



Lycar Company Project

The creation of We Study, We Grow

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Preface and Acknowledgement

Dear reader,

In the last phase of Hotelschool the Hague (HTH), students have to present how they will start Launching Your Career (LYCar) in the form of multiple reports. The last two reports being the Career Portfolio and this Company Project. The total journey consists of 3 blocks (30 weeks), the first 10 weeks were used to create a research proposal (*appendix 8.16 Proof of Proposal*) and the last 20 weeks to complete an internship.

The proposal was to lay the foundation for the internship company to implement the outcome of the research in. Unfortunately, due to the COVID-19 pandemic, a company to implement the outcome of the proposal in, was not found. Therefore, the Research stands separately to the internship the student completed for graduation.

The Company project involves a complete Design Base Research (DBR) cycle, namely, defining a problem, designing the research project, creating solutions, implementing and evaluating these solutions.

Putting the DBR cycle into perspective, this Company Project started with Thijs Meijer (research commissioner), a strategy consultant and concept developer. Having spent most of his working life in Amsterdam he noticed a gap between the study spaces provided and the number of students needing a study space. This, according to Mr Meijer, can cause great stress and loss of concentration due to insufficient study spaces, resulting in a study delay. As the researcher experiences this as well, he accepted the research challenge Mr Meijer proposed.

The challenge was to: "Develop an innovative hospitality and real estate concept for We Study, We Grow (WSWG)". WSWG is the name of the concept, which will be linked to Mr Meijer's company, TTM International Holding B.V. In order to facilitate the real estate, he partnered with Harvest Vastgoed.

Mr Meijer commissioned two students to investigate the need for such a concept, meaning the journey to the creation of the concept was divided in two. Famke Wielenga, the other researcher, focusses on the customer driven side of the concept, e.g., what is it that students need. Whereas this LYCar report focusses on which business model to use.

Acknowledgement

For the creation of the Report different factors have to be acknowledged.

Firstly, I would like to express my genuine appreciation to my coach, Mr Habibuw-Visser. Thank you for always supporting and guiding me through the LYCar journey. As the new LYCar approach was just as new for me as for him, his support was even more valuable.

Secondly, I would like to thank Thijs Meijer for allowing me to investigate and help create the concept We Study, We Grow. His critical thinking allowed me to push further into the possibilities of concept creation.

Thirdly, I would like to thank Mr Chia for assisting me with the SPSS data to great extent. Without his knowledge multiple hypothesis would have stayed unanswered.

Fourthly, I greatly appreciate Mr Tibb for this guidance to understand the new LYCar approach.

Finally, I would like to thank Trix Oostwouder for continuously supporting and helping me finish this report, without her, a lot more spelling mistakes would have occurred.

Now that this is over, I truly hope you enjoy reading the potential creation of an innovative and sustainable study space concept, as it has taught me a lot about how to develop a concept.

Kind regards,

Sam den Hartog





Executive Summary

“Education is the most powerful weapon you can use to change the world.” (Nelson Mandela, 2003)

As education one of the most important factors in a person's life, it is crucial have an effective and supportive study environment in order to succeed. This report allowed research to be done and provided the tools for the commissioner to develop an effective educational and supportive study space in Amsterdam. Thijs Meijer commissioned another Hotelschool student, Famke Wielenga and I to investigate the extend of demand for a new concept, We Study We Grow (WSWG). WSWG is a concept which focuses on two elements and therefore is a co-working concept. The first is creating a productive study space in Amsterdam (We study), and the second provides the students with the opportunity to develop themselves internally by facilitating activities such as mindfulness and coaching (We Grow). The task therefore challenged us to research the demand for WSWG and the design wanted by the target. The goal of research therefore leads to the following:

Research	Overall Goal	To gain insight in the needs and wants of students with regard to their study behaviour.
	Short-term Goal	To analyse different business models, the clients, trends in the external environment and the competition.
	Long-term Goal	To provide the client with the data gathered that will create a competitive advantage with the creation of the new concept.

Figure 1: Goals of the Research

Following the DBR cycle, first a thorough context study should be conducted, this allowed for the main research question to be found: What would be the preferred business model of We Study We Grow, whilst solving the study place shortage faced by students in Amsterdam? From this question a PICOC (Population, Intervention, Comparison, Outcome, Context) analysis was conducted in order to have a clear overview of the research:

<u>P</u>opulation	Student population of Amsterdam.
<u>I</u>ntervention	An explanatory research to find out how an innovative study space concept can add value.
<u>C</u>omparison	Limited study spaces provided by universities.
<u>O</u>utcome	The creation of a BMC for a potential study space concept.
<u>C</u>ontext	The city of Amsterdam.

Figure 2: PICOC analysis

Then, within the Analysis Definition, a scientific literature review was done which provided three additional research with hypothesis supporting the research topic were found. Afterwards the methodology was done, this defines the investigation as a descriptive and explorative study in which mainly quantitative data has been collected. Moreover, non-probability and convenience sampling were used within the survey, which provided data on the needs and wants from students in Amsterdam.



Once the results from the survey were collected, they were analysed using the SPSS program. From this SPSS analysis it can be concluded that students currently living in Amsterdam are very interested in the WSWG concept, as there is indeed a shortage in study places. Moreover, a membership-based business is preferred. Furthermore, the research showed that students are not greatly interested in the "We Grow" element of the concept.

With the findings in mind, the deliverable for the client was finalized. This resulted in the creation of a Business Model Canvas (BMC) according to Osterwalder (2010). With the focus being the Membership based business, convenience and comfort for students. This in line with spacious and circular furniture, created the BMC. Here, the customer would subscribe to the facility, generating recurring revenue.

From this point, the report is written in a hypothetical way, since the commissioner cut contact after the first dissemination event, and thus the researchers were left by themselves. Therefore, the following two steps of the DBR cycle are written as a detailed action plan. Thus, in order to implement this concept a schedule has been created consisting of the following 8 steps; Decide on the business model & write the business plan, create a membership-based website, thorough competition and area analysis, property design and furnish, short-term marketing campaign, trial period, long-term marketing campaign, WSWG opening.

For the last step, evaluation, a feasibility study was conducted to figure out what potential KPIs could be for this to be concept. These are presented below:

KPIs	Amount (in euros)
Revenue after 5 years	€ 2,731,406.80
Profit after 5 years	€ 97,159.10
Payback period	4.57 Year
Breakeven point	93,204 monthly Memberships sold in 5 years

Figure 3: KPIs

These numbers are based upon the results from the survey and literature found. With a payback period of 4,57 years this concept is financially feasible and therefore the researcher recommends the commissioner to make this concept into a reality.



List of abbreviations

AQ	Adaptability Quotient
BMC	Business Model Canvas
CI	Certainty Index
CLP	Career Launching Plan
CORE	Control, Ownership, Reach, Endurance
DBR	Design Base Research
EQ	Emotion Quotient
F&B	Food and Beverage
GMM	Global Mind Monitor
HBO	Higher professional students
HVA	Hoge School van Amsterdam
LER	LYcar Execution Report
MRQ	Main Research Question
OBA	Public Library Amsterdam
PESTEL	Political, Economic, Social-cultural, Technological, Legal
PICOC	Population, Intervention, Comparison, Outcome, Context
PLO	Program Learning Outcomes
RIVM	Dutch Health Department
RQ	Research Question
SQ	Sub Research Question
UVA	Universiteit van Amsterdam
VU	Vrije Universiteit
WO	Scientific research students
WSWG	We Study We Grow



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1. Problem Definition

Within this chapter it is explained what the problem, according to Thijs Meijer, is.

1.1. Introduction

This research report was created for the research commissioner, Thijs Meijer, who came to Hotelschool requesting two enthusiastic students on the field of Concept Design. The commissioner believes that there is a shortage of study spaces amongst students in cities like Amsterdam. Resulting, according to the commissioner, in challenges such as loss of concentration, planning and even study delays. Therefore, the commissioner created a concept to be developed called, We Study We Grow (WSWG). Which consist of two elements. The "We Study"- side referring to a place students can study to get the most out of their study experience. Secondly, the "We Grow"-side entails the mental support students can get to add value to their individual lives.

Please see appendix 8.1. Preliminary Interview

Please see appendix 8.11. Commissioner contract

This challenge was examined by two students; therefore, two different approaches to the concept were done. This report focuses on the business model. To ensure all the relevant data from the construction of a viable concept is included, the findings from the approach of Famke Wielenga (HTH student) are included and sources accordingly, as she focuses on the customer value adding aspect.

1.2. Context Study

A preliminary research was needed to sketch the problem of the concept.

Throughout the Netherlands the number of students has been increasing rapidly. The year 2020-2021, counts 463,383 students in HBO (higher professional students) and 306,895 students in WO (scientific research students) (Vereniging Hogescholen, 2020; Centraal Bureau voor Statestieken, 2020). These numbers increased by 4,3% in WO and 3% in HBO, both reaching the highest point ever (Ibid). This growth is predicted to increase further due to several reasons. Firstly, because of the ongoing COVID-19 pandemic, students are less likely to take a block delay because it is easier to pass the first year of education (Bijl, 2020). Secondly, high school students have passed their exams in great numbers because of the pandemic, increasing the number of students looking for higher education (Ibid). Thirdly, Amsterdam enjoys the highest number of international students, which continues to rise (Laurens Steehouder and Floor van Donselaar, 2019).

When putting these numbers into perspective and dividing them amongst the 5 largest student cities in the Netherlands, the divisions looks as follows (Ministerie OCW, 2020):

City	Number of students
Amsterdam	109,553
Rotterdam	66,560
Utrecht	62,849
Groningen	58,110
Nijmegen	42,980

Figure 4: Overview of students per city (Ibid)

As seen in the table above, Amsterdam has the greatest number of students. Both Dutch and international students reside in this city (Laurens Steehouder and Floor van Donselaar, 2019). Furthermore, as most students in Amsterdam are higher education students this group is particularly focussed on (Ibid).



With the increase of students, universities are pressured, and most of the time cannot facilitate the increase. Which results in a decrease in study space quality (Bijl, 2020; Dieters, 2013). As the ongoing pandemic continues to stall contact moments, so too are students not allowed to come to campus in great numbers (VSNU, 2020). Universities are forced to let students study somewhere else. This means students need to find other ways of finding a study space, mostly at home.

Cities are struggling to keep up with the student living demand (Ministerie OCW, 2020). Resulting in properties being split to serve as "cheap" student housing. In Amsterdam alone about 45% of students reside in rooms of approximately 14 m², some even without natural light (Laurens Steehouder and Floor van Donselaar, 2019). These houses are mostly shared with 4 to 5 students (Ibid).

Current study conditions result in physical problems for students. A study by Sommeling (2001) shows that 35% of students have difficulties studying. Whereas another study conducted by the Interstedelijk Studenten Overleg (2019) states that students struggle most with their financial situation. This stress results in physical problems such as loss of concentration, depression and performance anxiety.

Multiple measures are taken to ensure that students in Amsterdam have a safe study environment at the university (Ibid). However, these study facilities are overflowing, especially during exam season (Thijs van Schijndel et al., 2018; Sterre van der Hee, 2018).

Notwithstanding the emerging trend of universities investing heavily in new study spaces (Universiteit van Amsterdam, 2018b), students are still not satisfied with this change. The satisfaction score of study facilities even dropped between 2017 and 2018 from 3.91 to 3.73 out of 5 (Universiteit van Amsterdam, 2018a).

Despite research focussing on the wellbeing of students, their preferred study spaces are mostly left out. This study seeks to further clarify what it is that students need and looks for the perfect business model for the concept. *Please find the MRQ in chapter 1.3.*

Scope and reason for research



1.3. Scope and reason for research

In figure 4 can be seen that the city with the largest student population is **Amsterdam**, and thus would create the highest number of "potential" customers. As Mr Meijer's company is also located within Amsterdam, it creates the perfect scope for this research. Additionally, since no one can predict how long the pandemic continues to play a role in our lives, this research focusses on a post-pandemic way of life.

After having conducted multiple interviews with the public and university libraries, the amount of study spaces was clarified.

Please find the amount of available study spaces in Amsterdam below (a deducted table, per location, can be found in the appendix 8.2 Interview overview and results, together with the interview form).

Universities (WO)	6,385
Higher educational facilities (HBO)	2,093
Libraries (OBA's within the Ring)	1,350
Total	9,828

Figure 5: Amount of study spaces Amsterdam.

(Please note these numbers are taken from pre-COVID-19 times)

(Vrije universiteit Amsterdam, 2020; Ms L. (Laila) Kesrioui, 2020; Wendy Scholtens, 2020; Dione De Jong, 2020; Mw. E.S.M. Roos, 2020)

When comparing the available amount of study spaces, to the number of students studying in Amsterdam a clear gap can be seen. This is confirmed during the observations, to be found in appendix 8.3 Observation form VU, in which the amount of study spaces were full most of the time. Please find the gap depicted down below.

Students in Amsterdam	109,533
Available study spaces in Amsterdam (apart from cafés)	9,828
Study space gap	99,705

Figure 6: Overview of study space gap.

Therefore, the creation of a study space concept is needed, as this would not only solve the limited amount of study spaces available but also aids in a positive solution to the mental struggles of students. This would contribute to a positive Corporate Social Responsibility (CSR) image, as the concept would not only aim to make profit, but also can aid in a growing problem faced by many students.

To figure out what this potential concept would entail, the research gap would be answered by the following MRQ:

What would be the preferred business model of We Study We Grow, whilst solving the study place shortage faced by students in Amsterdam?

1.4. Clarifying Key concepts of the MRQ

The MRQ consist of multiple elements. According to DBR a research can be defined using the PICOC method (Pollock and Berge, 2018), this is done to create an overview of what it is that is being researched.

<u>P</u>opulation	Student population of Amsterdam.
<u>I</u>ntervention	An explanatory research to find out how an innovative study space concept can add value.
<u>C</u>omparison	Limited study spaces provided by universities.
<u>O</u>utcome	The creation of a BMC for a potential study space concept.
<u>C</u>ontext	The city of Amsterdam.

Figure 7: PICOC analysis

Exploratory research is needed to create a concept that fulfils the needs and wants of students studying in Amsterdam. As mentioned, a gap is found in the current availability of study spaces and number of students. A more in-depth research would yield a better overview of the stakeholders' (students) problems and their preferred study space. For this concept to be profit based at the same time, scientific literature will be analysed to find the preferred business model (Branch and Rocchi, 2015).

To answer the MRQ the following research model has been developed which allows to structure an in-depth research.

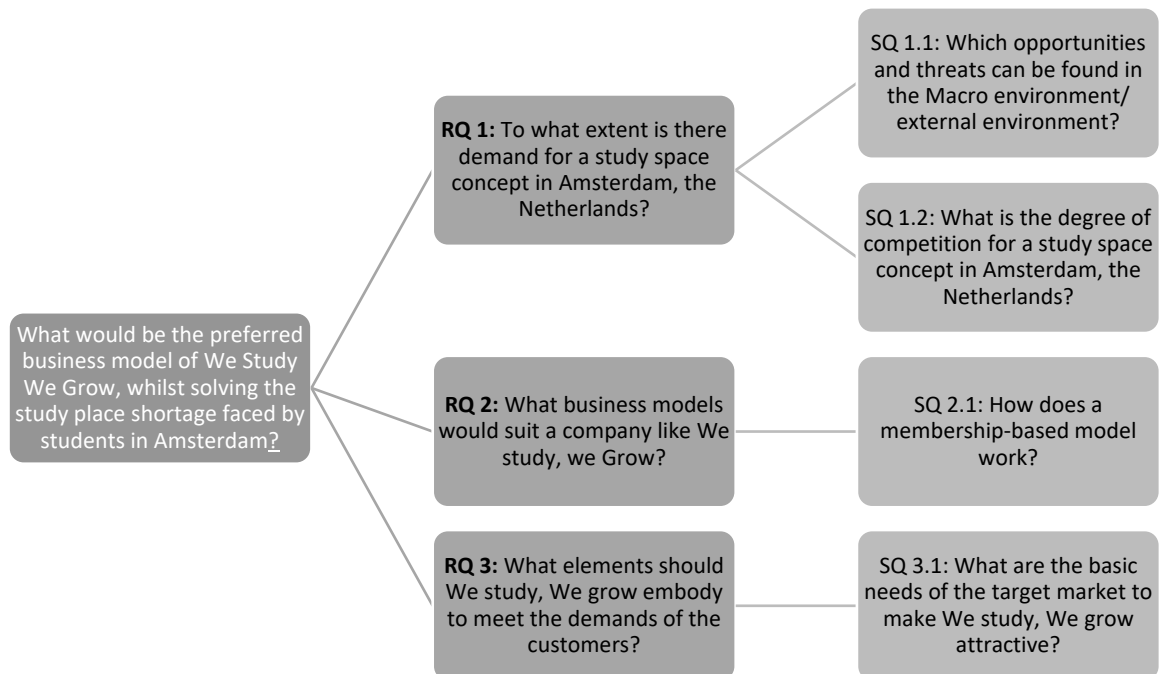


Figure 8: Research model



1.5. Goal of research

The focus of this report lays in the field of concept development, resulting in the goals of the research, the client and the student's goals.

Research	Overall Goal	To gain insight in the needs and wants of students with regard to their study behaviour.
	Short-term Goal	To analyse different business models, the clients, trends in the external environment and the competition.
	Long-term Goal	To provide the client with the data gathered that will create a competitive advantage with the creation of the new concept.
Student	Overall Goal	To improve and develop academic research skills, conceptual thinking and concept development skills.
	Short-term Goal	To help create a study space concept by delivering in-depth research to the client in the form of a BMC.
	Long-term Goal	To further develop these skills in future career opportunities.
Client	Overall Goal	To come up with an innovative and co-working concept called, We Study, We Grow, in the form of a BMC and a prototype.
	Short-term Goal	To receive an in-depth insight in the customer's their view on the concept, gain the necessary trends in the external environment and see how the BMC would look like.
	Long-term Goal	To create an innovative and co-working concept that will provide a competitive advantage for future development.

Figure 9: Goals of the Research





2. Analysis Definition

2.1. Scientific Literature

Before a preferred business model for a student concept can be given, multiple elements need to be examined. Teece (2010) defines a business model as the essence by which organisations need to discover what their customer wants, expects and their willingness to pay. How this is organised, is crucial for their business model (Ibid).

According to Wilson (1963), there are multiple steps towards the creation of a concept. Of which the second step is "Explore the social context of the concept". Thus, define the target markets their needs and wants (Ibid).

Students needs and wants

Students are defined as youngsters who are following secondary and higher education (e.g. college or university) (Cambridge English Dictionary, 2020). Their ages range from 18 to 24, with outliers around 17 and over 30 (The national Center for Education, 2020).

According to a study by Nibud (2017), 8 out of 10 students spent most their time and money on the following activities and items;

- Going out with friends
- Clothes and shoes
- Presents for friends
- Health care products
- Drinks

It can be concluded that students place high value on their social status, this is confirmed when looking at a study conducted by Larivee and Horne (1991). In this study the social acceptance of students with a low, mainstreamed and high ability (social status) were examined. Resulting in a significant lower acceptance of the first two student types (Ibid).

Psychological factors

A study by Beharu (2018) investigated the psychological factors affecting students study performance. These most important psychological factors for students' academic performance were their self-efficacy, motivation, stress and test anxiety for the subject they study.

Another article states the root cause of troublesome behaviour with regard to study performance (Rakesh Sangwan*, Sukhbir ., 2019). According to Sangwan the difference between learned behaviour and inborn behaviour plays a significant role, which is the root cause. As all the before mentioned psychological factors are the cause of the social pressure placed on students, being the learned behaviour (Ibid).

Students spend a lot of time on their social status; however, the study load needs to be taken into account. Studies suggest that student accommodation might be the problem of certain student delays (Dieters, 2013). When including this factor multiple studies show a negative outcome in regard to the student's well-being and study performance. The combination of the two, leads to many physical complaints. A study by the Interstedelijk Studenten Overleg (2019) showed that last year 68.9% of the students were suffering from high- to very high pressure and 25% had burn-out symptoms. To combat this stress student psychologist Hermanja Haga-Kok (2012) states there are multiple things you can do to focus and reduce burn-out and stress symptoms. With the main two being "create consistency" and "plan your time wisely" (Ibid).



Hence students need to create convenience in their lives and plan the study and social elements wisely. As this will create comfort for the students to continue performing (Vondracek, 2007; Robert B. Kvavik, 2007).

A place where convenience comes together is analysed by "Wallin and Diller (2019)" and "Weaver and Appleton (2020)", or multiple places should be said. According to Wallin and Diller (2019) most spaces outside of the students own house already have study increased performance, examples are given such as; cafés and libraries. This is due to the fact that students feel more pressure to work when outside of their small student houses (Ibid).

Perfect study area

To analyse what the target markets' preferred way of studying is, studies were examined. Cha and Kim (2015) stated that the preferred study place is the library. The traditional function of an academic library as an "information retrieval space" has weakened. The use of library space remains important, now many students prefer to use these areas to do their own research and study (Applegate, 2009; Bryant et al., 2009). Many studies show the importance of a physical library with the concept of a "library as place" (Applegate, 2009; Freeman et al., 2005), meaning the library surfs a plethora of functions, from information gathering to a place for community and socializing projects (Bennett, 2005). To accommodate the demand for this new concept, libraries are introducing "non-traditional facilities" such as cafes, and group study spaces which accounts for **32%** of the study space (Shill and Tonner, 2003; Stewart, 2011). To contradict this, a study by Ruth Vondracek (2007) surveyed 3,227 undergraduates to identify how many students do or do not seek the physical library. The results suggest that the library is used to "seek comfort, convenience and quiet in extra-library and library environments; rely on knowledgeable individuals for research assistance; and conduct the majority of their research online from home" (Ibid).

To investigate the student's preferences for a study space, data was collected by Cha and Kim (2015). Research was needed, as only literature on the preferred library study place was found. The location was the University of Technology at Eindhoven, where 250 students filled in a survey of their best perceived study place. The topics of; "Cleanliness", "Amount of space", "Noise level", "Crowdedness", "Comfort of furnishing" were found most important by **55.5%**.

To link the perfect study place and the students' needs and wants to a business model is done by the company Backlash (2020), which translates cultural blurs into business opportunities. According to their study the convenience economy and loyalty willingness amongst students is increasing. Meaning that people are more likely to stick to their preferred brand thus creating a community. The convenience economy refers to students being more likely to subscribe to something if afterwards they do not need to worry about it (Ibid).

Discussion

All literature presented above show different findings, and therefore institute the need for further research into student's their preferred way to study. To clarify this conceptual research gap, this research is to find the preferred concept that meets the demand of the student population. Also, the literature presented above shows studies not applied in the field of interest of the commissioner. Therefore, this research will provide the evidence for the creation of a study place concept.

2.2. Hypotheses

The literature review combined with the context study leads to the creation of hypothesis to answer the RQ. The hypothesis test the secondary data versus the primary data and will be answered in *Chapter 3* Solution design. Please find below the 8 hypotheses categorized per RQ:

RQ 1: To what extent is there demand for a study space concept in Amsterdam?

1. The proportion of students interested in a study space concept in Amsterdam **is** greater than 50%.
2. There is **a** relation between the academic year the students are in and their willingness to participate.
3. There is **a** relation between students living in a student home and their level of interest to study at WSWG.

RQ 2: What business models would suit a company like WSWG?

4. The proportion of students who prefer to pay a monthly membership **is** greater than 50%.
5. There is **a** relation between the price students are willing to pay and the preferred payment method
6. There is **a** relation between how often students will study at WSWG and the preferred payment method.

RQ 3: What elements should WSWG embody to meet the demands of the customers?

7. The proportion of students who would like additional facilities **is** 32%
8. There is **a** relation between students who prefer a monthly membership and students who want a community within their study space.

