far?

Interviewee 5: We clicked, so really nice. I knew them all before except for Aafke, they are all from my class and Jelle from my city.

Ivan: What was the time period before it all kind of clicked? How long did it take?

Interviewee 5: From when we could sit here in the office, not that much when working online. When we got here it got better, yeah.

Ivan: How do you feel about the way that the groups are made? Are you just assigned?

Interviewee 5: Yeah, I think that they did it correctly or good, because we add to our interests and they put us in groups according to our interests.

Ivan: Would you like more freedom with this or is it fine this way?

Interviewee 5: It's fine. It's fine like this, the way Timo assigns you.

Because for the Juice Bar project, that wasn't on the list for things that you could choose and I said that I like to work with restaurants and food so they put me there. So that was nice.

Ivan: Back in February, you had to write a short motivation for projects, right?

Interviewee 5: Yeah.

Ivan: How did the motivation align with your project that you have now? Is it what you wrote about?

Interviewee 5: Yeah, for me it correlates.

Ivan: Would you have liked more freedom there? Or was it fine like this?

Interviewee 5: For me it was fine like this, for me at least.

Ivan: You work with the stakeholders now, right?

Interviewee 5: Yeah.

Ivan: What is your experience with those stakeholders?

Interviewee 5: Everything's fine for now. That's correct, for the Juice Bar, they should have responded a bit more and we should have had a few more meetings with them yet when we went to the juice bar itself and their office once and online two times. We should have asked more questions in the emails.

Ivan: What was the cause of not communicating?

Interviewee 5: Communication could be a bit better because she only looked at her email once a week or so and then she forgets to respond sometimes.

Ivan: So that How long did it take for them to respond?

Interviewee 5: Four or five days, approximately.

Ivan: Have they met your expectations? Both the juice bar and the Watersnoodsmuseum.

Interviewee 5: Yeah it was fine, all of them were really chill. They thought we did a good job or he liked our ideas and the Juice Bar also gave lots of input and they like to think with us to come up with ideas but it was just the communication that can be better.

Ivan: For personal preference, which type of stakeholders would you like to work with? Maybe a different sector?

Interviewee 5: Yeah, I like restaurant things firstly, and food and beverage or hotels.

Yeah, I have a lot of interests, such as I like technology and stuff. Maybe not things like finance and accounting.

Ivan: When you're doing your projects, you have to get feedback from Timo and Charlotte, how often would you speak with them about the project?

Interviewee 5: One to Charlotte about the Renesse, and we ask something once a week, or less. Could do that a bit more actually.

Ivan: And you are not asking them questions because you don't have any or are they not available?

Interviewee 5: They are very available if you ask them but we don't really have a question that often.

Ivan: When you do get feedback is useful stuff to you or is that disregarded?

Interviewee 5: Yeah, I would say it's useful.

Ivan: What kind of feedback do they give you?

Interviewee 5: Yeah, she gave us a few new directions to look into and a few other concepts or concepts or points to do more research. She also sends us a few articles or news articles.

Ivan: The feedback from them is good for you then.

Interviewee 5: Yeah, if you ask, they give feedback and the feedback is good.

Ivan: Now I'll get to the almost final question, I don't want to take too much time of your day.

So in The Garage, do you feel that you have developed some skills and learned new things? On a personal level or a professional level?

Interviewee 5: Yeah, I think so. Communication is key and I already knew that a bit.

But again, and for the museum things and stuff, I now understand a bit more how it comes together.

Ivan: Is there a skill that you would have liked to learn or develop that you haven't had the opportunity?

Interviewee 5: Not per se, I don't really know. What I want to learn maybe more in finance or in marketing or maybe something not necessarily in the projects.

Ivan: So final question, my favorite one. If, hypothetically, you were the boss of The Garage, and we had an unlimited budget. What would be the first thing that you would add to The Garage?

Interviewee 5: Give it more open space, because it's all in the rooms now. I still like and need the private meeting room but yeah, I think it would help if you're all in one spot.

Put in a bar to hang out a bit more afterwards for the Friday or just last Friday. Don't think I would add anything else.

Ivan: Well, thank you for your time!