These hypotheses create the following conceptual model:

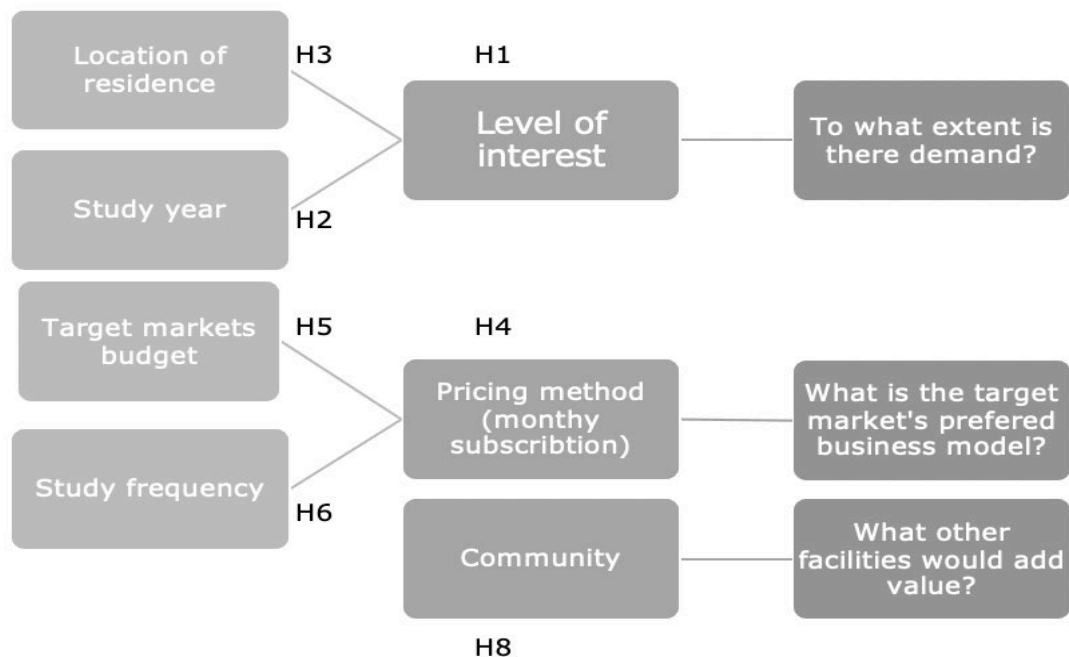


Figure 10: Conceptual model



2.3. Methodology

This chapter explains how data was gathered within the research process to answer the MRQ.

The research was conducted from November 2020 until February 2021. This research can be defined as a **descriptive and explorative study** as the research first examines the target market and includes an in-depth analysis where the preferred study place is suggested. This research mainly uses a **quantitative** method, although **qualitative** methods are also used. The reason the quantitative played a role, is due to the survey to analyse the target market and look for demand for the concept. The qualitative was used to analyse the current market and gain an in-depth view on the study place availability.

The research model explains how the creation of the WSWG concept came to part and what phases were fulfilled to create the most value to the commissioner. The book and models by Ostwalder (2010) were used to create this concept.

Problem Definition Preparation – Defining the research questions – Methodology		
Desk research		
Literature Review	Key trends	Competition analysis
Primary Quantitative Research Population & Sampling – Data Collection		
Solution design Results – Conclusion – Strategic advice for WSWG (BMC)		
Discussion and Reflection Limitations – suggestion for further research		

Figure 11: Research design

Refer to appendix 8.4. Research models explanation, for the explanation of the models.

2.3.1. Research design

2.3.1.1. Secondary data collection

Secondary data was collected from external sources, this was done in the form of periodical and academic sources and journals. The data was used to underpin the problem and define it further in the literature review. To define the design space, the Four-leaf model by Ostwalder (2010) was used. Herein the *key trends* and the *industry forcers* were examined as these were identified as most value adding. This created clear opportunities and threats for the external environment of WSWG.

2.3.1.2. Primary data collection

Case analysis

The research main focus was on the field of concept design and to create a BMC this was defined after the preliminary interview with the commissioner as seen in *appendix 8.1. Preliminary Interview*.

Interviews

Multiple small interviews were conducted throughout the research process to gain missing information. These semi-structured phone interviews were used to gain the qualitative data to construct the context study of this research. The stakeholders were asked about the amount of study spaces within their facilities.



Survey

A survey was conducted which consisted of 23 questions that took approximately 10 minutes to complete. The questions are a mix of linked questions, open questions and multiple-choice questions. This mix of questions allows the researcher to gain a complete overview of the data needed to create a concept according to the needs and wants of the market. Distributing the survey was done through multiple social channels, such as Facebook, WhatsApp and the commissioner's network. The results were thoroughly analysed in order to come to the final concept design as stated in *Chapter 3 Solution design. Please refer to appendix 8.5. Survey We Study We Grow, for the survey questions.*

Observations

Observations were done through online platforms which measured the amount of study spaces available per university. This was done to analyse a gap in the amount of study spaces provided and the demand for studying at the given spaces by the university. Twice a day over the course of 2 weeks, the observations were held to ensure consistency. *Please refer to appendix 8.3. Observation form VU.*

2.3.2. Research Subjects

Population

For the creation of a concept the target market needs to be analysed (Branch and Rocchi, 2015). Both secondary data and primary data was collected in this report. Primary data, in the form of a survey send to students in Amsterdam and secondary data, in the form of a thorough BMC and external environment analysis.

When performing research, a population represents a group that are the main target of the scientific query. However, as the main target market of a research is often too large, a specific part of the population will be tested (Kaplan et al., 2014).

For the primary data of this report, the student population of Amsterdam was analysed in the form of a survey. The **survey** was distributed on various social media platforms on which students in Amsterdam are active. This was done so that all potential customers had the opportunity to reply to this survey. Online **observations** were conducted on the study place availability. As were **interviews** conducted to determine the current amount of study places.

Sampling methods

In the distribution of the google forms survey multiple sampling methods were used. The survey consisted of 23 questions and took approximately 10 minutes to complete. Firstly, **non-probability sampling** was used. This was done because a set target market was determined, limiting the research into a small part of the total population. This sampling method did not work, as the creation of snowball sampling did not occur. Unfortunately, after the spike in respondents a new sampling method was chosen in the form of **convenience sampling**, as the survey was distributed on social media platforms, the participants who were using these platforms had the chance to fill the survey out.

The observations were done online, due to the ongoing COVID-19 pandemic little physical observations were performed. **Probability sampling** was used, where a **systematic sample** was used. After concluding that two days a week should give a relative overview of the study place availability that week, the observations were conducted each week at the set times. Both Tuesdays and Thursdays around 13:00 hours the amount of available study places were counted. This was done on the study place reservation platform provided by the VU (2020), which counts the real-time occupation rate.



For the interviews **non-probability sampling** was used. This was done because the researcher needed quick answers on the total amount of study places available resulting in a **convenience sampling** method. Thus, a selective choice on which stakeholders to include was made, namely the public libraries in Amsterdam and the universities and colleges. *Please refer to appendix 8.2. Interview overview and results, for the time and date of the interviews performed.*

Sample Size

The sample size of the survey consisted of the student population of VU, HVA, UVA and the Hotelschool, of which 153 were respondents. In total 5 people participated in the interviews. Lastly, during the observations a total of 4,859 students were observed logging in at the VU.

Data analysis

To ensure the ethics and data management was upheld, the survey was answered unanimously, and questions were tailored to not exclude anyone in this research (e.g. gender and permission of name mentioning, *to be found in appendix 8.2. and the survey in appendix 8.5. Added to this Proof of confidentiality and Data Management can be found in appendix 8.14.*)

The primary data of the survey, interviews and observations was analysed. The survey was based on the hypothesis created from the literature review and was explanatory for the research. It helped to figure out how a sample of the target market would feel for the concept. The survey was analysed after the google forms data were transferred into Excel. This provided an overview of the most recurring answers. To analyse the data further, SPSS was used (Statistical analysis software). The survey aimed to gain an overview of the student's population with regard to their willingness to participate in a potential concept. The results shown in *Chapter 3 Solution design*, represent the most important findings.

The interviews were summarized and the answers highlighted. As the interviews consisted of 1 question just the answers were relevant. The observations were put into a pre-made table to aid in the answering of the need for this concept. *Please find the interviews in appendix 8.2. and the observation table in appendix 8.3.*

2.3.3. Limitations

As with any research there are limitations that might influence the researcher and/or limit the findings of this report, these should be taken into account and named for future research to be excluded. *Please find the limitations in Chapter 7 Academic reflection.*



2.3.4. Suggestions of further research

There are multiple elements that still allows for a suggestion of further research. All the below mentioned suggestions were not conducted to keep the aim of the project in mind, to create a BMC for the commissioner.

Feasibility study

In order to truly identify if a concept is able to survive a study of feasibility needs to be performed. Herein all the financial information is to be examined. A cost and revenue overview will be provided. This is essential for the realisation of any concept to attract potential investors (Branch and Rocchi, 2015).

Competitive analysis

A competition analysis will provide the concept with a thorough analysis on the field of potential competition to be found in the nearby or national environments. This will provide investors with an overview of what it is that makes this concept stand out compared to the competition set.

Area analysis

An area analysis consists of a thorough overview of the best suitable location for a concept (Ibid). It involves the location of competition and real estate analysis of the best suitable location. As this report addresses these areas rather shortly, a more thorough analysis is needed to persuade potential investors.



3. Solution design

This chapter depicts all the steps according to Ostwalder (2010) and Ostwalder et al (2014) with the thereby belonging models.

3.1. Results

For an overview of the survey answers please refer to appendix 8.6. Results Survey
For the in-depth SPSS data please refer to appendix 8.7. SPSS Data

3.1.1. Research Question 1

To what extent is there demand for a study space concept in Amsterdam?

3.1.1.1. Secondary data

When examining the existence of a new concept, the external environment needs to be defined (Osterwalder and Pigneur, 2010). Therefore, the key trends according to Osterwalder were identified for a co-working concept. Hereafter the industry forces, in the form of degree of competition was identified.

Key trends

Please find the most important opportunities and threats below and refer to *appendix 8.8.* for the complete trend analysis.

The external environment of co-working was chosen according to the commissioner. To analyse the external environment proper, the PESTL analysis was used, of which trends in different fields were found (Political, Economic, Social-cultural, Technological, Legal).

PESTL	Trend	Opportunity/Threat
Political	Smart Governments	Opportunity
Economic	Convenience economy	Opportunity
Social	Society 3.0	Opportunity
	Increase in co-working	Opportunity
	The need for second life	Opportunity
	Authenticity	Threat
Technological	Rise in big data	Opportunity
Legal	Working from home	Threat

Figure 12: Trend overview

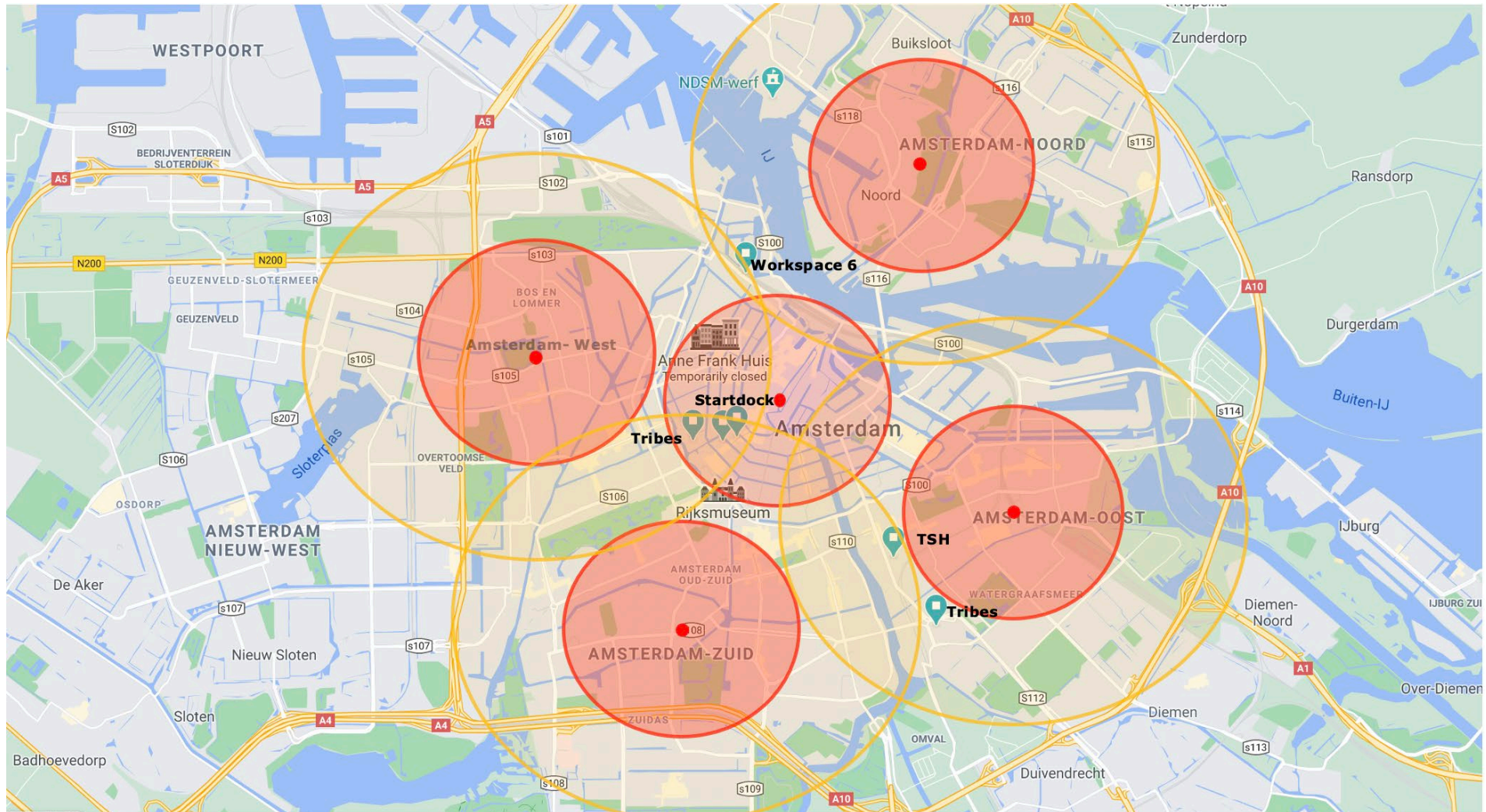
Competition

To define the need for a co-working concept, multiple to-be competitors were identified. These were identified on the field of co-working, students study spaces and being situated within Amsterdam:

Co-working space	Price
The Student Hotel Collab (TSH) (1 location)	€ 15 per day € 99 per month
Workspace 6 (1 location)	€ 69 per month
Startdock (2 locations)	€ 99 per month
Tribes (2 locations)	€ 15 per day €149 per month

Figure 13: Competition overview (The Student Hotel, 2021; Workspace 6, 2021; Startdock, 2021; Tribes, 2021)

To put the competition into perspective, a competition map has been created. Also find the travel willingness of students indicated as circles per part of the city they were from.



Legend:



= 10 min in bike minutes



= 20 min in bike minutes



= Competition location



= Centre of Neighbourhood

Figure 14: Competition map + travel distance by students



3.1.1.2. Primary data

To answer the degree the primary data collected added value to the research question, the hypothesis were answered.

Interest level

The test indicated that the mean/proportion of students their level of interest was 4,009, meaning that their level of interest was a little bit over the "somewhat interested" category.

From here can be concluded that the student's population is rather interested in this concept.

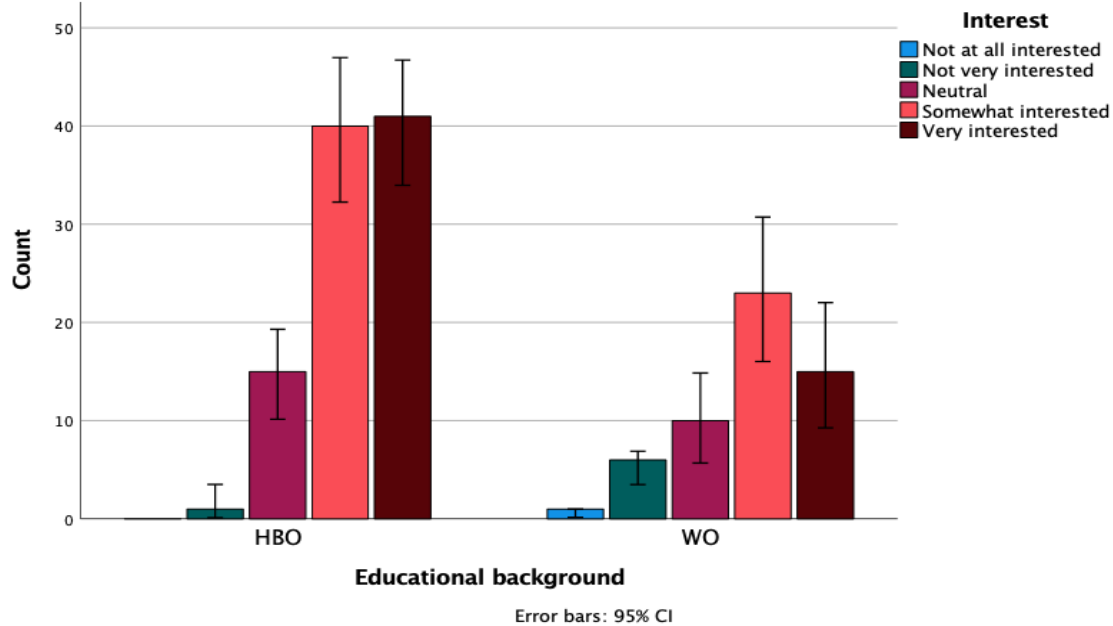


Figure 15: Level of interest compared to Educational background

To help visualize the level of interest, the educational background has also been implemented. From here can be seen that there is not a relation between level of interest and educational background. Though HBO students are a little bit more "very interested" overall.

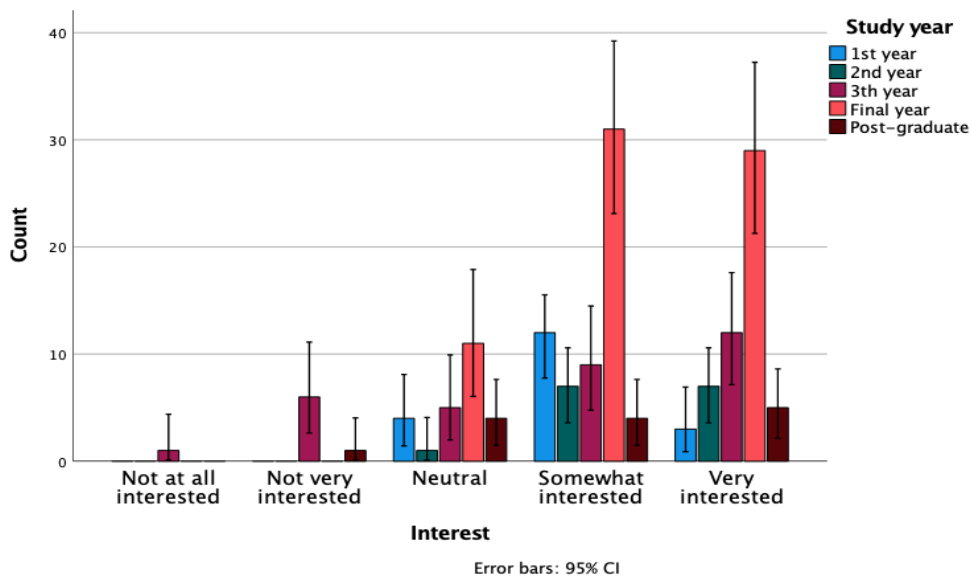


Figure 16: Level of interest compared to study year



In the graph above can be seen how the different study years feel towards to concept. Form here it can be said with 95% certainty that it does not matter in what year the students are in with regard to their willingness to participate. Therefore, the level of interest can be found in other areas, e.g., the location of residence.

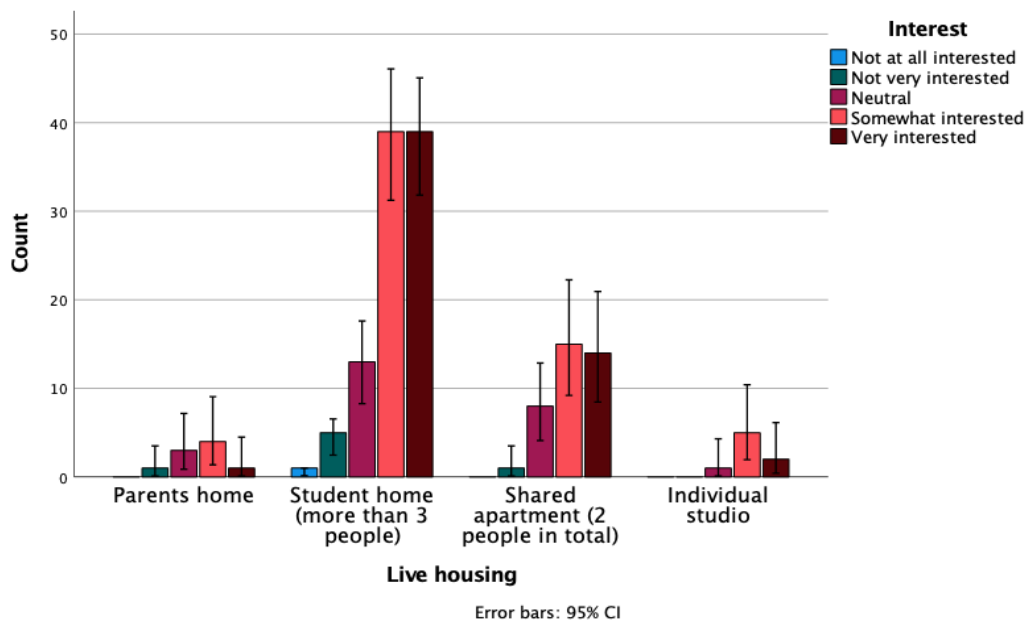


Figure 17: Level of interest compared to student housing.

When looking at the student housing it shows that with 95% certainty that there is no relation between the location of residence and their willingness to participate. What can be said is that the majority of students live in a student home, of which 80% is somewhat to very interested.

During and before Covid-19

From the test can be seen that students did make use of other study facilities. It can be seen that out of the 90 students, making use of the college their facilities before the pandemic, now almost half of this number (40) studies at home.

3.1.2. Research Question 2

What business model would suit a company like WSWG?

3.1.2.1. Secondary data

The preferred business model

In order to find out *if* a business model delivers value, first *how* it delivers value needs to be examined. As stated in the literature review, students look for a model that meets the demand of comfort and convenience. According to Gruen (1994) this falls under the Membership based model.

A Harvard Business Review examined successful companies using a membership model and came to the conclusion that there were two critical value propositions; convenience and curation (Randall et al., 2016).

Multiple advantages of the membership model can be identified. According to an article by Williams (2019) and the book written by Baxter (2015) the following were identified;

- A membership models allows for a predictable cash flow
- Deeper relations with customers
- A membership allows for a community to be grown, which can give direct feedback to the product or service they are subscribed to.
- Membership allows for other revenue opportunities, like merchandise and food and beverage.

As buyers continue to invest in agile and flexible commerce and services in their life, 80% of customers demand new business models to continue change (Whitler, 2016). The traditional pay-per-service companies are moving towards membership models. This model embodies the need for convenience as it allows consumers to not worry about their costs fluctuating but allows for a "fixed cost" amongst users (Ibid). This is in line with what the current student population is searching for.

Recurring Revenue

The membership business model allows for a company to use the recurring revenue, meaning a major investment has to be made, after which costs are relatively low followed by a constant cash flow which grows simultaneously with the community expanding (Campbell, 2019). The graph below visualizes how this would look like.

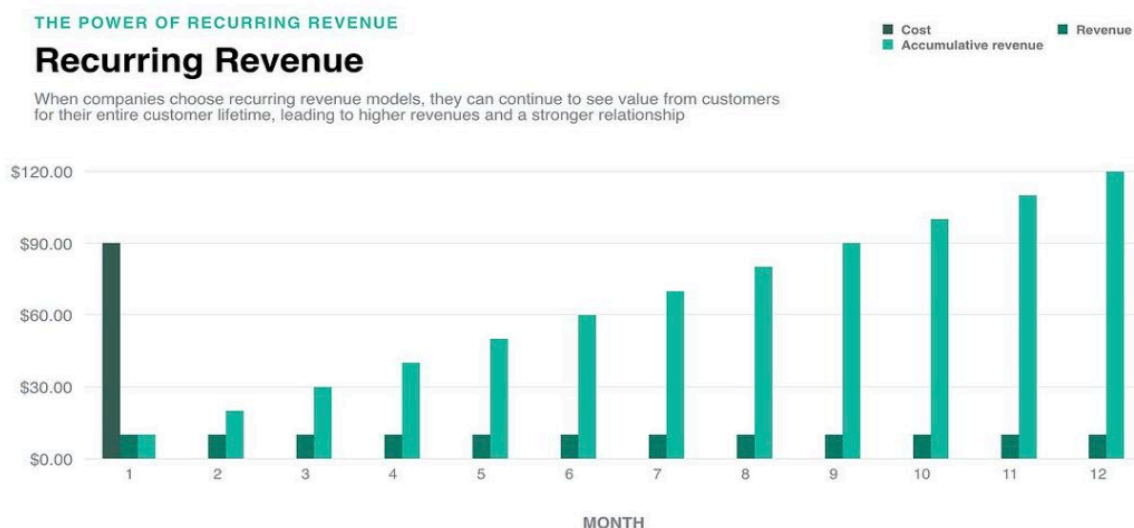


Figure 18: Recurring revenue (Ibid)



Step-by-step

According to a comparison of different membership businesses Fitzgerald (2020) came up with a step-by-step approach. These steps involve the online aspect (Ibid):

Step 1: Decide on your membership model.

- What will you offer to the members?
- What different membership levels will you offer?
- How much will you charge?

Step 2: Create the Members content.

Prepare everything that you wish to offer to your members, this is mostly done in the way of a research to gain insight in the customer's needs and wants. After this study has been done, the content can be created. A front page for on the website, and a pricing page design.

Step 3: Choose a membership platform and/or plugin.

Now that a model and pricing has been brainstormed a plugin or platform needs to be chosen. When using a website builder like **WordPress**, a lot of membership plugins are built in. which allows for just simply choosing the one that suits best. When using **SquareSpace**, the options of MemberSpace and Membership Works work perfectly. Multiple elements need to be included to create a smooth experience for everyone, no matter which platform:

- Contact segmentation – allows to create an overview of all members
- Gated content – allows for content to only be visible for members
- Payment provider integrations, of which the following work best:
 - o WP Table Manager (WordPress)
 - o Go Pricing (WordPress)
 - o PriceX

Step 4: Publish your membership page

After all the previous mentioned content has been thought of and created, it is time to post it online.

Step 5: Announce your website via social media and e-mail

Announce your membership business on social media, distribute via your own e-mail network and reach out to blog subscribers. This is done to boost conversion rates, consider a limited time reduces price to boost the first wave of members.

The following websites allow for best user-friendly experience (Ibid):

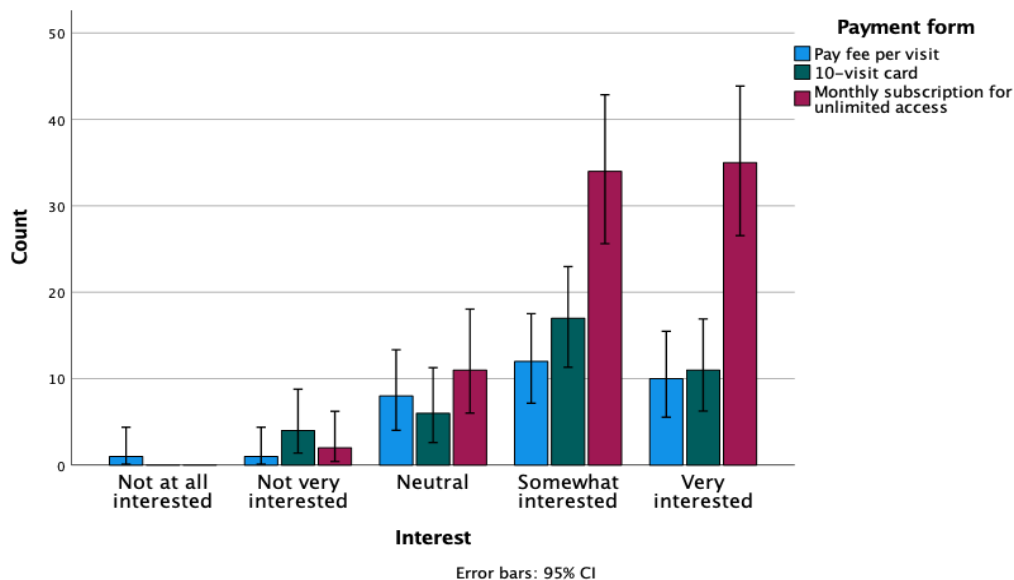
- CMS Hub (\$300 per month)
- MemberPress (\$249 for one website)
- Wix (ranges from free to \$500 per month)
- MemberSpace (\$25 per month plus 4% fee per member)
- WordPress (\$30 per month)



3.1.2.2. Primary data

Preferred way of payment

A test was conducted to see what proportion of students wants a monthly subscription. The test showed that the valid percentage of students preferring the monthly subscription is greater than 50%, namely 53.9%. This means that students do prefer a membership or subscription over other payment methods. As seen below, where the monthly subscription is put against the level of interest to further visualize the willingness to subscribe.



Figure

19: Payment form compared to interest level

Perfect price

As with any concept a price range has to be determined (Wilson, 1963) for this to achieve, a test was conducted.

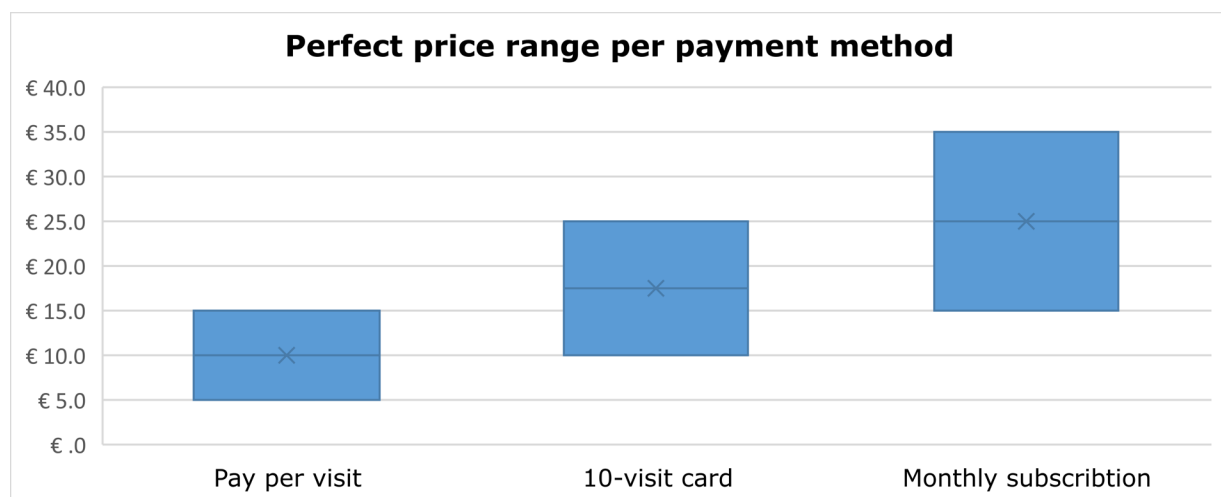


Figure 20: Perfect price range per payment method

When looking at the graph, the "bargain price" (1), "perfect" (2) and "too expensive" (3) are represented by the number 1,2,3 respectively. Knowing this, the perfect range is the following:

The pay per visit between:	€5 and €15 per visit.
The 10-visit card between:	€10 and €25 per 10 visits
The monthly subscription between:	€15 and €35 for unlimited access



Study Frequency

The payment method is linked with the study frequency, as some payment methods limit the user to a set amount per day. When putting this to the test the following graph appears.

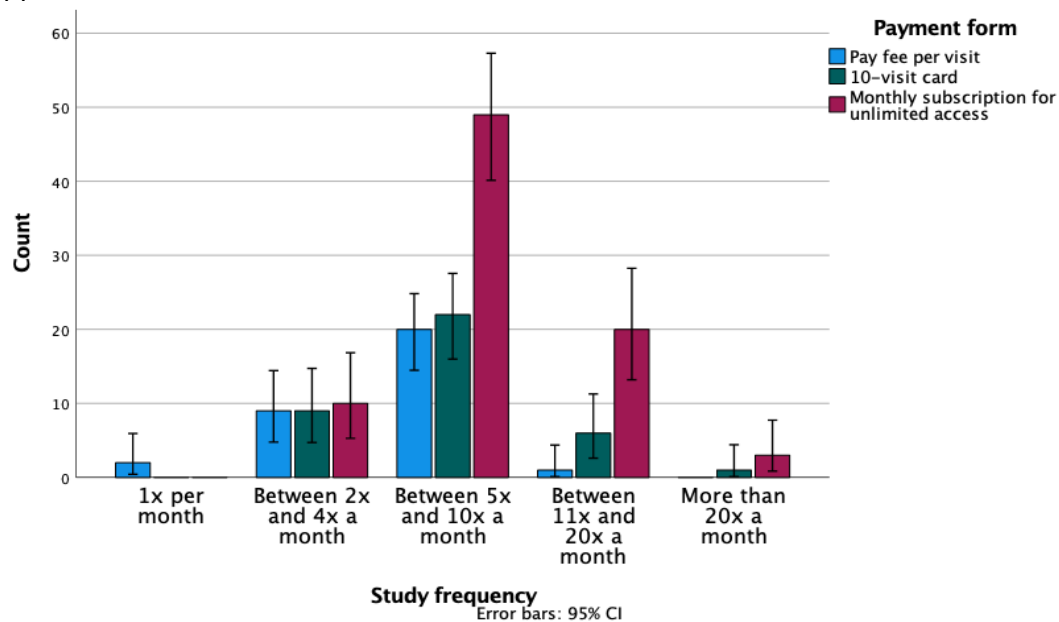


Figure 21: Study frequency compared to payment method

From the graph above it can be seen that the majority of monthly subscriptions aim to study between 5 and 20 times. When performing a Chi Square test, it shows that with 95% certainty that there is a significant relation between the frequency of visit and the payment method. This is to be found in the radius of 5 to 10 times a month.



3.1.3. Research Question 3

What elements should WSWG embody to meet the demands of the customers?

3.1.3.1. Primary research

Additional facilities

According to literature it was expected that 32% of students would like other facilities apart from We Study facilities.

From the test it can be said with 95% certainty that the number of students who want extra facilities is **not** 32%. The following We grow facilities add little value according to the survey:

- Gym
- Community
- Study support
- Workshops

Form here can be concluded that apart from study area only food and beverage facilities would add value. The We grow facilities, such as tutors and mindfulness do add a little more value than the rest, thus may be implemented.

The need for a community

When looking at literature, a great amount of this was found on the field of community linked to a membership. To test this a hypothesis was created. The following graph visualizes the need for a community.

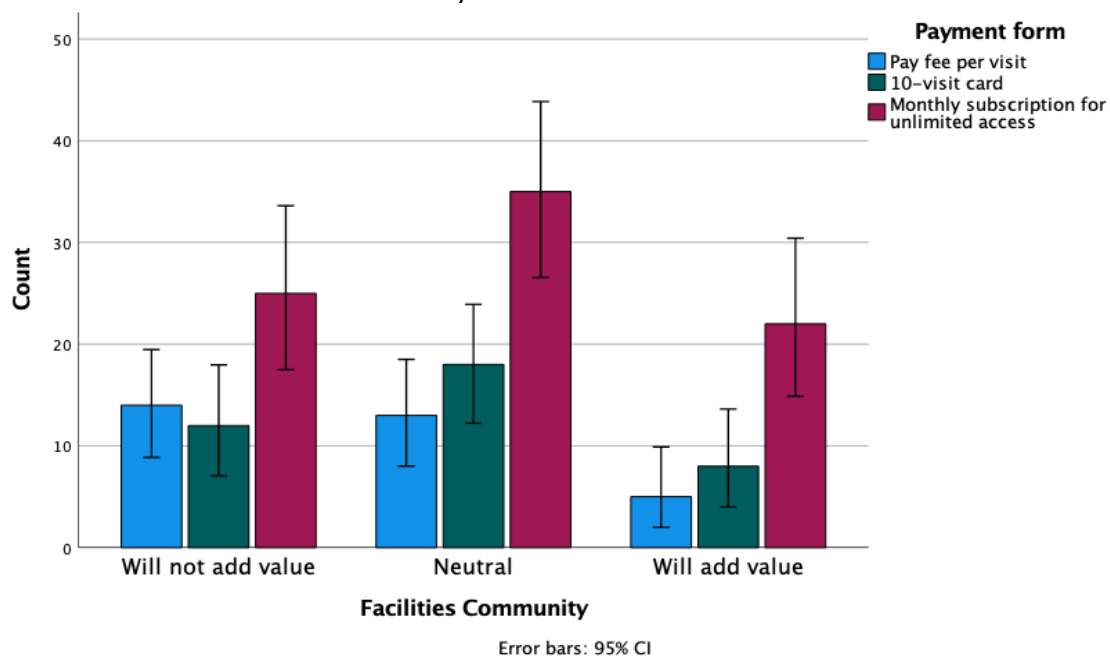


Figure 22: The Community compared to payment form

This means, unlike thought, that students do not feel the need for a community when studying at a monthly paid for study place.

3.2. Conclusion and dissemination

From all the above findings a BMC could have been created. Though according to Ostwalder et al. (2014) before a prototype (BMC) can be created, co-creation should be used. Co-creation is the discussion of the product with several stakeholder and/or experts to finetune the design, as "one's vision is not final" (Ibid). Several ways of co-creation (dissemination) Have been used please find these below in the table.

Weekly brainstorming sessions with researcher	Brainstorm sessions with professionals	Weekly updates with commissioner	Prototype (BMC) presentation
Together with Famke Wielenga weekly brainstorm sessions were organised. Due to the ongoing pandemic, few face-to-face meetings were possible, but the ones that were allowed for productive and feasible results. These sessions allowed the researchers to come up with new aspects of the BMC e.g., the sustainable office furniture.	As one of the researchers knew someone who is well known in the world of setting up businesses, a brainstorming session was also implemented. This allowed for the inclusion of a Tripple bottom line, as this would, according to the professional allow for easy conversations with the principality. The principality is needed to give a permit to Mr Meijer.	Once having accepted the challenge from the commissioner, the researchers pointed out that weekly updates would push them to deliver each week. This also allowed to share information with one another and allows the commissioner to give feedback on a moment's notice. With every update, the wishes from the commissioner became clearer. These updates continued until both researchers went on internship themselves.	This presentation entailed an opportunity for the commissioner to give feedback for the researchers. This feedback was then implemented into the final version of the BMC (Chapter 4.1. BMC). The feedback entailed largely the way the BMC looked, as according to the commissioner the first versions was not appealing for investors. It was the end of a 14-week collaboration with the commissioner and the researchers.

Figure 24: Co-creation table

From these co-creation sessions the end product kept on changing and allowed for outsiders and insiders in this project to continuously throwing a critical eye upon the work done. Creating in the end a deliverable tested and checked upon in each stage as according to Ostwalder (2010)



All findings presented in Chapter 3 Solution design created a BMC, together with the co-creation sessions as mentioned above created the following resource driven side of the BMC.

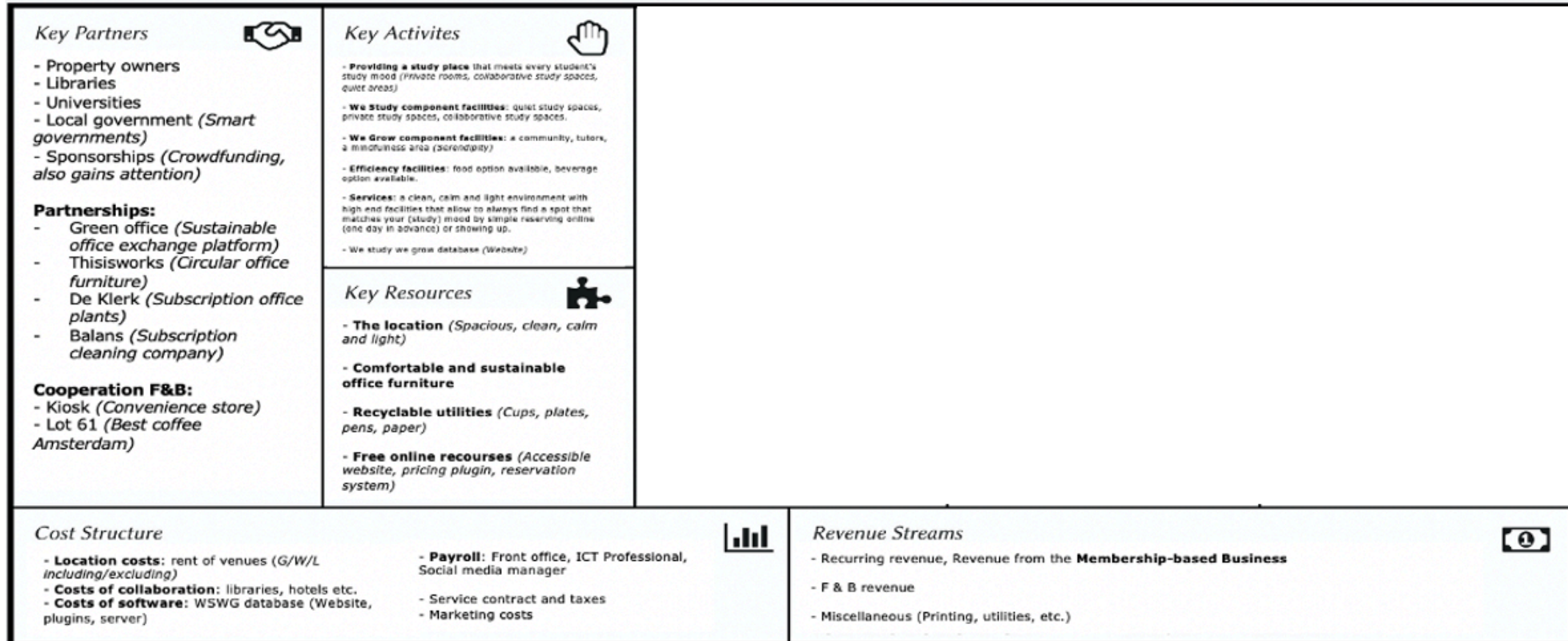


Figure 25: Resource driven side of the BMC

To get to the final prototype, the BMC, first the findings from Famke Wielenga (2021) must be included. As she focussed on the customer side of the BMC a value proposition canvas was created. This was put together from the results of the distributed survey, please find the Value proposition canvas on the following page.



The Value Proposition Canvas

Value Proposition **designed for the WSWG concept**

Customer Segment **Higher education students in Amsterdam**

Products & Services	<ul style="list-style-type: none"> - We Study component facilities: quiet study spaces, private study spaces, collaborative study spaces. - We Grow component facilities: a community, tutors, a mindfulness area. - Efficiency facilities: food option available, beverage option available. - Services: a clean, calm and light environment with high end facilities that allow to always find a spot that matches your (study) mood by simply reserving online (one day in advance) on the WSWG platform or showing up.
Gain Creators	<ul style="list-style-type: none"> - We Study component facilities: students will be handed the tools to achieve their maximum study results and goals, making graduating almost look easy. - We Grow component facilities: students will be handed the tools that allow to improve their psychological issues and/or negative triggers, making the improvement on and awareness of mental health an increasingly more accessible topic. - Efficiency facilities: students their mental health will be eased by these facilities, as these facilities will make sure no time is wasted on something that will not help achieve their (study) goals. - Services: the diversity in facilities offered allows students every day that they study at WSWG, to choose a spot that matches their (study) mood.
Pain Relievers	<ul style="list-style-type: none"> - We Study component facilities: students will be offered the high end facilities that they "normally" would not be able to get by themselves, which works as a positive boost for their mental health as it nourishes their performance drive. - We Grow component facilities: being handed the tools to become increasingly more mindful and/or improve mental health, will result in a decrease of the severe (social) anxiety that adolescents face. - Efficiency facilities: the convenience of having these facilities will relieve students from stress and hassle, but also from losing valuable study time. All this, with also giving the option to socialize.

Gains	<ul style="list-style-type: none"> - Study: always being able to find a study spot that matches their (study) mood that also offers high-end facilities accordingly. - Grow: the possibility, but not the obligation, to exchange social capital with peers and work on their mental health individually/together. - We: the occurrence and/or development of events by chance in a happy or beneficial way. In other words: serendipity, to cure the feeling existential of loneliness amongst adolescents, by giving them the possibility, but not the obligation, to be "part of something".
Pains	<ul style="list-style-type: none"> - Study: not in the dispose of the proper tools, facilities and/or space to achieve. - Grow: the awareness of knowing that they are not (able to) delivering their maximum results and goals, which increases mental health issues extremely. - We: the feeling of existential loneliness at the adolescent age, which is larger than even before due to high social media consumption 24/7.
Customer Job(s)	<ul style="list-style-type: none"> - Study: achieve their maximum study results and smash their educational goals. - Grow: address psychological complaints and work on them to improve mental health and mental awareness. - We: excel and develop in their ability to make meaningful connections with other peers, in order to feel like they are "part of something".

Figure 26: Value proposition canvas (Famke Wielenga, 2021)














3.3. BMC

From all the above data and results a BMC was created. Two Persona's from the students can be found in *appendix 8.9. Persona* these were determined as **Tim** and **Sophia** (Famke Wielenga, 2021). Please see *appendix 8.10. for the BMC explanation.*

The Sustainable Business Model Canvas

We Study, We Grow

<p>Key Partners </p> <ul style="list-style-type: none">- Property owners- Libraries- Universities- Local government (<i>Smart governments</i>)- Sponsorships (<i>Crowdfunding, also gains attention</i>) <p>Partnerships:</p> <ul style="list-style-type: none">- Green office (<i>Sustainable office exchange platform</i>)- Thisisworks (<i>Circular office furniture</i>)- De Klerk (<i>Subscription office plants</i>)- Balans (<i>Subscription cleaning company</i>) <p>Cooperation F&B:</p> <ul style="list-style-type: none">- Kiosk (<i>Convenience store</i>)- Lot 61 (<i>Best coffee Amsterdam</i>)	<p>Key Activities </p> <ul style="list-style-type: none">- Providing a study place that meets every student's study mood (<i>Private rooms, collaborative study spaces, quiet areas</i>)- We Study component facilities: quiet study spaces, private study spaces, collaborative study spaces.- We Grow component facilities: a community, tutors, a mindfulness area (<i>Serendipity</i>)- Efficiency facilities: food option available, beverage option available.- Services: a clean, calm and light environment with high end facilities that allow to always find a spot that matches your (study) mood by simple reserving online (one day in advance) or showing up.- We study we grow database (<i>Website</i>) <p>Key Resources </p> <ul style="list-style-type: none">- The location (<i>Spacious, clean, calm and light</i>)- Comfortable and sustainable office furniture- Recyclable utilities (<i>Cups, plates, pens, paper</i>)- Free online recourses (<i>Accessible website, pricing plugin, reservation system</i>)	<p>Value Propositions </p> <p>Place to study individually, study together, socialize, chill with friends, make new friends, work on my study/life goals, achieve my study/life goals, improve my mental health, nourish my mind, body and soul.</p> <p>Place to study individually, work on my study/life goals, achieve my study/life goals, chill with friends, discuss with likeminded people or peers, improve my mental health, nourish my mind, body and soul.</p>	<p>Customer Relationships </p> <p>Sees the We Study, and We Grow components as equally valuable. Feels highly connected to WSWG, as it is a "community" that they are part of, and it offers the tools for them to develop themselves mentally. Very open to serendipity.</p> <p>Values the We Study component as highly more value adding than the We Grow component. Is there to study, achieve work/life goals and work on himself/herself. Not looking for serendipity. but open to it.</p> <p>Channels </p> <ul style="list-style-type: none">- Front Office that greets students by their name and connect with them.- Online platform (website) connected to WSWG- Main social media platforms: Facebook & Instagram. <p>Generally enjoys:</p> <ul style="list-style-type: none">- Social events- Career events	<p>Customer Segments </p> <p>Sophia Second year higher education students (HBO) living in Amsterdam</p> <p>Tim Final year higher education students (WO) living in Amsterdam</p>
<p>Cost Structure </p> <ul style="list-style-type: none">- Location costs: rent of venues (G/W/L including/excluding)- Costs of collaboration: libraries, hotels etc.- Costs of software: WSWG database (Website, plugins, server)- Payroll: Front office, ICT Professional, Social media manager- Service contract and taxes- Marketing costs		<p>Revenue Streams </p> <ul style="list-style-type: none">- Recurring revenue, Revenue from the Membership-based Business- F & B revenue- Miscellaneous (Printing, utilities, etc.)		
<p>Eco-Social Costs </p> <ul style="list-style-type: none">- Ethics: every student should have a free study spot to make use of, instead we are going to ask money.- Environmental: instead of studying at home, students will have to travel to study spot location. This will potentially increase their carbon footprint.		<p>Eco-Social Benefits </p> <ul style="list-style-type: none">- Social: Serendipity- Environmental: Giving new purpose to empty resources (hotel rooms, office spaces) and using circular furniture/facilities.		

4. Implementation

4.1. Plan for intervention

Now that step 1-3 from the DBR cycle are finished, an implementation plan can be written. This will be in the form of a plan, as the commissioner has announced that a HTH intern will take over the role of the two researchers to make this concept actionable. Together, Mr Meijer and Harvest Vastgoed, are looking for a HTH Intern to actionize the BMC in August 2021. Therefore, this plan, and the whole report, has been disseminated up to this point with weekly meetings with the commissioner and a PowerPoint presentation of the Solution Design.

(Please note, due to the loss of communication with the commissioner the researchers were unable to provide a detailed planning of what is happening with WSWG as we speak. All steps presented below are provided by literature and drawn up from the latest provided information from the commissioner, all information presented below is a plan. Therefore, no evaluation from of the project can be found in the appendix, however, *please find the proof of contact loss in appendix 8.14. Proof of dissemination + Proof of contact loss*)

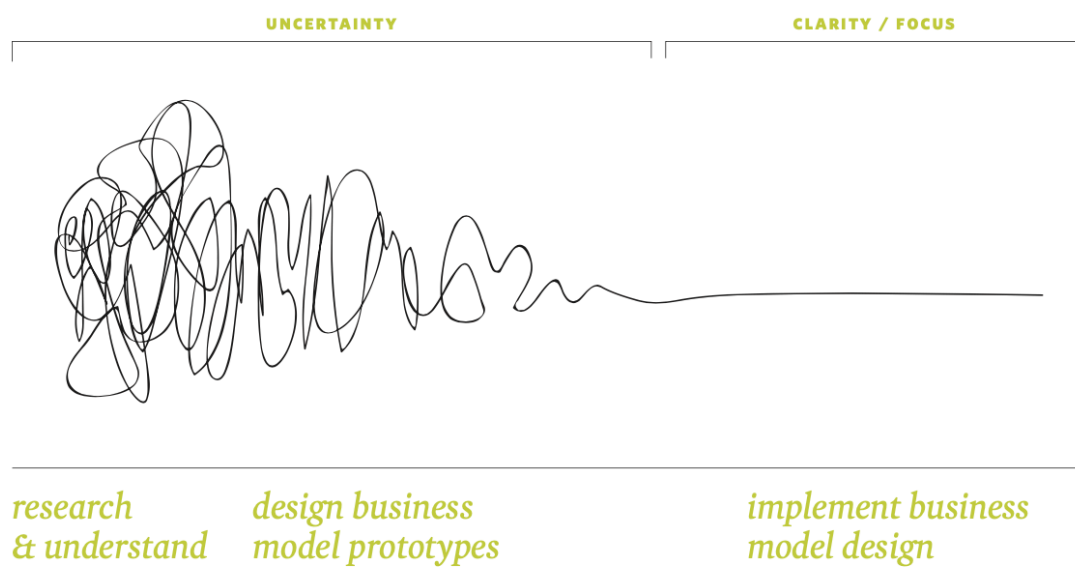


Figure 27: Design attitude (Osterwalder and Pigneur, 2010)

When going from the design phase into the Implement phase, according to Osterwalder (Ibid), uncertainty will turn into clarity and focus.

Intervention

Intervention or implementation is all about communication and involvement, being willing to adapt your business model on occurring changes. The related projects will take shape, milestones will be specified, legal structures are to be organised and a detailed budget and project timeline is created (Ibid). The following implementation plan was created using the books from Ostwalder and Pigneur (2010) and Ostwalder et al (2014), as using evidence from practitioners, like Richard Harroch (2018) a start-up professional.

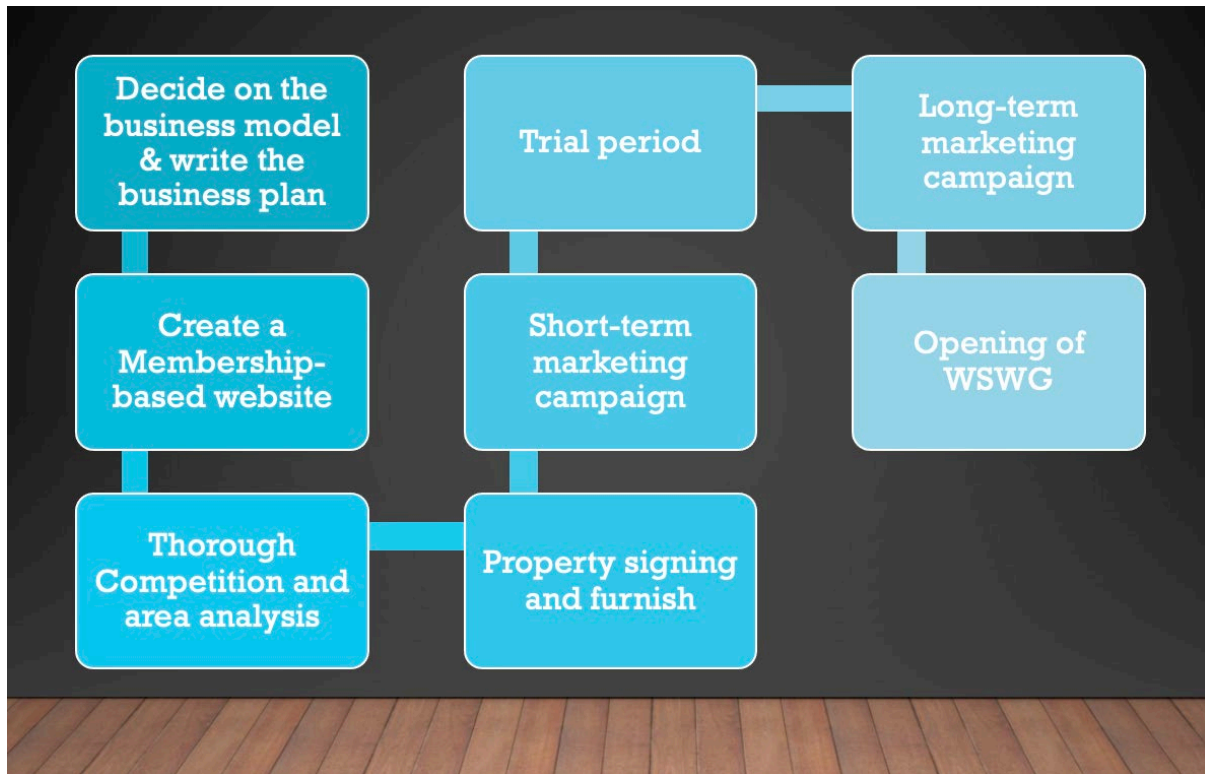


Figure 28: Implementation plan

Now that the business plan, business model, has been created it is time to create a website. As seen in *Chapter 3.1.2.1*, a step-by-step approach is given to launch a membership-based website.

Step 1: Decide on your membership model.

This is stated in the BMC, the model will consist of a set membership fee which will grant access to the WSWG building where a place to study is available as the social aspect of studying collaboratively. One can choose for a private study space, which according to Mr Meijer will be €10 per day. This has to be paid for on the day and so no different levels of memberships are offered.

Step 2: Create the Members content.

The website should be advised to look like the building, as seen in the results of question 21, from the survey, the preferred look would be focussed on a minimalistic design, with natural influences.

Step 3: Choose a membership platform and/or plugin.

A plugin that works great with the advised website builder, WordPress (€25 per month), is **WP Table Manager**. This can create a membership option as well as offering different design options that appeal to the customers.

Step 4: Publish your membership page

After all the previous mentioned content has been thought of and created, it is time to post it online.

Step 5: Announce your website via social media and e-mail

Announce your membership business on social media, distribute via your own e-mail network and reach out to blog subscribers. This is done to boost conversion rates, consider a limited time reduces price to boost the first wave of members.

When a website has been built, the researcher advises the HTH intern to conduct an even more in-depth area analysis, as stated in the Chapter 2.3.4. suggestion of further research, to see what the best location for WSWG would be, this goes hand in hand with a more detailed competition analysis (Osterwalder & Pigneur, 2010), The researcher advises the intern and Mr Meijer to build upon the competition map as indicated in Chapter 3.1.1.1.

After the preferred area for the WSWG building has been determined, it is advised to look together with Harvest Vastgoed for a building which would house the WSWG concept. Since property of this scale in Amsterdam is considered too expensive to invest in, as according to Mr Meijer, it is advised to look for properties e.g., empty office buildings, to rent. As seen in the results of question 21, from the survey, the preferred look would be focussed on a minimalistic design, with natural influences. Multiple partners in the BMC have been identified, like thisisworks and De Klerk, to not only create the minimalistic design but also add to the tripple bottom line. This is due to the fact that both businesses focus on sustainability and circular furniture. Please find a design idea provided by Thisisworks below.



Figure 29: Design idea by Thisisworks

When eyes are set upon an office building to rent, the short-term marketing campaign can start, with the aim to create awareness within the city of Amsterdam. Not only is this marketing campaign meant to attract students, this will also attract employees (Harroch, 2018). The researcher advice Mr Meijer to have at least one property manager and 4 part time employees (2 in the reception and 2 in the F&B Kiosk) working at WSWG. The short-term marketing campaign will utilize the students their preferred social media platform in the form of influencers on Instagram. This, according to Biaudet (2017), is one of the most effective ways to gather customers when trying to attract students.



When awareness is created and the mission of WSWG is distributed, a trial month is the be organised. According to Branch and Rocchi (2015) a trial period is advised for any company to make sure internal processes and the team are working accordingly. Herein feedback will be monitored and taken care of accordingly.

Once the trial period is completed, a long-term marketing campaign is the take place. After a successful trial, word of mouth marketing can be considered one of the most important tools. The Instagram page by now has reached an acceptable level of followers can expand accordingly (Minou van der Werf et al., 2017). It is also advised to seek cooperation with universities, the UVA has already said to be interested in one of the interviews in the context research stage of the report. When attention and subscriptions are gained the concept can open its doors.

It is advised to continuously monitor WSWG as according to the Lean start-up model, explained in the next chapter. The KPI's are defined around the yearly profit, customer numbers and payback period, all to be found in the next chapter, 5.2.



Please find below a What, Why and Who of the steps involved in the Implementation phase.

What	Why	Who
Decide on the business model & write the business plan	This step will allow for a clarification of the product. On which later forecasts such as budgeting can be made.	HTH Intern Mr Meijer
Create a Membership-based website	In order for possible members to have a clear overview of what the concept will look like a website should be created in the same style of the interior design of the building.	HTH Intern Mr Meijer
Thorough competition and area analysis	To see the stronger and weaker areas of your direct competition and the area it is valuable to do an analysis.	HTH Intern Harvest Vastgoed
Property design and furnish	For customers to be interested in the concept it is crucial to have a property portraying the right ambiance. This should be designed by keeping the wishes and preferences of the target market in mind.	HTH Intern Mr Meijer Harvest Vastgoed
Short-term marketing campaign	This step will provide the company with initial awareness for their business. It will get people excited of what is coming. (it will also provide you with initial guests for trial period and employees)	HTH Intern Influencer Students willing to visit Potential employees
Trial period	This is a super important step that should not be skipped. It will allow for the company to get some direct feedback from their customer market and can therefore improve.	HTH Intern Mr Meijer Influencer Students willing to visit Potential employees
Long-term marketing campaign	The long-term marketing campaign will allow for you to grow the number of students with memberships even before opening!	HTH Intern Mr Meijer Universities Students (word of mouth)
WSWG opening	If all previous steps were completed thoroughly, it would allow for a successful opening of the business	HTH Intern Mr Meijer Harvest Vastgoed Employees Students

Figure 30: What, Why and who



5. Evaluation

5.1. Lean start-up model

Research has shown that 70-90% of all business and startup ideas fail within the first 1-2 years (Joeri, 2020). Therefore, in order to reduce the chance of failure it is advised to implement models which allow for constant evaluation and development of a concept.

The Lean Start-Up Model provides companies with the tools needed to grow a business.



Figure 31: The lean start-up model (Ibid)

The model motivates companies to create a Minimum Viable Product (MVP). This product has only a few features on which customers are then able to give feedback. This feedback can be used to find out exactly what customers want. As WSWG is a concept for students it would be extremely valuable to receive feedback from them and act accordingly.

The cycle is constantly repeated and named: The Build, Measure and Learn activity which allows a business to learn whether they should preserve or pivot their product. The continuous testing of the product allows for companies to work smarter, and if it is successful businesses can get started. However, if WSWG encounters issues within their product early on there are able to change it and thereby reach success.

Once the product is on the market, companies are still able to implement the LEAN Model. This would bring the opportunity of co-creation, where a business will remain successful by staying in touch and receiving continuous feedback from not only their customers but also employees and other stakeholders. WSWG could analyze their various components in order to determine their level of significance to the growth of the company.



Therefore, the researcher has created a step-by-step approach (Heather McGough, 2016).

Step 1. Identify the problem

During this step WSWG analyses their customers journey and sees where possible solutions can be made. Defining the problem in a problem statement through a "5 Why analysis" will provide the company with the real issue faced by students.

In the case WSWG, they have already identified by students, which is the lack of suitable study places in the city of Amsterdam. Which fulfills the We Study element, however the issue of the We Grow element has not yet been fully confirmed.

Step 2. Collaborative design

This stage will allow for the company to create a realistic design of the concept. To be successful within this step the company should deeply analyze the customer journey and how the processes will work in practice.

When WSWG investigates this step further they will gain a deeper understanding of how the business would work in practice. Thus, having a clearer overview of the practical aspects.

Step 3. Design and prototype

The MVP will be created during this step of the Lean Start-Up Model. The creation of the product will allow for additional research to be done, in order to research possible weaknesses.

As WSWG is a service given to students in Amsterdam, the actual product has not yet been created. Instead, thorough research was done to see the viability of the concept.

Step 4. Test and Learn

During this step the prototype gets tested by its possible customers. Getting real data is key within this stage of the concept development. Getting feedback from your actual customers is the most important element.

When researching the viability of WSWG the team went to the students of Amsterdam and launched a survey in order to understand what it was the customers wants. Additionally, the team found what elements would work well in the concept and which would not.

Step 5. Iterate and Define

During this stage you adapt your concept to what you have learned during the tests done. You see whether you need to preserve or pivot your idea.

In WSWG, the company learned that some initial ideas were not favorable among their target audience and thus the business has adapted to suit the needs and wants of the students in Amsterdam.



5.2. Financial KPI's

To further evaluate the concept, a financial overview has been created. This overview is set to picture a "worst case scenario" and is built upon literature and the findings from the survey.

							Total
Amount of students subscribed		1.188	1.366	1.571	1.807	2.078	8.010
Amount of monthly memberships per year		14.256	16.394	18.854	21.682	24.934	96.119
YEAR	0	1	2	3	4	5	
Initial investment	8.838,72						
Revenue							
Monthly membership		285.120,00	327.888,00	377.071,20	433.631,88	498.676,66	1.922.387,74
Private room revenue		72.600,00	83.490,00	94.380,00	105.270,00	116.160,00	471.900,00
F&B Revenue		50.000,00	57.500,00	66.125,00	76.043,75	87.450,31	337.119,06
Total revenue		407.720,00	468.878,00	537.576,20	614.945,63	702.286,97	2.731.406,80
Variable cost							
Marketing costs	8.838,72	8.838,72	10.164,53	11.689,21	13.442,59	15.458,98	
General & administrative costs		10.235,81	11.771,18	13.536,86	15.567,38	17.902,49	
Part time wages		49.950,72	49.950,72	49.950,72	49.950,72	49.950,72	
Furniture costs		12.000,00	12.000,00	12.000,00	12.000,00	12.000,00	
Total variable costs		81.025,25	83.886,43	87.176,78	90.960,69	95.312,19	438.361,34
Fixed costs							
Manager salary		44.400,00	44.400,00	44.400,00	44.400,00	44.400,00	
Website fee		300,00	300,00	300,00	300,00	300,00	
Rent		400.000,00	400.000,00	400.000,00	400.000,00	400.000,00	
Total fixed costs	44.700,00	444.700,00	444.700,00	444.700,00	444.700,00	444.700,00	2.223.500,00
EBITDA		-118.005,25	-59.708,43	5.699,42	79.284,94	162.274,79	
EBIT		-118.005,25	-59.708,43	5.699,42	79.284,94	162.274,79	69.545,46
Corporate income tax		-29.501,31	-14.927,11	1.424,85	19.821,23	40.568,70	
Profit/Loss		-88.503,94	-44.781,32	4.274,56	59.463,70	121.706,09	52.159,10
Cumulative profit/loss		-88.503,94	-133.285,26	-129.010,69	-69.546,99	52.159,10	
Payback Period	4.57						
Breakeven point	93204,20						

Figure 32: Financial 5-year overview

To put the overview into perspective the following KPIs were identified, making this concept financially feasible.

KPI's	Amount (in euros)
Revenue after 5 years	€ 2,731,406.80
Profit after 5 years	€ 97,159.10
Payback period	4.57 Year
Breakeven point	93,204 monthly Memberships sold in 5 years

Figure 33: KPIs

To justify for the numbers used in the financial overview, please find the explanation below on the next page. A payback period of 4,57 years is considered average for a concept this size (Besley and Brigham, 2008).



Financial information	Explanation
Price per month	€20
Number of students willing to participate	According to the SBA (2020) a standard rule of thumb when performing market research is that when your population is over 100,000, your reach will only be 3%. Meaning in the case of WSWG out of the 3% of students, 36.8% (1,188 students) is highly interested in subscribing to WSWG. Additionally, WSWG expects according to the principles of finance a steady annual growth rate of 15% (Besley and Brigham, 2008).
Private room revenue	€10 as based upon the competition (Workspace 6, 2021) From the survey 121 students were interested to have 5 days a month a private study space.
F&B Revenue	According to the CBS (2020) an average Kiosk of a medium scale school makes €50,000 per year
Marketing costs	According to studies the average amount a company spent on marketing is 3.1% of its revenue, or between €15,000-30,000 (Hagler, 2020; Dutchmarq, 2020)
General & administrative costs	These costs refer to the hiring of an accountant and other supporting roles, such as the hiring of a cleaning company (Ahold Delhaize, 2020), these costs are approximately 3.59% of the revenue.
Part time wages and project manager wages	The average amount a business spends on parttime wages per year is €12,487.68 therefore this number has been used. As for the project manager, many vacancies around the amount of €3,700 per month are offered (Business Insider Nederland, 2019; Indeed, 2020a; Indeed, 2020b).
Furniture costs	Is based upon the monthly costs associated to Thisisworks, this company provides everything office interior wise (Thisisworks, 2021).
Website fee	This amount is based upon the €25 per month according to WordPress (Fitzgerald, 2020).
Building rent	The average amount of rent per m2 in Amsterdam for office buildings is €200 (NVM, 2020). As the commissioner said to have been looking for a building the size of 2000 m2, the number of €400,000 per year is chosen.

Figure 34: Financial explanation



5.3. Risk analysis

A risk analysis identifies the possible limitations and obstacles that might be related to the business (Osterwalder & Pigneur, 2010). These obstacles were previously identified during the trend analysis. Therefore, using this matrix the risks are categorised by two factors: Impact, how severe it might be, and Probability, how likely is it to occur.

Impact	Major	<ul style="list-style-type: none"> Students are not interested Universities do not want to cooperate 	<ul style="list-style-type: none"> Working from home 	<ul style="list-style-type: none"> Government restrictions
	Medium	<ul style="list-style-type: none"> Decline in number of students 		
	Minor	<ul style="list-style-type: none"> A terrorist attack 	<ul style="list-style-type: none"> Customer retention (authenticity) 	<ul style="list-style-type: none"> Need for hygiene and safety
	No impact			
		Unlikely	Possible	Likely
	Probability			

Figure 35: Risk analysis

5.4. Conclusion

From the financial evaluation done and the above seen risk matrix, it can be concluded that the concept of WSWG would be viable. The success, however, can only be achieved when the government restrictions on educational institutions ease and COVID-19 is gone. With the main risk being COVID-19, the researcher advises the commissioner to keep developing the concept in the meantime so that it is ready once COVID-19 has passed.

Unfortunately, it is not likely that this report and its findings will be taken into consideration in the creation of the WSWG concept. As the commissioner and researcher are still not back in contact, even though many attempts have been made from the researcher's side.



6. Dissemination

As seen in Chapter 4, multiple dissemination events were hosted throughout the collaboration of the researchers and the commissioner. Firstly, one major dissemination event was conducted on Monday 8 February 2021, herein the results from the research were shown by means of the following presentation *to be found in appendix 8.12*.

Dissemination event, PowerPoint. This presentation was given in collaboration with the other researcher, Famke Wielenga 30/05/2021 13:33:00. *Please find the proof of this dissemination event in appendix 8.14.* After this presentation the way forward for Mr Meijer was discussed as both researchers would finish their internships elsewhere. It became prominent that Mr Meijer would look for an intern to fulfil the rest of the concept.

After which, it has been decided that another dissemination would take place. This would be an infographic for the future Intern of Mr Meijer so that I one bird eye view he could find all the important findings of this report. This was commissioned by Mr Meijer and the presentation hereof would be the second dissemination event of this report. Unfortunately, due to the deadline of this report being brought forward (from 22 of August to 31 of May) this presentation has not yet been done. Although, the infographic is *to be found below in appendix 8.13*. *Dissemination event, infographic.*

To whom	Commissioner (Thijs Meijer)	HTH Intern
What	What the feasible and sustainable business model for WSWG entails and how it is recommended to be executed.	An infographic where the intern can refer back upon to see the most important findings of this research.
By Whom	Famke Wielenga and Sam den Hartog.	Famke Wielenga and Sam den Hartog.
How	Presenting quantitative research findings and conclusions through an online pitch via Microsoft Teams.	By creating an infographic with presentation for the intern who will take over the project from the researchers.
When	08-02-2021 from 17:00-18:00. Done	August 2021, when the future intern for WSWG takes over the project.
With what effect	The successful execution of turning the business model into a physical and fruitful organisation.	For the intern to have a quick start when working for Mr Thijs Meijer.

Figure 36: Dissemination table





7. Academic reflection

This chapter will allow for a deeper reflection and evaluation on the limitations and successes of the various elements of the report. This academic reflection will therefore provide a thorough understanding of the context in which the report was not only finalised but created.

PICOC analysis

The PICOC analysis was used in order to have a clear overview of the elements that needed to be researched. When looking back however, more extensive research could have been performed to create a stronger DBR. These elements which suggest further research are:

Feasibility study

In order to truly identify if a concept is able to survive a study of feasibility needs to be performed. Herein all the financial information is to be examined. A cost and revenue overview will be provided. This is essential for the realisation of any concept to attract potential investors (Branch and Rocchi, 2015).

Competitive analysis

A competition analysis will provide the concept with a thorough analysis on the field of potential competition to be found in the nearby or national environments. This will provide investors with an overview of what it is that makes this concept stand out compared to the competition set.

Area analysis

An area analysis consists of a thorough overview of the best suitable location for a concept (Ibid). It involves the location of competition and real estate analysis of the best suitable location. As this report addresses these areas rather shortly, a more thorough analysis is needed to persuade potential investors.

Methodology

Reflecting back on the methodological choices made, biases can be found in multiple aspects.

Secondary data bias

When collecting data, constraints always exist. Firstly, the timeframe when the data was collected needs to be taken into account. One cannot take data that is considered to be too old. Secondly, data that is collected might not fall under the right region of interest for the study (Bevan et al., 2013). Within in this secondary data collection process, sources within the limit of five years were collected and deemed reliable enough for the study, though not all sources were found in the region of interest. This will reduce the reliability of the report, as some sources on student's wellbeing were collected outside of the five-year limit.

Sampling bias

When performing the research primary research around non-probability sampling/ convenience sampling, it results in parts of the population being unable to participate. Thus, when the researcher uses its own network, it results in sampling bias. There is always a change of ending up with non-representative samples because of the selective choice. Nevertheless, convenience sampling is useful of explorative research (Simundic, 2013). Furthermore, this study covers a general issue on the field of student study problems, but the data gathered is only limited to Amsterdam. This causes a bias in the



data gathered, as it might not entirely be representable for the entire of the student population and might have different results in other cities or countries, lowering the reliability.

To increase the reliability of this research, a survey was held (to underpin the found literature), PICOC was used with every major article found and how the findings in the articles found were measured.

Survey bias

Survey bias might occur when respondents find a question unclear, as the researcher cannot attend to the questions they might have. Thus, an inaccurate answer might occur. The researchers determined that some questions could have been considered too broad, like question 6, this question has been left out of the data analysis as a result. Another bias might be that only 152 respondents replied to the survey, this number might be considered a little low because the survey was distributed during the winter break. Meaning the universities that were willing to help the researchers were unable to reply.

The miss addressing of question 14 also allowed for a difficult manner to analyse, after discussing with Research coach, Mr Chia, results were found.

To increase the reliability of the survey, the evidence from the own conducted research was evaluated. Under the questions;

- Are the findings of practical relevance?
- How precise are the findings?
- How are the findings measured?

The results are of practical relevance as the effect in the answers is large. A confidence interval of 95% was uphold, increasing the preciseness. And the results were measures using SPSS, with research coached checking the outcomes.

Research cycle

When researching potential new products, the first step is normally finding out what people actually want. Only when you know what your customer market wants can you design your product fully. However, the commissioner already had a worked-out idea for WSWG, and only wanted the researcher to find the underpinning of it.

This meant that certain options were probably not explored nor found, which hurts the reliability of the needs and wants of customers.

Contact issues

Online contact

Due to COVID-19, the project was carried out in an online environment. This caused for additional issues, such as a troubling communication where responses to e-mails took longer and meeting with the commissioner in person did not happen.

Meeting online causes for certain elements to be lost. Body language, tone of voice and eye contact are lost within this environment which hurts the bond between people.

Commissioner

Unfortunately, just after handing in the proposal our research commissioner broke contact with the researchers. This was unexpected and meant that there was no contact for the last steps with the commissioner. Due to this development, no evaluation of the prototype was done. Additionally, certain aspects and insight of the WSWG concept were missing such as the ability to confirm elements with the commissioner. That is why everything is written as a suggestion and advisement instead of a plan.



8. Appendices

8.1. Preliminary Interview

Interview with Thijs Meijer, Commissioner

When: 11 November 2020
Interviewee: Thijs Meijer
Interviewer: Famke Wielenga, Sam den Hartog
Aim of interview: To find out how the two parties should work together and define the problem

Agenda:

1. Introduction Sam and Famke.
 - Where are you from, why did you choose to study at Hotelschool The Hague, character strengths and weaknesses, internship thoughts, future career aspirations.
2. Co-working expectations:
 - Weekly meeting, pre-plan a day
 - Transparency
 - Communication language: English / Dutch
 - Weekly update Friday 5 PM update via mail
 - WhatsApp group
3. Research approach questions.
 - Individual or collective
 - Pre-planned thoughts on the research project.
 - What do you expect as end product: Demand for the concept (qualitative, quantitative / target group: students, parents of students, autonomous employees working from home) + prototype, BMC, strategy.

Overview of the interview:

The meeting started off with an introduction round, who everyone involved is and what their preferred way of working is. This was followed by what the researchers and commissioner expect from each other.

After which the question arose if the commissioner would like to elaborate on the problem at hand and clarify what it is that is wanted. The following became apparent from this; the commissioner is looking for enthusiastic students to create a concept on the field of study spaces in Amsterdam, as the commissioner believes that "Due to the lack of efficient study space students face a challenge in concentrating, planning for their study work and potentially this can affect study progress". This the commissioner wants to achieve by asking the two students to "work on the field of concept development, by using innovative thinking tools and theoretical models to find a solution". The end result would be a well-founded research project with clear recommendations.

After this initial interview, contracts were signed, and the research began. It was determined that the two parties would meet every week to discuss the results and changes of last week.



8.2. Interview overview and results

In this overview the person interviewed, the time and a short description can be found. All interviewees agreed to have their names written for the purpose of this research. Subsequently, the interview was conducted in via phone, no contract was signed, the interviewees did not see the need for this since only one question was asked.

Date + Time	Interviewee	Description of the interview
23 November 2020 14:15	Ms W. Scholtens	With the purpose to find out how many study spaces the public library of Amsterdam (OBA) had available a telephone interview was held with Ms Scholtens, head of the service desk. After the question: "How many study spaces does the OBA have available before Covid-19?" She replied after some investigating with the number 1,450 .
26 November 2020 10:00	Ms L. (Laila) Kesrioui	On November 26, 2020 a telephone interview was held with Ms Kesrioui, of the library service desk of University of Amsterdam (UVA). The purpose was to find out how many study spaces the UVA had available before Covid-19. The main question of the interview was: "How many study spaces did the UVA had before Covid-19?", after which Ms Kesrioui had to ask around and came to the number 1,200. This number found the two of us rather low so after more asking, she came to the number 4,935 , this number has been taken for the purpose for his research.
26 November 2020 10:45	Ms E.S.M. Roos	On November 26, 2020 a telephone interview was held with Ms Roos, of the service desk of College of Amsterdam (HVA). The purpose was to find out how many study spaces the UVA had available before Covid-19. The main question of the interview was: "How many study spaces did the HVA had before Covid-19?" Firstly, a colleague picked up the telephone who does not know the answer. After calling again Ms Roos picked up the telephone and informed the research it was 2,093 . This number has been used for this research.



26 November 2020 12:00	Ms D. De Jong	<p>On November 26, 2020 a telephone interview was held with Ms De Jong, of the Student wellbeing and research of the Vrije University of Amsterdam (VU).</p> <p>The purpose was to find out how many study spaces the VU had available before Covid-19.</p> <p>The main question of the interview was: "How many study spaces did the HVA had before Covid-19?"</p> <p>The HVA did not have a specific number of student places, so Ms De Jong went location by location (online) to find out what the number is, after checking with colleagues, she said 1,350. This number has been used for the purpose of the research.</p>
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Figure 37: Interview form**Interview results**

Organisation	Location	Amount of study spaces	According to
UVA 4935	UB Singel	750	(Ms L. (Laila) Kesrioui, 2020)
	P.C. Hoofthuis library	300	
	Science park Bibliotheek	60	
	Library Learning Centre Roeterseilandcampus	800	
	Bushuis library	120	
	Main building	2,905	
VU 1350	Main building	1350	(Dione De Jong, 2020) (Vrije universiteit Amsterdam, 2020)
OBA 1450	OBA Oosterdok	1000 + 450 Computer	(Wendy Scholtens, 2020)
HVA 2093	Wibauthuis	500	(Mw. E.S.M. Roos, 2020)
	Leeuwenburg	144	
	Kohnstammhuis	424	
	Koetsier-Montaignehuis	91	
	Nicolaes Tulphuis	236	
	Fraijlemaborg	416	
	Dr Meurerhuis	282	

Figure 38: Study Space overview per location



8.3. Observation form VU

Observation form study space availability at the Vrije Universiteit Amsterdam (Vrije universiteit Amsterdam, 2020).

Date + Time Before exam season	Total availability	Spaces occupied
17 November 2020		
12:30	457	440
15:00	457	350
19 November 2020		
12:15	457	436
14:00	457	256
24 November 2020		
12:00	457	454
27 November 2020		
13:00	457	416
1 December 2020		
13:00	457	452
3 December 2020		
12:15	457	367
Date + Time During Exam season	Total availability	Spaces occupied
5 January 2021		
15:00	427	427
7 January 2021		
14:30	427	426
12 January 2021		
14:00	427	415
14 January 2021		
13:45	427	420

Figure 39: Observation form

From here the gap in study space availability is visualized.

8.4. Research models explanation

Please find below an explanation of the models used.

Business Model Generation

Next to the DBR cycle, this report is written completely according to Business model Generation from Osterwalder and Pigneur (2010). From creating a Canvas according to patterns, design, strategy and process. Taking the following models into consideration.

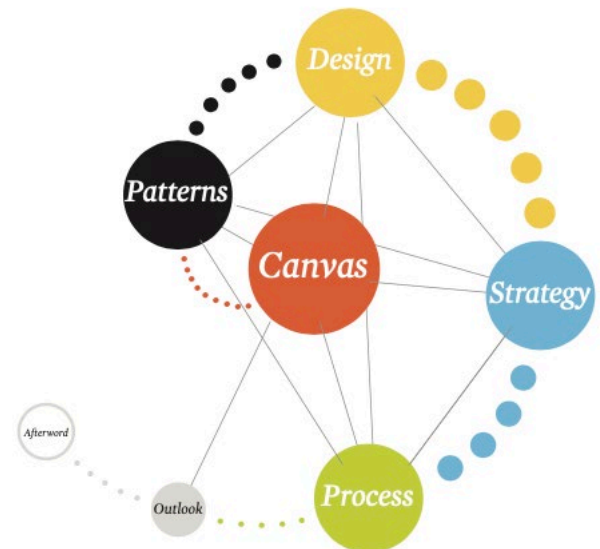


Figure 40: Business Model Generation

BMC

According to Osterwalder, when describing, visualizing, assessing and changing your business model, a BMC should be created. This model aims to bring to the table the complete overview of the business in all key areas (Osterwalder & Pigneur, 2010).

The Business Model Canvas

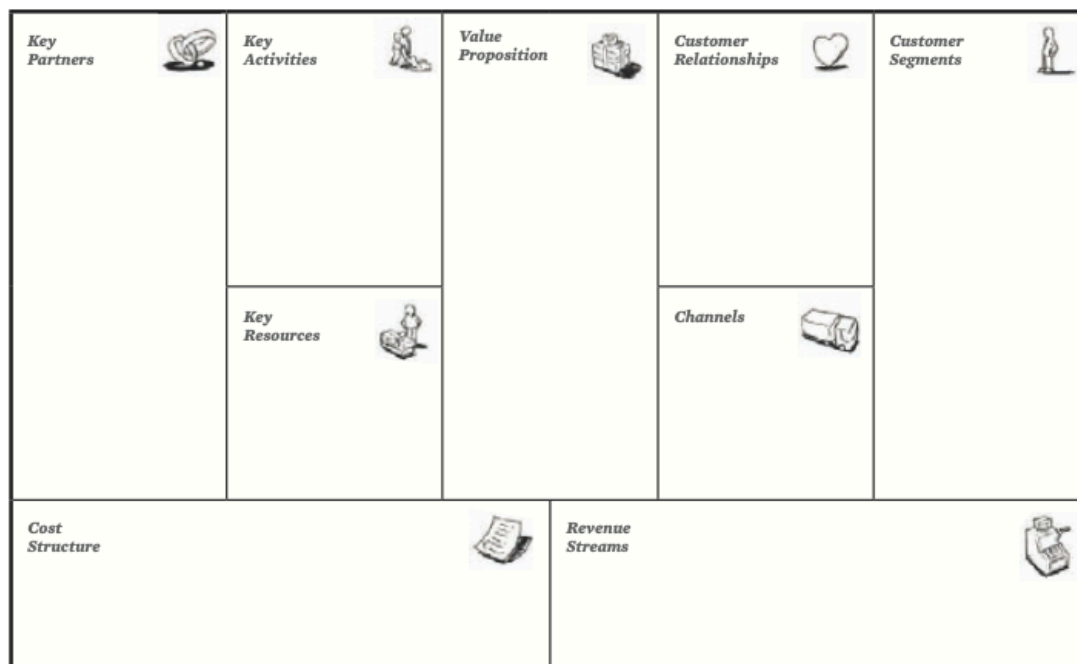


Figure 41: Business Model Canvas (Ibid)

Four-Leaf Model

In order to examine the external environment of a company, the Osterwalder's Four-Leaf model was used. This model both categorizes opportunities and threats in four areas (Key trends, Industry forces, Macro Economic Forces, Market forces) to understand the context of a concept which will be created.

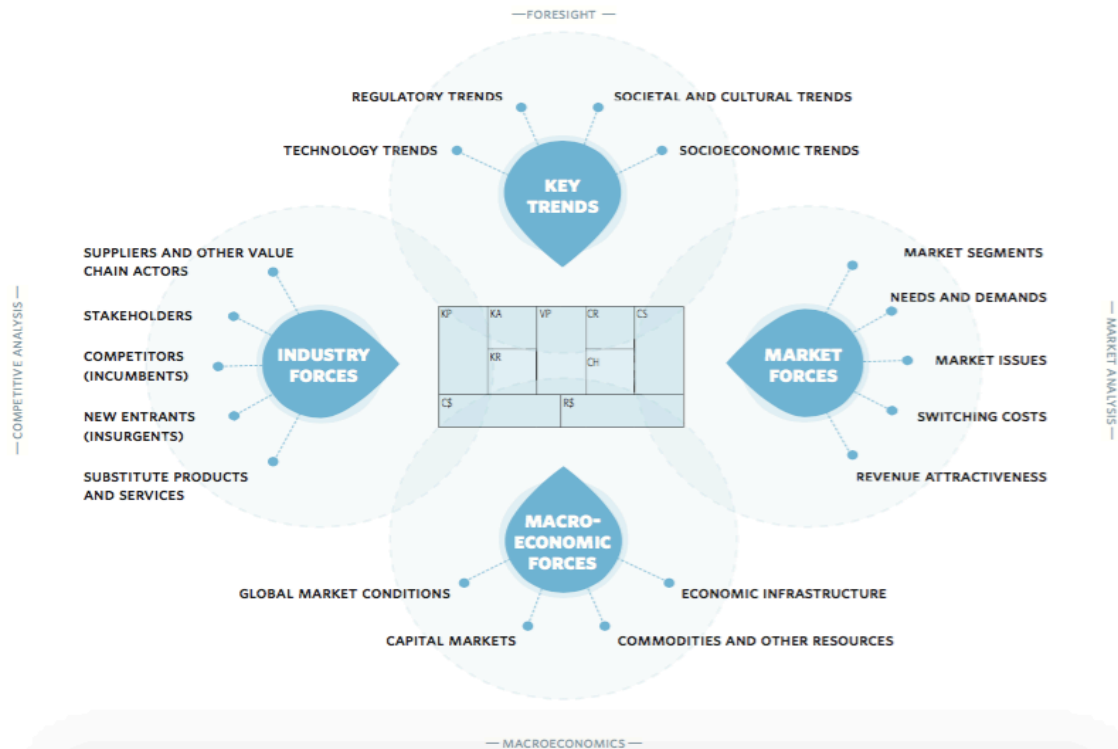


Figure 42: Four leaf model (Osterwalder and Pigneur, 2010)

Lean start-up model

The Lean Start-Up Model provides companies with the tools needed to grow a business.

The model motivates companies to create a Minimum Viable Product (MVP). This product has only a few features on which customers are then able to give feedback. This feedback can be used to find out exactly what customers want. As WSWG is a concept for students it would be extremely valuable to receive feedback from them and act accordingly.



Figure 43: The lean start-up model (Ibid)



8.5. Survey We Study We Grow

We Study, We Grow

Dear student,

For my final phase at Hotelschool The Hague, I am conducting research in order to develop a flexible study space concept for higher education students (HBO and WO) in Amsterdam.

By filling out this survey, we can create the perfect study place together.

While COVID-19 has had a significant influence on the educational facilities available, I kindly ask you to answer the questions with a pre-pandemic / post-pandemic mindset. As the future is looking bright, the goal of the research is to develop a concept for AFTER the pandemic.

The collected data will be analysed anonymously. Besides this, your participation in this survey is completely voluntary. The data will not be used in any manner which would allow identification of your individual responses.

Anonymized research data will be archived at the Hotelschool The Hague Data Archive, in order to make such data available/accessible to other researchers in line with ethical data sharing practices.

Thank you for your time!

***Required**

1. What is your current educational background? *

Mark only one oval.

- ☐ HBO
☐ WO

2. What year of study are you currently in? *

Mark only one oval.

- ☐ 1st year
☐ 2nd year
☐ 3rd year
☐ Final year
☐ Post-graduate

3. Where do you currently live (location)? *

Mark only one oval.

- ☐ Amsterdam Noord (North)
☐ Amsterdam Oost (East)
☐ Amsterdam Zuid (South)
☐ Amsterdam West
☐ Amsterdam City Centre
☐ Outside Amsterdam



4. Where do you currently live (housing)? *

Mark only one oval.

- ☐ Parent's home
- ☐ Student home (3 or more people)
- ☐ Shared Apartment (2 people in total)
- ☐ Individual studio

5. Who pays for your education? *

Multiple options are possible.

Tick all that apply.

- ☐ Your own funding
- ☐ DUO loan
- ☐ Your (grand)parents.

6. What are your other costs per month, apart from rent, that you pay yourself? *

Multiple options are possible.

Tick all that apply.

- ☐ Sports memberships (Gym)
- ☐ Transportation (OV)
- ☐ Transportation (SWAP-bike)
- ☐ Telephone
- ☐ Health insurance
- ☐ Sorority or fraternity membership
- ☐ Food membership (Hello Fresh, Marley Spoons etc.)
- ☐ Entertainment (Spotify, ~~Netflix~~)

7. What is your average monthly disposable income after you have deducted all your fixed costs (e.g. rent, SWAP-bike, telephone, gym)? *

Mark only one oval.

- ☐ ~~Less than~~ €100
- ☐ Between €100 and €300
- ☐ Between €300 and €500
- ☐ Between €500 and €700
- ☐ More than €700



8. Last year (before COVID-19), what was your preferred study space? *

Mark only one oval.

- ☐ University / College
- ☐ Library other than your university / college
- ☐ [At](#) home
- ☐ At your parent's home
- ☐ At a coffee place / lunchroom

9. Now (during COVID-19), what is your preferred study space? *

Mark only one oval.

- ☐ University / College
- ☐ Library other than your university / college
- ☐ [At](#) home
- ☐ At your parent's home
- ☐ At a coffee place / lunchroom

10. How long are you willing to travel for a study place (in bike minutes) if you plan to stud the entire day? *

Mark only one oval.

- ☐ Less than 10 minutes
- ☐ Between 10 and 20 minutes
- ☐ Between 20 and 30 minutes
- ☐ More than 30 minutes

Concept introduction

The concept is called "We Study, We Grow" (WSWG), which is an innovative hospitality/real estate concept with the purpose inspire and enable students to grow both as a professional and as an individual.

It offers:

- Flexible study spaces with a diversity of collaborative spaces, quiet study spaces and private rooms
- Mixed with all the facilities that you will need to achieve your maximum study and social capacity.

Thus, in short, it is a safe environment where you can focus, concentrate, think, meet peers, learn, get inspired, develop and grow.

A few more questions to go, 3 more minutes!



11. What physical and social facilities/services should WSWG embody to add value to your study experience?

Mark only one oval per row.

	Will not add value	Neutral	Will add valu
Quiet study spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private study spaces (cube)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative study spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food option available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beverage option available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gym	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal study support (career / graduation coach)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal development workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A mindfulness area	<input type="radio"/>		
Free coffee	<input type="radio"/>		

12. In what form would you like to pay to study at WSWG? *

Mark only one oval.

- ☐ Pay fee per visit
☐ 10-visit card
☐ Monthly subscription for unlimited access

13. Who will pay for you to study at WSWG? *

Mark only one oval.

- ☐ You
☐ Your (grand)parents



Please answer question 14 based on your answer of questions 12 and 13.

14. What would be a bargain/~~perfect~~/too expensive price for you to pay to study at WSWG?

*

Please select a dot for each given price.

Mark only one oval per row.

	Bargain price	Perfect	Too expensive
Between €5 and €10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between €10 and €15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between €15 and €20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between €20 and €25			
Between €30 and €35			
Between €35 and €40			
Between €40 and €45			
Between €45 and €50			
Between €50 and €55			
Between €55 and €60			

15. How interested are you to study at WSWG? *

Mark only one oval.

	1	2	3	4	5	
Not at all interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very interested



16. How often would you like to study at WSWG? *

Mark only one oval.

- ☐ 1x per month
- ☐ Between 2x and 4x a month
- ☐ Between 5x and 10x a month
- ☐ Between 11x and 20x a month
- ☐ More than 20x a month

17. Are you willing to travel longer to a WSWG study place, than to your regular study place|

*

Mark only one oval.

- ☐ No
- ☐ Maybe
- ☐ Yes

18. How important do you find it to be able to reserve a seat beforehand? *

Mark only one oval.

- | | | | | | | |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not important at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very important |

19. How far in advance are you willing to make a reservation? *

Mark only one oval.

- ☐ On the ~~same day~~
- ☐ One day in advance
- ☐ Two days in advance
- ☐ Three days in advance
- ☐ More than three days in advance

20. What would be your main driver to choose WSWG over other study facilities? *

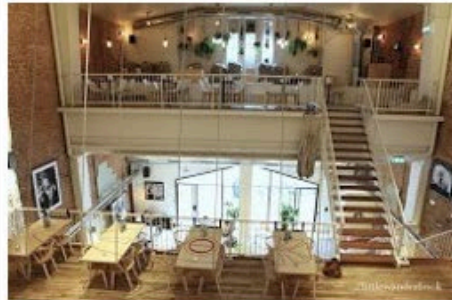
Multiple answers possible.

21. How would your ideal WSWG place look like? *

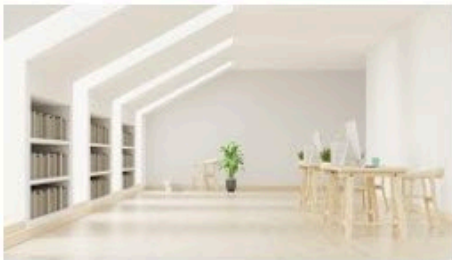
Mark only one oval.



☐ Raw industrial design



☐ Natural, ~~cosy~~ interior design



☐ Minimalistic design

22. What is your age? *

23. What is your gender? *

Mark only one oval.

☐ Female

☐ Male

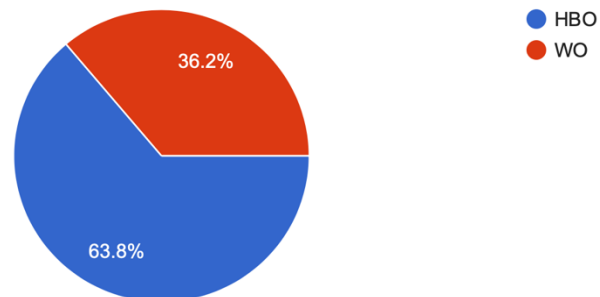
☐ Prefer not to say

8.6. Results Survey

Please find below the graphs that visualize the outcome of the survey.

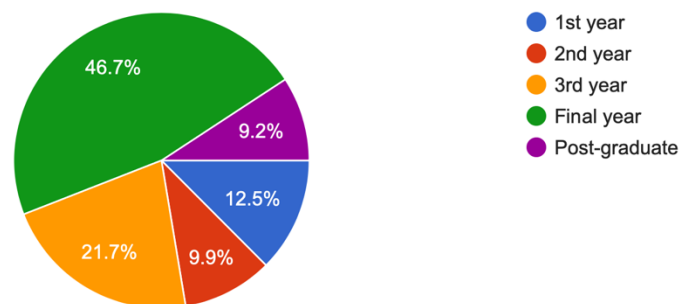
1. What is your current educational background?

152 responses



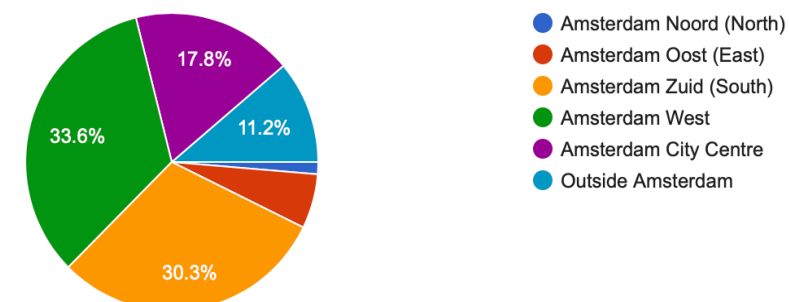
2. What year of study are you currently in?

152 responses



3. Where do you currently live (location)?

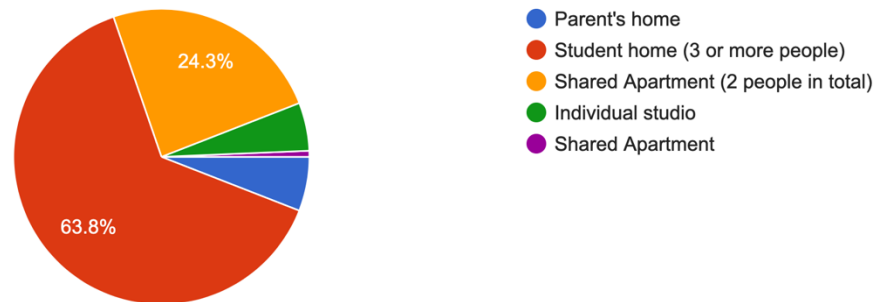
152 responses





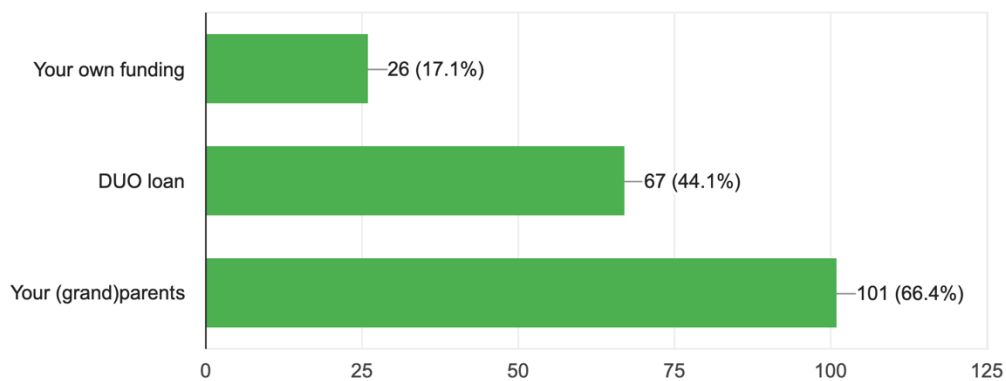
4. Where do you currently live (housing)?

152 responses



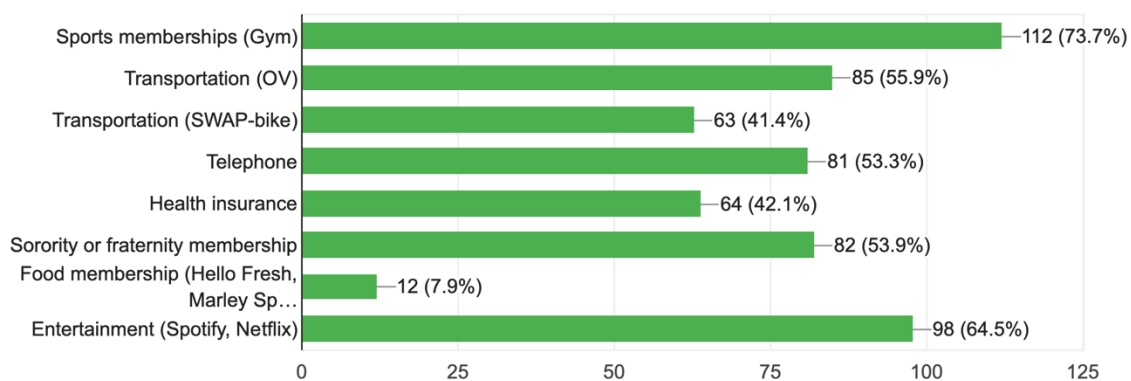
5. Who pays for your education?

152 responses



6. What are your other costs per month, apart from rent, that you pay yourself?

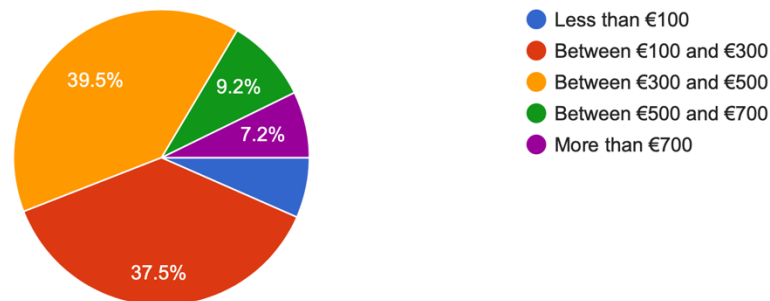
152 responses





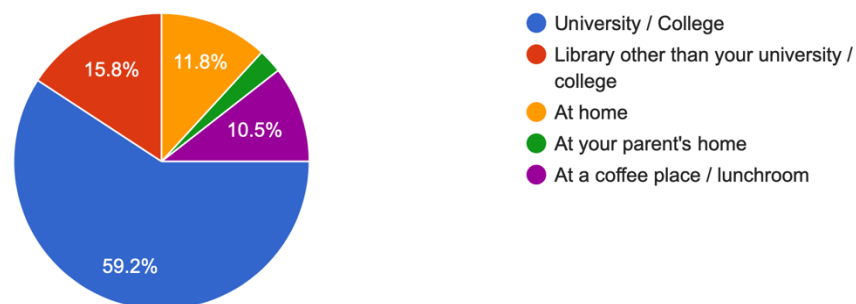
7. What is your average monthly disposable income after you have deducted all your fixed costs (e.g. rent, SWAP-bike, telephone, gym)?

152 responses



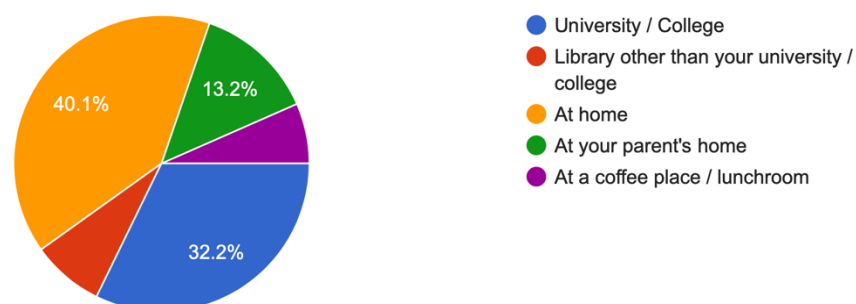
8. Last year (before COVID-19), what was your preferred study space?

152 responses



9. Now (during COVID-19), what is your preferred study space?

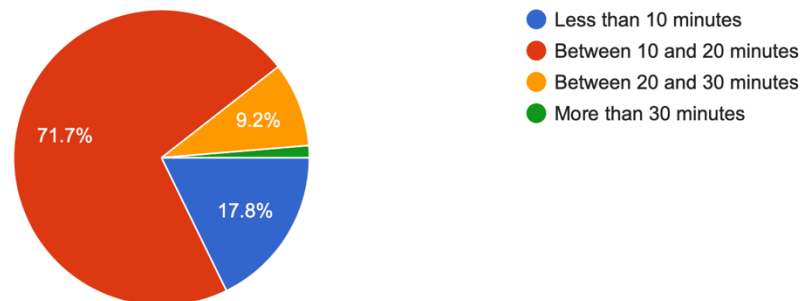
152 responses



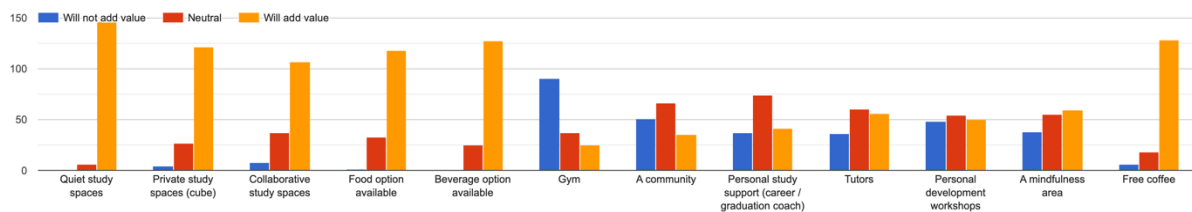


10. How long are you willing to travel for a study place (in bike minutes) if you plan to study the entire day?

152 responses

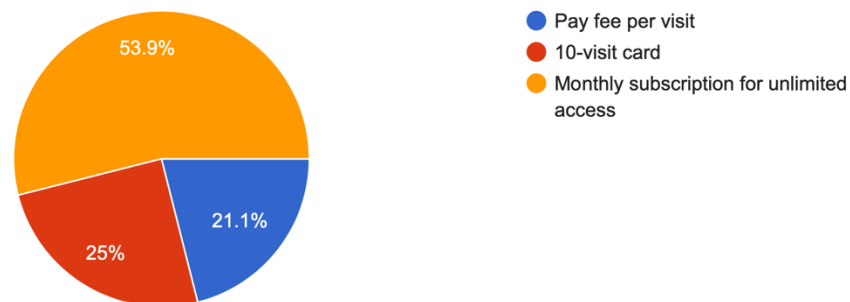


11. What physical and social facilities/services should WSWG embody to add value to your study experience?



12. In what form would you like to pay to study at WSWG?

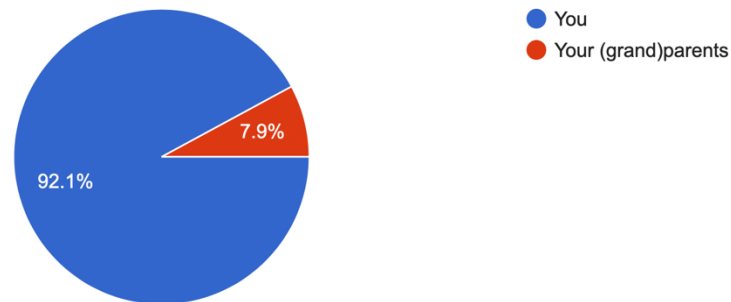
152 responses



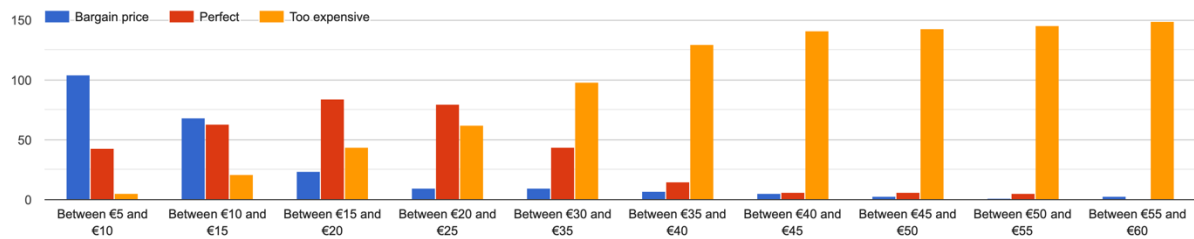


13. Who will pay for you to study at WSWG?

152 responses

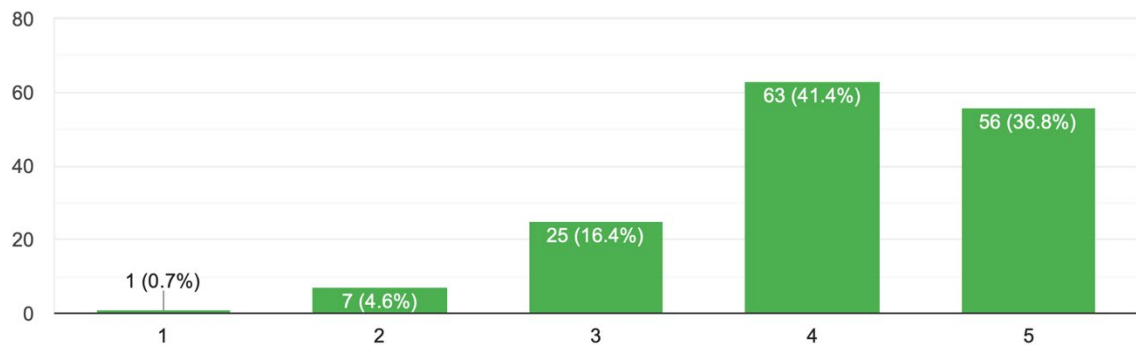


14. What would be a bargain/perfect/too expensive price for you to pay to study at WSWG?



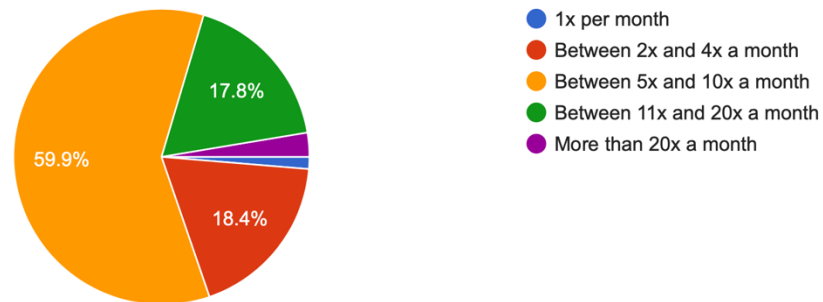
15. How interested are you to study at WSWG?

152 responses

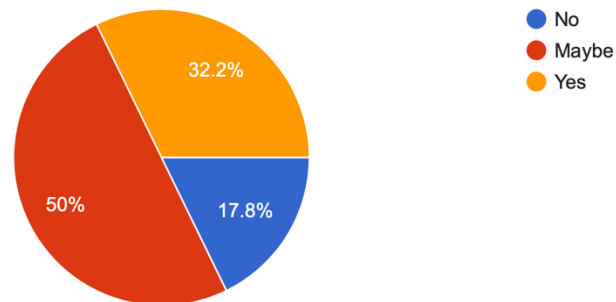


**16. How often would you like to study at WSWG?**

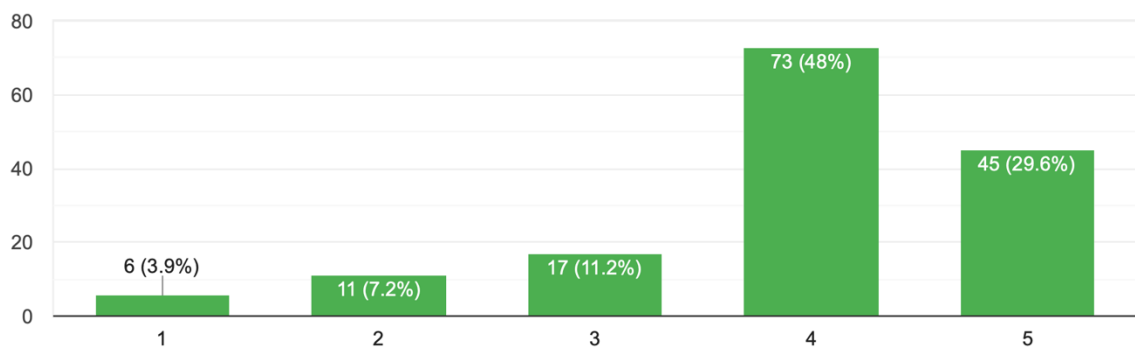
152 responses

**17. Are you willing to travel longer to a WSWG study place, than to your regular study place?**

152 responses

**18. How important do you find it to be able to reserve a seat beforehand?**

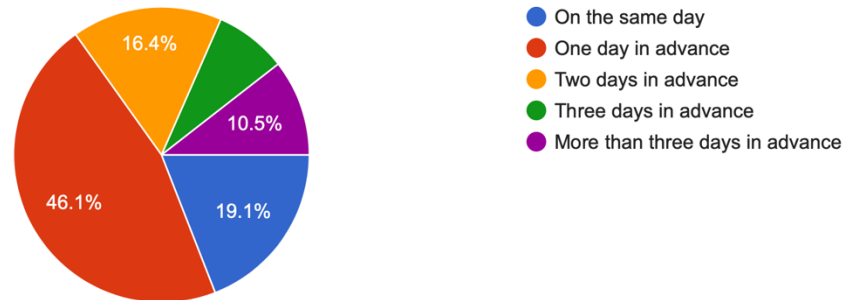
152 responses





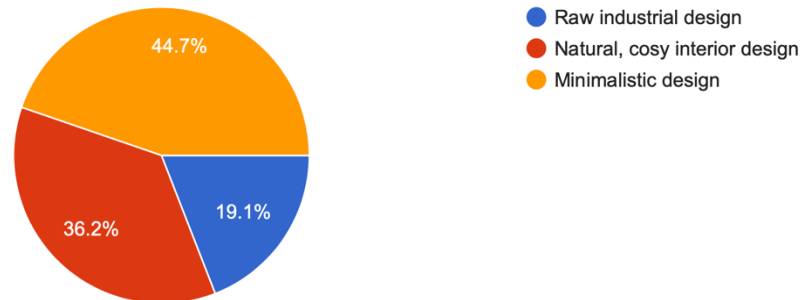
19. How far in advance are you willing to make a reservation?

152 responses



21. How would your ideal WSWG place look like?

152 responses





8.7. SPSS Data

RQ 1: To what extent is there demand for a study space concept in Amsterdam?

- Interest level

One sample t test

One-Sample Test						
	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Level of interest	15.315	151	.000	1.092	.95	1.23

Why: to measure the number of students interested in this study space concept

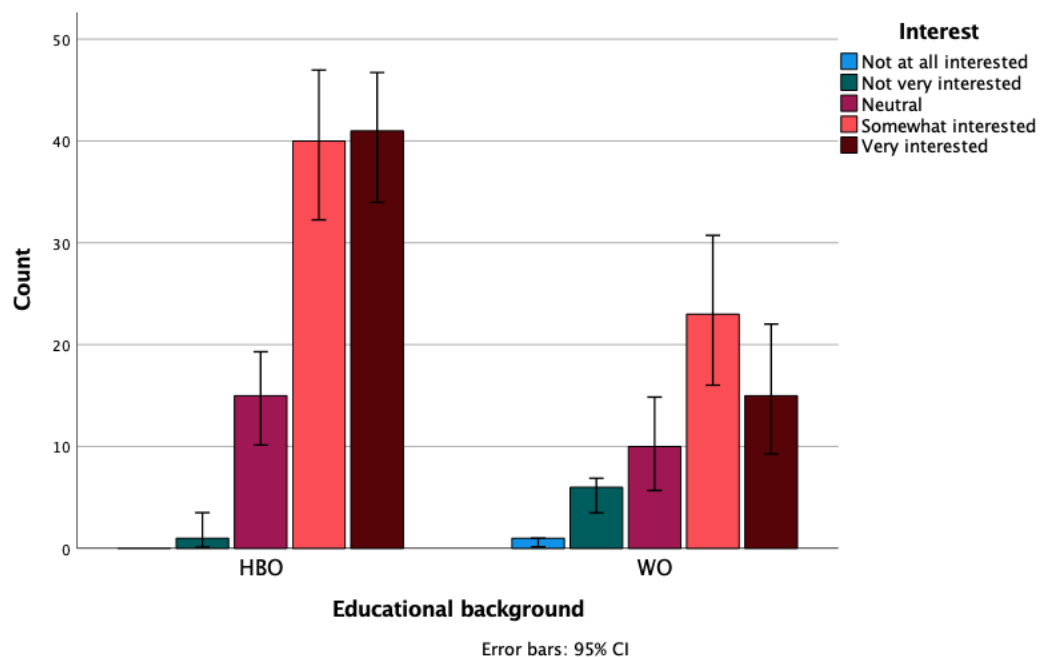
H0: The proportion of students interested in a study space concept in Amsterdam **is** 50%.

H1: The proportion of students interested in a study space concept in Amsterdam **is not** 50%.

P-value: $0.00 < 0.05$, reject H0, accept H1

Conclusion: It can be concluded with 95% certainty that, the test indicated that the mean/proportion of students their level of interest was 4,009, meaning that their level of interest was a little bit over the "somewhat interested" category.

From here can be concluded that the student's population is rather interested in this concept.





- During and before covid-19

Chi Square

Study spot pre-COVID-19 * Study spot COVID-19 Crosstabulation

			Study spot COVID-19					Total
			University / College	Library other than your university / college	At home	At your parents home	At a coffee place / lunchroom	
Study spot pre-COVID-19	University / College	Count	28	7	40	8	7	90
		% within Study spot pre-COVID-19	31.1%	7.8%	44.4%	8.9%	7.8%	100.0%
	Library other than your university / college	Count	6	3	10	4	1	24
		% within Study spot pre-COVID-19	25.0%	12.5%	41.7%	16.7%	4.2%	100.0%
	At home	Count	4	1	8	4	1	18
		% within Study spot pre-COVID-19	22.2%	5.6%	44.4%	22.2%	5.6%	100.0%
	At your parents home	Count	2	0	0	2	0	4
		% within Study spot pre-COVID-19	50.0%	0.0%	0.0%	50.0%	0.0%	100.0%
	At a coffee place / lunchroom	Count	9	1	3	2	1	16
		% within Study spot pre-COVID-19	56.3%	6.3%	18.8%	12.5%	6.3%	100.0%
	Total	Count	49	12	61	20	10	152
		% within Study spot pre-COVID-19	32.2%	7.9%	40.1%	13.2%	6.6%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.753 ^a	16	.402
Likelihood Ratio	17.053	16	.382
Linear-by-Linear Association	.811	1	.368
N of Valid Cases	152		

Why: To indicate the need for study space concept

H0: H0: There is **no** relation between the preferred study place for students during and before Covid-19.

H1: H0: There is **a** relation between the preferred study place for students during and before Covid-19.

P-value: 0,402 > 0,05, accept H0, reject H1

Conclusion: It can be concluded with 95% certainty, that students did make use of other facilities during and before the pandemic. It can be seen that out of the 90 students, making use of the college their facilities before the pandemic, now almost half of this number (40) studies at home.



- **Academic year and the willingness to participate**
Spearman

Correlations

			Study year	Level of interest
Spearman's rho	Study year	Correlation Coefficient	1.000	.065
		Sig. (2-tailed)	.	.425
		N	152	152
	Level of interest	Correlation Coefficient	.065	1.000
		Sig. (2-tailed)	.425	.
		N	152	152

Why: To test the relation between two ordinal variables

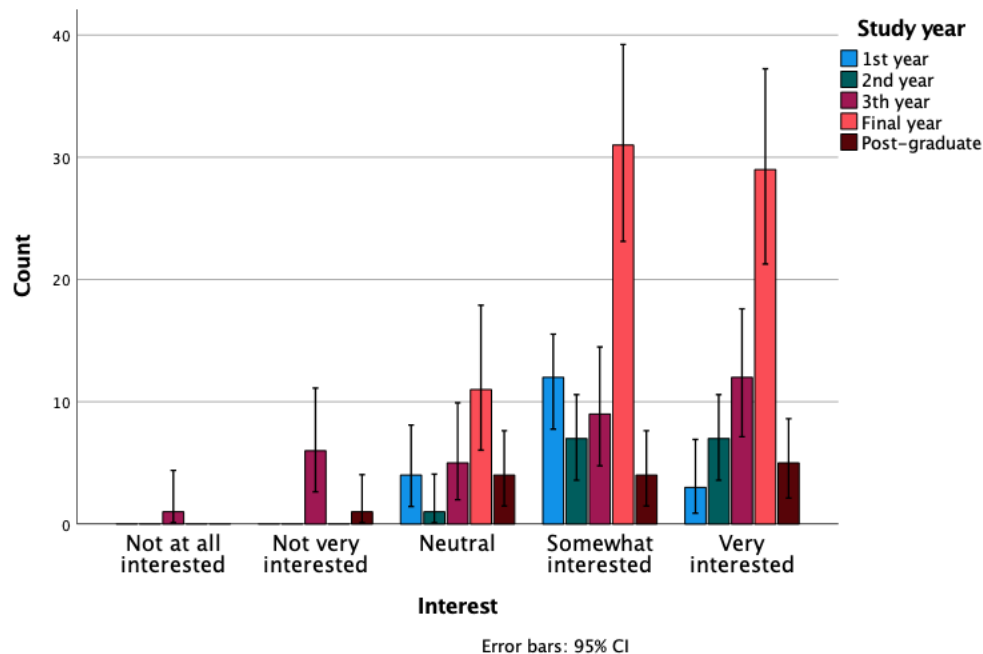
H0: There is **no** relation between the academic year the students are in and their willingness to participate.

H1: There is **a** relation between the academic year the students are in and their willingness to participate.

P-value: 0,425 > 0,05, accept H0, reject H1

Correlation: 0,065, there is a positive weak relation between the educational year the student is in and their willingness to participate.

Conclusion: It can be said with 95% certainty that it does not matter in what year the students are in with regard to their willingness to participate. Therefore, the level of interest can be found in other areas, e.g., the location of residence.





- **The relation between the location of residence and the willingness to participate.**

Chi square

Live housing * Level of interest Crosstabulation

			Level of interest					Total
			Not at all interested	Not very interested	Neutral	Somewhat interested	Very interested	
Live housing	Parents home	Count	0	1	3	4	1	9
		% within Live housing	0.0%	11.1%	33.3%	44.4%	11.1%	100.0%
	Student home (more than 3 people)	Count	1	5	13	39	39	97
		% within Live housing	1.0%	5.2%	13.4%	40.2%	40.2%	100.0%
	Shared apartment (2 people in total)	Count	0	1	8	15	14	38
		% within Live housing	0.0%	2.6%	21.1%	39.5%	36.8%	100.0%
	Individual studio	Count	0	0	1	5	2	8
		% within Live housing	0.0%	0.0%	12.5%	62.5%	25.0%	100.0%
	Total	Count	1	7	25	63	56	152
		% within Live housing	0.7%	4.6%	16.4%	41.4%	36.8%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.987 ^a	12	.786
Likelihood Ratio	8.681	12	.730
Linear-by-Linear Association	.675	1	.411
N of Valid Cases	152		

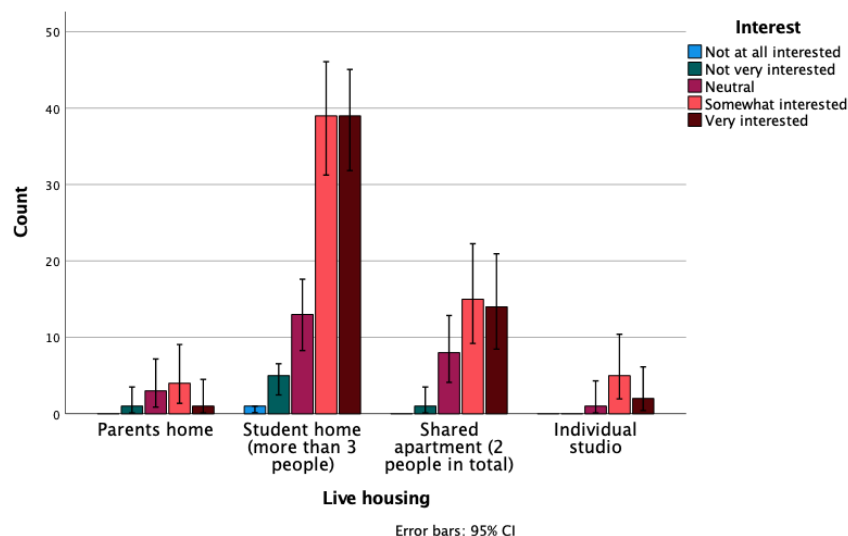
Why: To test a nominal variable against an ordinal variable.

H0: There is **no** relation between students living in a student home and their level of interest to study at WSWG.

H1: There is **a** relation between students living in a student home and their level of interest to study at WSWG.

P-value: 0,786 > 0,05, accept H0, reject H1

Conclusion: It can be said with 95% certainty that there is no relation between the location of residence and their willingness to participate. What can be said is that the majority of students live in a student home, of which 80% is somewhat to very interested.





RQ 2: What business models/ revenue models would suit a company like WSWG?

- Student's their preferred way to pay

Payment form

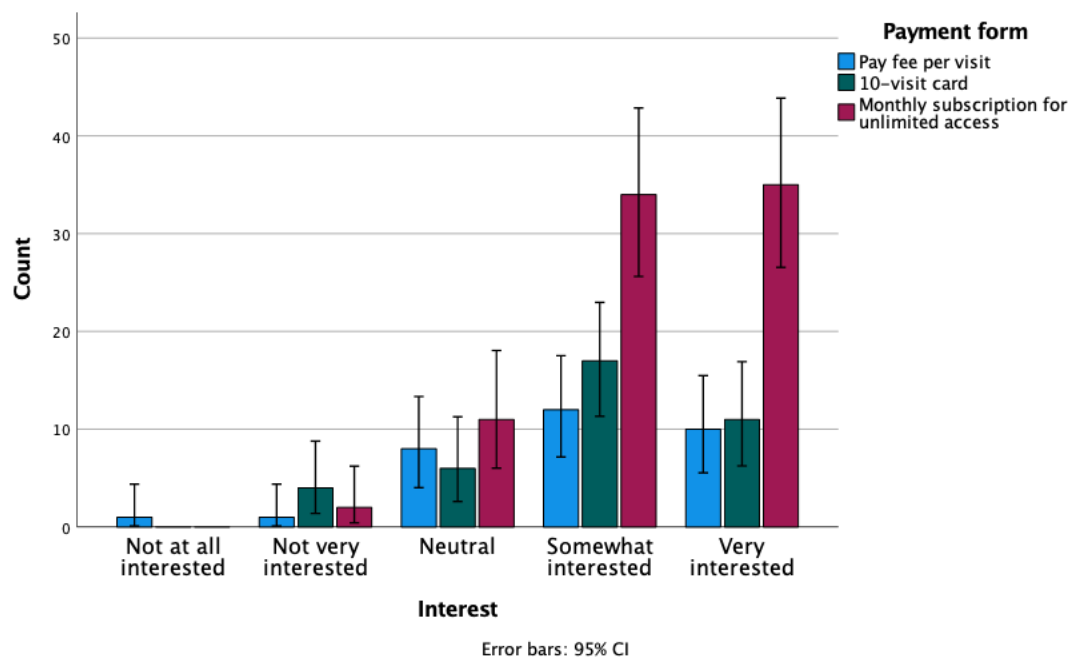
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pay fee per visit	32	12.7	21.1	21.1
	10-visit card	38	15.1	25.0	46.1
	Monthly subscription for unlimited access	82	32.5	53.9	100.0
	Total	152	60.3	100.0	
Missing	System	100	39.7		
Total		252	100.0		

Why: To test a nominal variable

H0: The proportion of students who prefer to pay a monthly membership **is** greater than 50%.

H1: The proportion of students who prefer to pay a monthly membership **is not** greater than 50%.

Conclusion: It can be said that the valid percentage of students preferring the monthly subscription is greater than 50%, namely 53.9%. This means that students do prefer a membership or subscription over other payment methods.





- **Students their preferred way of payment with regard to how much they are willing to spend.**

Anova

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
Price 5 to 10	Pay fee per visit	32	1.66	.602	.106	1.44	1.87	1	3
	10-visit card	38	1.42	.642	.104	1.21	1.63	1	3
	Monthly subscription for unlimited access	82	1.20	.399	.044	1.11	1.28	1	2
	Total	152	1.35	.543	.044	1.26	1.44	1	3
Price 10 to 15	Pay fee per visit	32	2.06	.716	.127	1.80	2.32	1	3
	10-visit card	38	1.87	.811	.132	1.60	2.14	1	3
	Monthly subscription for unlimited access	82	1.46	.549	.061	1.34	1.58	1	3
	Total	152	1.69	.702	.057	1.58	1.80	1	3
Price 15 to 20	Pay fee per visit	32	2.41	.665	.118	2.17	2.65	1	3
	10-visit card	38	2.18	.692	.112	1.96	2.41	1	3
	Monthly subscription for unlimited access	82	2.00	.609	.067	1.87	2.13	1	3
	Total	152	2.13	.658	.053	2.03	2.24	1	3
Price 20 to 25	Pay fee per visit	32	2.66	.602	.106	2.44	2.87	1	3
	10-visit card	38	2.32	.739	.120	2.07	2.56	1	3
	Monthly subscription for unlimited access	82	2.23	.479	.053	2.13	2.34	1	3
	Total	152	2.34	.599	.049	2.25	2.44	1	3
Price 25 to 30	Pay fee per visit	32	2.66	.602	.106	2.44	2.87	1	3
	10-visit card	38	2.32	.739	.120	2.07	2.56	1	3
	Monthly subscription for unlimited access	82	2.23	.479	.053	2.13	2.34	1	3
	Total	152	2.34	.599	.049	2.25	2.44	1	3
Price 30 to 35	Pay fee per visit	32	2.84	.515	.091	2.66	3.03	1	3
	10-visit card	38	2.58	.722	.117	2.34	2.82	1	3
	Monthly subscription for unlimited access	82	2.48	.571	.063	2.35	2.60	1	3
	Total	152	2.58	.615	.050	2.48	2.68	1	3
Price 35 to 40	Pay fee per visit	32	2.88	.492	.087	2.70	3.05	1	3
	10-visit card	38	2.71	.611	.099	2.51	2.91	1	3
	Monthly subscription for unlimited access	82	2.83	.439	.048	2.73	2.93	1	3
	Total	152	2.81	.498	.040	2.73	2.89	1	3

Multiple Comparisons

(I) Payment form	(J) Payment form	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
Pay fee per visit	10-visit card	.235	.123	.175	-.06	.53
	Monthly subscription for unlimited access	.461*	.107	.000	.20	.72
10-visit card	Pay fee per visit	-.235	.123	.175	-.53	.06
	Monthly subscription for unlimited access	.226	.101	.080	-.02	.47
Monthly subscription for unlimited access	Pay fee per visit	-.461*	.107	.000	-.72	-.20
	10-visit card	-.226	.101	.080	-.47	.02

Why: To test the relation between 2 variables

H0: There is **no** difference between the groups of the price students are willing to pay (Price 5-10, Price 10-15, Price 15-20, Price 25-30, Price 30-35) with regards to their preferred payment method.



H1: There is **a** difference between the groups of the amount students are willing to pay (Price 5-10, Price 10-15, Price 15-20, Price 25-30, Price 30-35) with regards to their preferred payment method.

P-value Anova: $<0,05$ reject H_0 , accept H_1

P-value Host Hoc test:

- Pay fee per visit & 10-visit card: $0,18 > 0,05$, accept H_0 , reject H_1
- Pay fee per visit & Monthly subscription: $0,00 < 0,05$, reject H_0 , accept H_1
- 10-visit card & Monthly subscription: $0,08 > 0,05$, accept H_0 , reject H_1

Conclusion: From the test it can be said with 95% certainty that there is a difference in the payment method chosen with regard to the amount students are willing to pay. There is no difference between "pay fee per visit and 10-visit card" and "10-visit card and monthly subscription", but there is a significant difference between pay fee per visit and monthly subscription.

When looking at the descriptive table, the "bargain price" (1), "perfect" (2) and "too expensive" (3) are represented by the number 1,2,3 respectively. Knowing this, the following information is provided:

The Pay per visit **perfect (2)** range is between: €5 and €15 per visit.

The 10-visit card **perfect** range is between: €10 and €25 per 10 visits

The monthly subscription **perfect** range is between: €15 and €35 for unlimited access

- Relation between study frequency and payment method

Chi Square

Payment form * Study frequency Crosstabulation

			Study frequency					Total
			1x per month	Between 2x and 4x a month	Between 5x and 10x a month	Between 11x and 20x a month	More than 20x a month	
Payment form	Pay fee per visit	Count	2	9	20	1	0	32
		Expected Count	.4	5.9	19.2	5.7	.8	32.0
	10-visit card	Count	0	9	22	6	1	38
		Expected Count	.5	7.0	22.8	6.8	1.0	38.0
	Monthly subscription for unlimited access	Count	0	10	49	20	3	82
		Expected Count	1.1	15.1	49.1	14.6	2.2	82.0
Total	Count		2	28	91	27	4	152
	Expected Count		2.0	28.0	91.0	27.0	4.0	152.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.636 ^a	8	.017
Likelihood Ratio	19.956	8	.011
Linear-by-Linear Association	14.308	1	.000
N of Valid Cases	152		

Why:

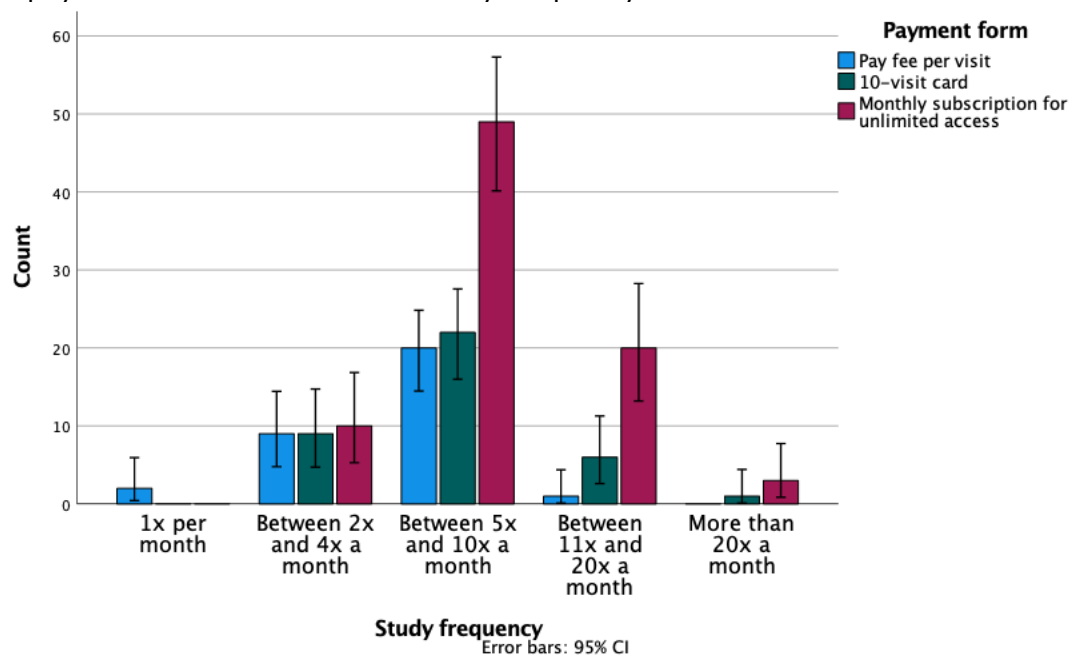
H0: There is **no** relation between how often students will study at WSWG and the payment method.

H1: There is **a** relation between how often students will study at WSWG and the payment method.

P-value: $0,017 < 0,05$, reject H_0 , accept H_1



Conclusion: It can be said with 95% certainty that there is a significant relation between the frequency of visit and the payment method. When looking at the cross table all payment methods result in a study frequency between 5 and 10 times a month.





RQ 3: What elements should WSWG embody to meet the demands of the customers?

- H0: The proportion of students who would like additional facilities is 32%.
One sample t test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Facilities Quiet study spaces	152	2.96	.195	.016
Facilities Private study spaces	152	2.77	.481	.039
Facilities Collaborative Study Spaces	152	2.65	.578	.047
Facilities Food Option	152	2.77	.438	.036
Facilities Beverage Option	152	2.84	.372	.030
Facilities Gym	152	1.57	.760	.062
Facilities Community	152	1.89	.747	.061
Facilities Study Support	152	2.03	.718	.058
Facilities Tutors	152	2.13	.769	.062
Facilities Workshops	152	2.01	.806	.065
Facilities Mindfulness	152	2.14	.789	.064
Facilities Free Coffee	152	2.80	.489	.040

One-Sample Test

Test Value = 1

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Facilities Quiet study spaces	123.724	151	.000	1.961	1.93	1.99
Facilities Private study spaces	45.358	151	.000	1.770	1.69	1.85
Facilities Collaborative Study Spaces	35.197	151	.000	1.651	1.56	1.74
Facilities Food Option	49.838	151	.000	1.770	1.70	1.84
Facilities Beverage Option	60.844	151	.000	1.836	1.78	1.90
Facilities Gym	9.286	151	.000	.572	.45	.69
Facilities Community	14.762	151	.000	.895	.77	1.01
Facilities Study Support	17.617	151	.000	1.026	.91	1.14
Facilities Tutors	18.134	151	.000	1.132	1.01	1.25
Facilities Workshops	15.507	151	.000	1.013	.88	1.14
Facilities Mindfulness	17.775	151	.000	1.138	1.01	1.26
Facilities Free Coffee	45.466	151	.000	1.803	1.72	1.88

Why: To test a proportion of students interested in additional facilities

H0: The proportion of students who would like additional facilities **is** 32%.

H1: The proportion of students who would like additional facilities **is not** 32%.

P-value: 0,000 < 0,05, Reject H0, accept H1

Conclusion: From the test it can be said with 95% certainty that the number of students who want extra facilities is not 32%. When looking at the table, it can be seen that the following facilities add least value according to the test. These are the ones where the mean difference is under or around 1.

- Gym
- Community
- Study support
- Tutors
- Workshops
- Mindfulness area

From here can be concluded that apart from study area only food and beverage facilities would add value.



- Relation between community demand and monthly payment

Chi square

Payment form * Facilities Community Crosstabulation

Payment form	Pay fee per visit		Facilities Community			Total
			Will not add value	Neutral	Will add value	
		Count	14	13	5	32
		% within Payment form	43.8%	40.6%	15.6%	100.0%
		% within Facilities Community	27.5%	19.7%	14.3%	21.1%
	10-visit card	Count	12	18	8	38
		% within Payment form	31.6%	47.4%	21.1%	100.0%
		% within Facilities Community	23.5%	27.3%	22.9%	25.0%
	Monthly subscription for unlimited access	Count	25	35	22	82
		% within Payment form	30.5%	42.7%	26.8%	100.0%
		% within Facilities Community	49.0%	53.0%	62.9%	53.9%
Total		Count	51	66	35	152
		% within Payment form	33.6%	43.4%	23.0%	100.0%
		% within Facilities Community	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.810 ^a	4	.590
Likelihood Ratio	2.802	4	.591
Linear-by-Linear Association	2.329	1	.127
N of Valid Cases	152		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.37.

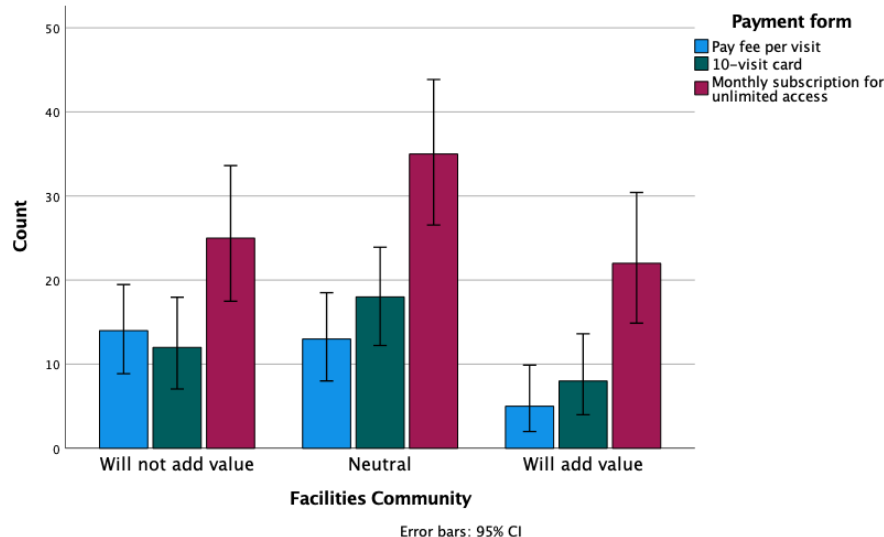
Why: To test two nominal values

H0: There is **no** relation between students who prefer a monthly membership and students who want a community within their study space.

H1: There is **a** relation between students who prefer a monthly membership and students who want a community within their study space.

P-value: 0,590 > 0,05, accept H0, reject H1

Conclusion: It can be said with 95% certainty that there is no relation between the need for a community and the payment method. This means, unlike thought, that students do not feel the need for a community when studying at a monthly paid for study place.





8.8. Key Trends

Political

Smart governments

A major trend emerging from the political environment is the increase in Smart governments (Deloitte, 2020). This entails the implementation of many technologies into the decision-making organ of a nation, all to increase the quality of life for its residents. As many companies turn to cooperate with these local smart governments, the opportunities are major (Ibid). Sharing of data and knowledge for both parties will be a fact. This will result in **opportunities** for companies that strive to become part of a better world and increase the quality of the city.

Economic

Convenience economy

Today's world turns around me, more, and right now, where customers expect speed and convenience (Backlash, 2020). Putting this into business terms, means that there is need for a convenience economy, where the guest experience is the most important part (PWC, 2018). Although, many customers have experiences that their convenience comes at a price, thus focusing more on conscious convenience (Backlash, 2020). As according to Kvavik (2007) and Vondracek (2007), students find the elements of comfort and convenience the two most important elements, a company focussing on this and looking for students as a target is looking at an **opportunity**.

Social

Society 3.0

The society of the past has made room for the network society, society 3.0 as according to Ronald van den Hoff (2021). This society is one where knowledge and people are able to connect quicker as ever before. The most important pusher of this is the convenience and sharing economy. As this allows for individuals being able to share not only products but also knowledge with one another for a fee, where access is more important than ownership (Frankenfield, 2020). This means that the needs and wants also to change accordingly, as people want to add value rather than growth (Ibid). This will result in **opportunities** for companies focussing on growing and adding value to individuals.

Increase in co-working

One of the major trends to be found in the area of co-working is the increase in it. According to studies by the Global Coworking growth study the number of co-working location is predicted to double in 2024 to 40,000. After the small decrease, due to covid-19, the number of co-working location has reached 20,000 in 2020. Another article stating that in 10 years co-working the new standard and the Netherlands is just starting this trend (Jan Daalder, 2021). This poses a huge **opportunity** as the concept would be located in the growth phase of the industry life cycle according to Porter (1980).

The need for second life

According to Backlash (2020), one of the upcoming trends is called Second lives, meaning to give another purpose to objects. The waste-not world has inspired this trend to continue growing. This can be anything from recyclable shoes from grounded coffee to furniture, from a parking lot to a hotel for the homeless. With every time asking yourself, what will be the second life of this product?

One of the organisations that utilizes this is called Works (Thisisworks, 2021), which subscribes office furniture out of completely recycled material. Resulting in affordable, comfortable and trendy office furniture. When utilizing companies like this, it can be considered an **opportunity** for people interested in second life products.

**Authenticity**

With the increase in authenticity so too will it be harder for companies to establish their selves (IPSOS Global Trends, 2020). Authenticity means the need for customers to see what is real and what is fake. Customers need to be actively engaged to persuade them to buy a product (Backlash, 2020). Once this difficult connection is made, a customer might on the contrary easily leave the brand. This results in many challenges when forming a community or loyalty group around a brand (IPSOS Global Trends, 2020), posing a **threat** to any company looking for this connection.

Technological**Rise of Big Data**

The rise of Big Data and artificial intelligence has many consequences on the world, both negative as positive. The first because algorithms can replace many employees forcing them to search work somewhere else. But many also favour these technologies as it offers many tools (PEGA, 2020). These tools also allow for many customer data to be scanned and analysed (Deloitte, 2019). This results in businesses being able to appeal to a lot of customers as the artificial intelligence can tailor to everyone's personal needs (Backlash, 2020). When used proper, the hyper personalized guest journey would fill the trend of "Authenticity" and increase a company's popularity, resulting in **opportunities** for businesses utilizing these technological tools.

Legal**Working from home**

With the increase in covid-19 infections, and no holdfast when this will be all over, the near future is looking grim. According to the RIVM (Dutch Health Department) (2021) the daily amount of positive infected people are around 30,000 for the last few weeks. And this results in the majority of the population to be working at home at least until halfway 2021 (Ibid). This is become the "new-normal" and will result in a lot of office buildings turning empty. And will become a **threat** for companies focussing on people not working at home, like co-working.

8.9. Persona

According to the survey two persona can be found, with the students their most common found links (Famke Wielenga, 2021).

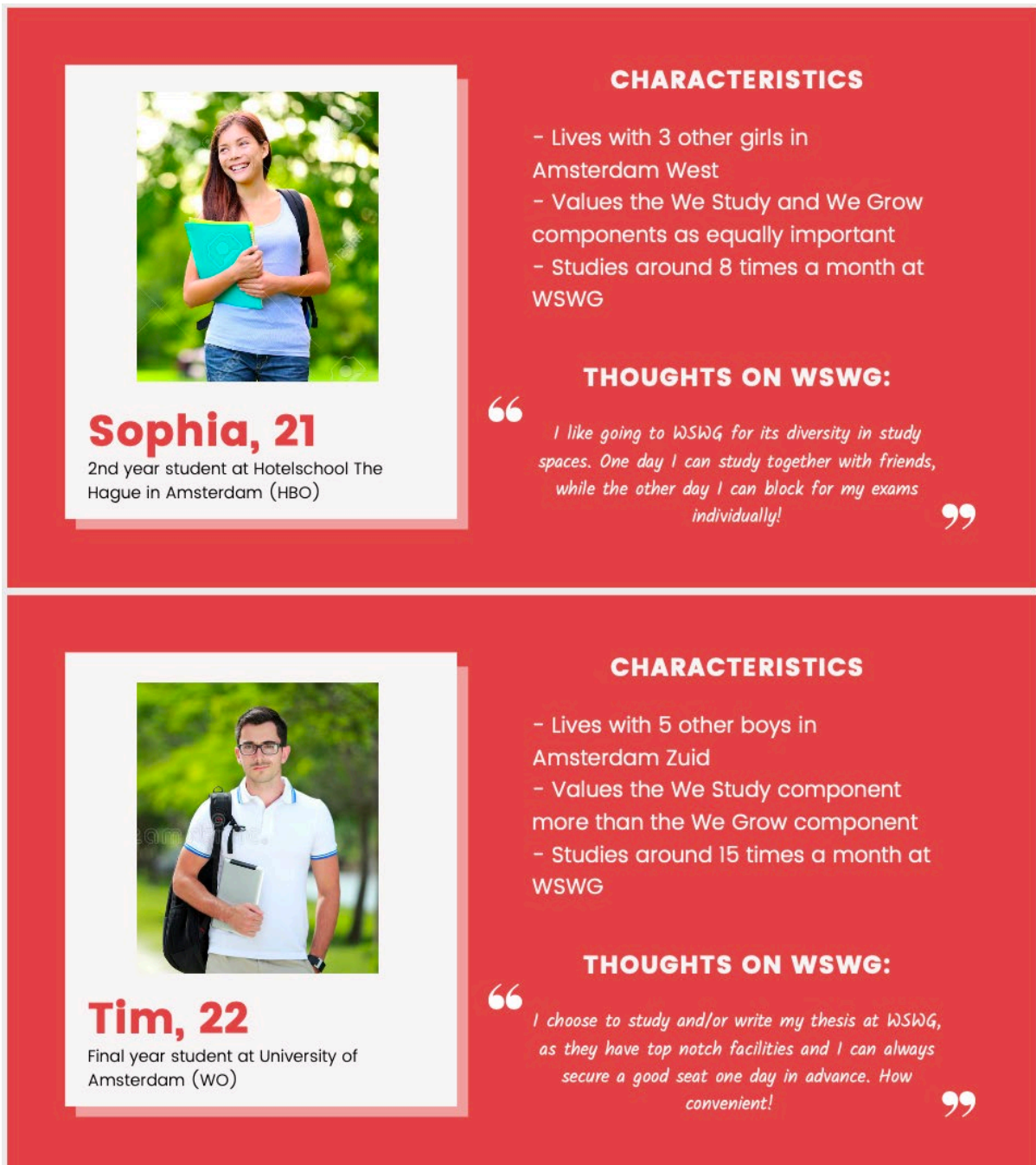


Figure 44: Persona WSWG

8.10. BMC explanation

Term	Explanation
Local governments	According to the key trends, the local governments are continuously investing time in organisations to gather data. These will become major partners, as WSWG can provide them with valuable student opinions.
Sponsorship	According to Osterwalder (Osterwalder & Pigneur, 2010) funders like crowdfunding also gains attention, this will allow an organisation to attract both funding and attention.
Green office, Thisisworks, De Klerk, Balans	According to studies, students are attracted to subscription-based businesses, this together with the trend of second life referring to the circular facilities, allows for further attention from students.
Kiosk	Kiosk is a convenience store that offers a variety of food and beverage options. It is most commonly found on train stations, thus can be fit in a relatively small area. This will allow for maximum potential revenue with almost no space lost for the study and grow facilities (Kiosk, 2021).
Lot 61	LOT 61 is known to be the best coffee in Amsterdam, its roasted beans can be found in multiple cafes and restaurants throughout the city, thus has established a name (LOT 61, 2021). LOT 61 stands for a better environment for everyone involved and is open for participation with organisation that do so.
We <u>study</u> facilities	These are found to be most important according to the survey distributed
We <u>grow</u> facilities	These are found to be most important according to the survey distributed
Recyclable and circular utilities and facilities	According to the key trends found, multiple social trends are about students turning towards recyclable facilities and utilities.
Spacious, clean and comfortable	These terms, according to literature found are the ones that students found most important. Spacious is for students the main reason to participate in this concept.
Tim and Sophia	These are the persona found in the survey with their most preferred values according to the survey.
Social and Career event	The two persona's both have other preferences. Tim prefers the Study facilities thus tends more to potential career events. Sophia prefers the Grow aspect of the concept and thus tends to social events to grow as an individual.
Recurring revenue	According to literature found, this is the revenue linked to a membership-based business. This is according to both literature and the survey the preferred business model.
Serendipity	This refers to the need for a community, this was deemed not necessary according to the survey, but the researchers do see that it adds value, according to the literature.

Figure 45: Explanation BMC



8.11. Commissioner contract

AGREEMENT ON THE EXECUTION OF A RESEARCH ASSIGNMENT

I. **Sam den Hartog**

hereafter referred to as THE STUDENT, and

II. Commissioning company: We Study, We Grow
Amsterdam

Represented by:

Mr Thijs Meijer

Research Commissioner

hereafter referred to as THE CLIENT, and

III. Hotelschool The Hague, Brusselselaan 2, 2587 AH Den Haag
Launching Your Career/LYCar course
represented by:

Mr Mark Habibuw-Visser

hereafter referred to as the LYCar Coach

hereby enter into a project contract under the following conditions:

1. **Context**

Under the supervision of the LYCar coach appointed by Hotelschool The Hague, students are to carry out a research assignment for a commissioner that is approved by the LYcar Research Class Coach. The commissioner is the LYCar student's client i.e. for the for-company part of Launching Your Career. The research assignment for the Student is defined in line with the students' focus and learning goals in LYCar. The signing of this agreement by all parties indicated in I, II and III confers their alignment and consent on this assignment as detailed in the Student's Plan of Approach for LYCar¹.

¹ Note: in case the student prefers to start the research assignment at an early stage, for example before an internship, (s)he can also write a research proposal first and incorporate this proposal in his Plan of Approach for LYCar later. The research proposal needs to be aligned and approved by all parties involved (i.e. Client, Student, LYCar coach).



2. Project specifications

The Student's assignment is formulated as follows:

The project title will be:

We Study, We Grow

Concept development

This project assignment for the Student is part of the Research Line/Program:

Research Track 2, external research company

The type of end deliverables (i.e. 'professional product' for LYCar) as requested by the Client, that will create value for the Client:

Business model Canvas / prototype of the concept

3. Timeline/deadline

The project will start **9 November 2020** and will be completed before **18 January 2021**.

Structure, reporting and support throughout the research project and the student's assignment more in specific have been explained and agreed upon between the Client and the student.

In particular the following milestones apply:

- Week 1: signing of this contract, agreement on reason for research and aim of the study
- Week 4: presentation and approval of proposal (includes context analysis, aim and research questions, theory and methods)
- Week 10: presentation of research project (includes results, conclusions and recommendations)

4. Professional standards

The project is part of the research program of Hotelschool The Hague. The external responsibilities of Hotelschool The Hague require professionalism in the delivery of research projects. The Student agrees to professional standards in project communication, timeliness, technical preparation of in-between or end deliverables as agreed upon and contact with external partners. The Student commits himself/herself to a performance effort in research quality, under the guidance of the LYCar coach and support from the Client.

5. Responsibilities

Once agreed by all parties, the Student may not modify the project description or planning without prior written consent by the Client and the LYCar coach. The Student may not abandon the project and/or accept a different LYCar assignment without prior written consent by the Client and the LYCar

Version November 4th, 2019

Agreement on the execution of a Research Assignment

coach. The Student takes full responsibility of delivering the work and deliverables for the Client and for his LYCar as agreed upon in his approved Plan of Approach. Any possible major deviation must be officially approved by all parties before execution.

6. Reporting and consequences delay(s)

If a delay in the execution of the project occurs because of complications derived from the research activity, such as data availability, planning constraints, software availability etc., or because of force majeure, the Student shall immediately report the causes and expected length of the delay to the Client. If a delay remains unreported or occurs because of other causes, this will be considered as an abandonment of the project by the Client. This also means that the project assigned to the Student may be declared invalid and will not be assessed as part of the LYCar execution (to be evaluated and decided by the LYCar coach).

7. Deliverables and client evaluation

As completion of the project the Student will deliver to the Client:

- (1) An electronic (Word) version of the professional product(s) in the context of the research assignment/ LYCar for-company product(s) as agreed upon in the Plan of Approach.
- (2) A research report (complete research cycle) to underpin the deliverable(s)
- (3) Any data collected for the project (open files only, not in Pdf)
- (4) Pdf files of important (academic) articles used in the report.

The Student will only be allowed to defend his final deliverables as long as the research assignment has been completed and the materials under 1,2,3 and 4 have been officially delivered and accepted by the Client.

A final client evaluation will always be provided by the Client, indicating the value of the deliverables for the Client. This evaluation is important input for the Student's final LYCar assessment. The Student will initiate this client evaluation, in line with the requirements in LYCar, e.g. send to LYCar coach and cc the Client (for details, see LYCar syllabus).

8. Publications and data

Unless otherwise agreed, all research findings will be made publicly accessible through the usual channels of the Client and of Hotelschool The Hague. In any publication the Student will receive explicit credits as the author of the original research. Any publication opportunities that arise as a result of the research will be discussed with the student, for which reason he/she is requested to make contact data after graduation available to the Client.

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Agreement on the execution of a Research Assignment

SIGNED:

THE STUDENT

Sam den Hartog

The Hague, 11 November 2020

THE CLIENT

Mr Thijs Meijer

Amsterdam/~~The Hague~~ _____ (city),

17/11/2020 (date)

THE LYCar Coach

Mr Mark Habibuw-Visser
LYCar coach

Amsterdam/ (city), _____ November 11th, 2020 _____ (date)

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8.12. Dissemination event, PowerPoint

We Study, We Grow

Famke Wielenga & Sam den Hartog

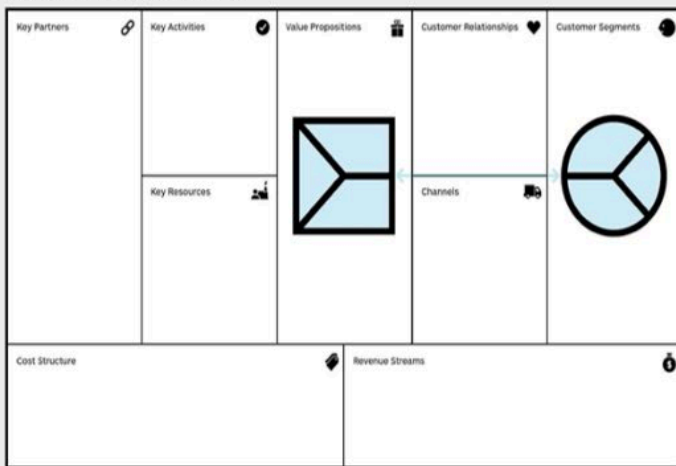
Study space shortage

Date + Time Before exam season	Total availability	Spaces occupied
17 November 2020 12:30 15:00	457 457	440 350
19 November 2020 12:15 14:00	457 457	436 256
24 November 2020 12:00	457	454
27 November 2020 13:00	457	416
1 December 2020 13:00	457	452
3 December 2020 12:15	457	367
Date + Time During Exam season	Total availability	Spaces occupied
5 January 2021 15:00	427	427
7 January 2021 14:30	427	426
12 January 2021 14:00	427	415
14 January 2021 13:45	427	420

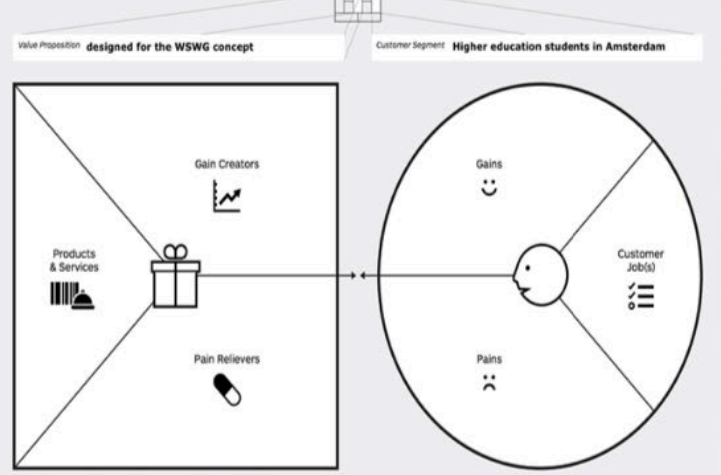
City	Number of students
Amsterdam	109,553
Rotterdam	66,560
Utrecht	62,849
Groningen	58,110
Nijmegen	42,980

Universities (WO)	6,385
Higher educational facilities (HBO)	2,093
Libraries (OBA City Centre)	1,350
Total	9,828

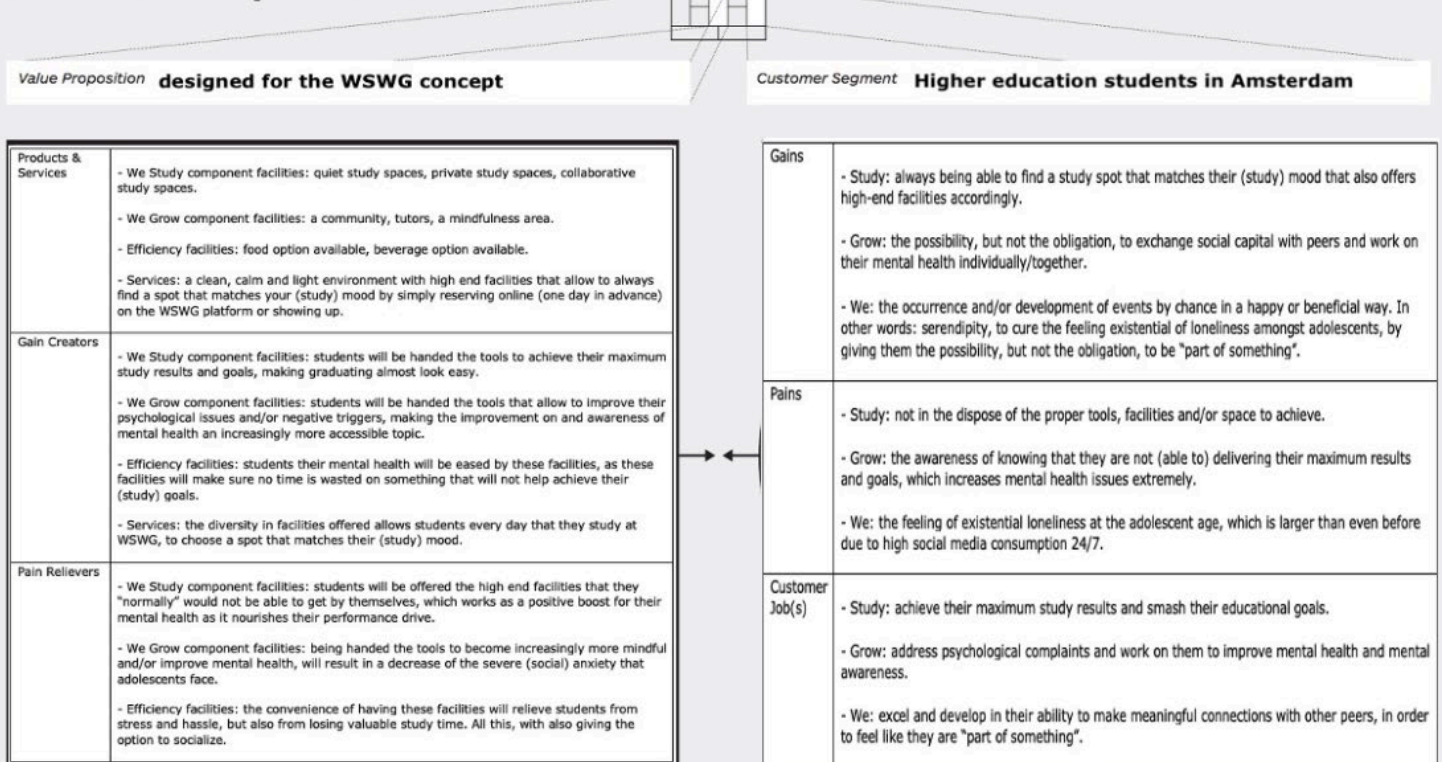
The Business Model Canvas



The Value Proposition Canvas



The Value Proposition Canvas





Sophia, 21

2nd year student at Hotelschool The Hague in Amsterdam (HBO)

CHARACTERISTICS

- Lives with 3 other girls in Amsterdam West
- Values the We Study and We Grow components as equally important
- Studies around 8 times a month at WSWG

THOUGHTS ON WSWG:

“

I like going to WSWG for its diversity in study spaces. One day I can study together with friends, while the other day I can block for my exams individually!

”



Tim, 22

Final year student at University of Amsterdam (WO)

CHARACTERISTICS

- Lives with 5 other boys in Amsterdam Zuid
- Values the We Study component more than the We Grow component
- Studies around 15 times a month at WSWG

THOUGHTS ON WSWG:

“

I choose to study and/or write my thesis at WSWG, as they have top notch facilities and I can always secure a good seat one day in advance. How convenient!

”



Value Propositions

- Place to study individually, study together, socialize, chill with friends, make new friends, work on my study/life goals, achieve my study/life goals, improve my mental health, nourish my mind, body and soul.

- Place to study individually, work on my study/life goals, achieve my study/life goals, chill with friends, discuss with likeminded people or peers, improve my mental health, nourish my mind, body and soul.

Customer Relationships

- Sees the We Study and We Grow components as equally valuable. Feels highly connected to WSWG, as it is a "community" that they are part of and it offers the tools for them to develop themselves mentally. Very open to serendipity.

- Values the We Study component as highly more value adding than the We Grow component. Is there to study, achieve work/life goals and work on himself/herself. Not looking for serendipity, but open to it.

Customer Segments

- Second year higher education students living in Amsterdam —> Sophia

- Final year higher education students living in Amsterdam —> Tim

Channels

- Front Office that greets students by their name and connect with them.

- Online platform (website) connected to WSWG.

- Main social media platforms: Facebook & Instagram.

- Social events
- Career events

Social & Environmental Cost

- Ethics: every students should have a free study spot to make use of, instead we are going to ask money.
- Environmental: instead of studying at home, students will have to travel to study spot location. This will potentially increase their carbon footprint.

Social & Environmental Benefit

- Social: serendipity
- Environmental: Giving new purpose to empty resources (hotel rooms, office spaces) and using circular furniture.

Key Partners

Key Activities

Value Propositions

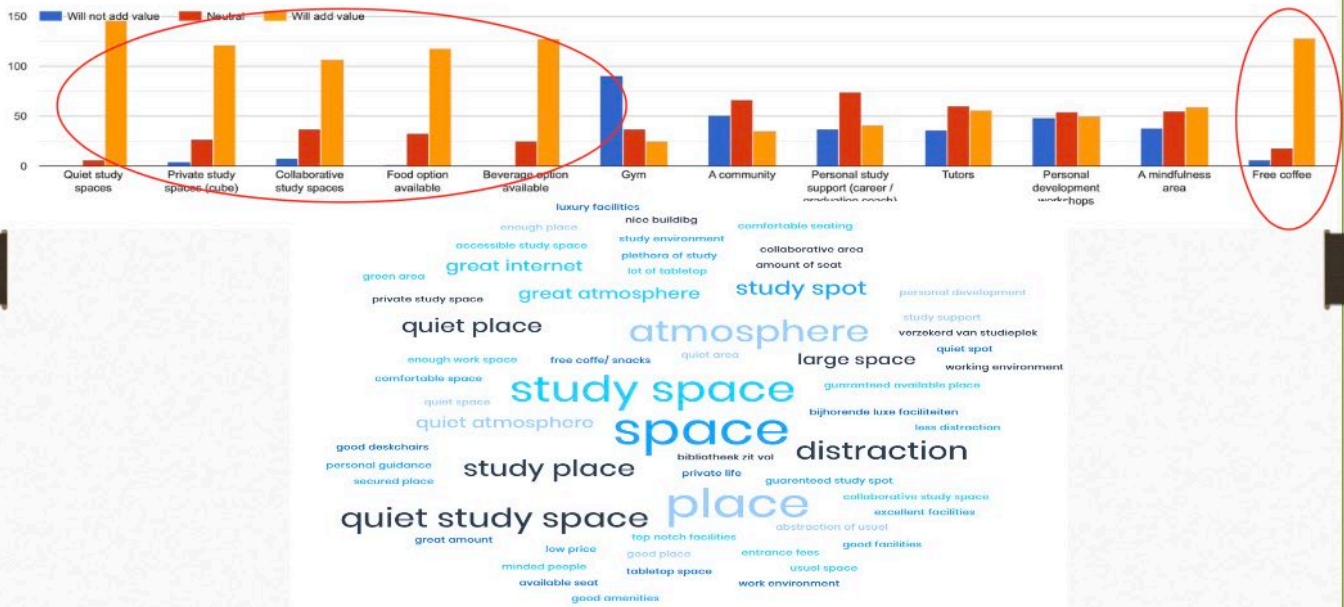
Cost Structure

Key Resources

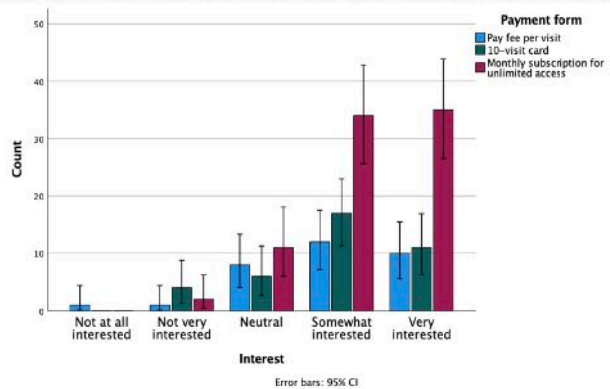
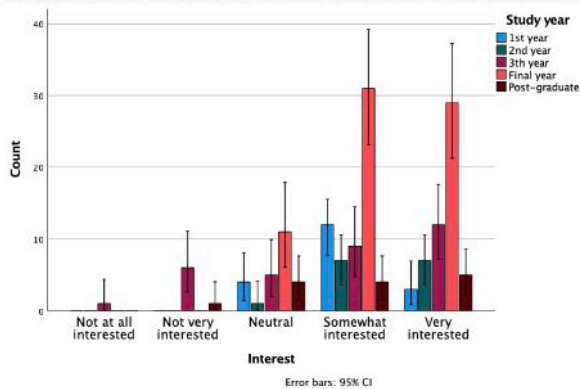




11. What physical and social facilities/services should WSWG embody to add value to your study experience?



PESTL	Trend	Opportunity/Threat
Political	Smart Governments	Opportunity
Economic	Convenience economy	Opportunity
Social	Society 3.0	Opportunity
	Increase in co-working	Opportunity
	The need for second life	Opportunity
Technological	Authenticity	Threat
	Rise in big data	Opportunity
Legal	Working from home	Threat

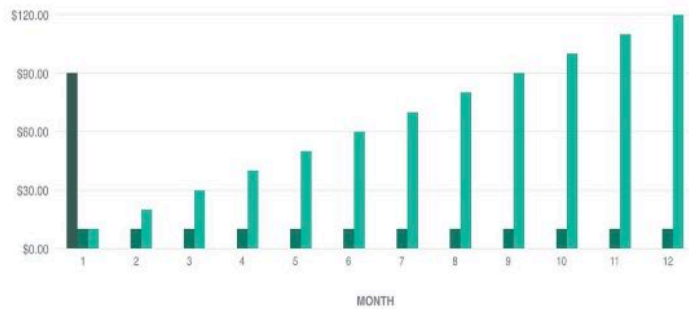


Membership-Based Business

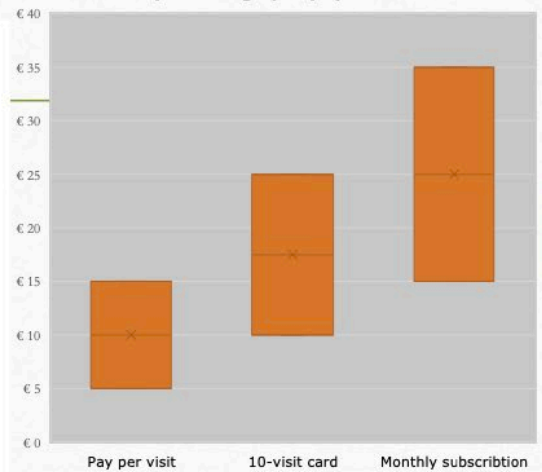
THE POWER OF RECURRING REVENUE

Recurring Revenue

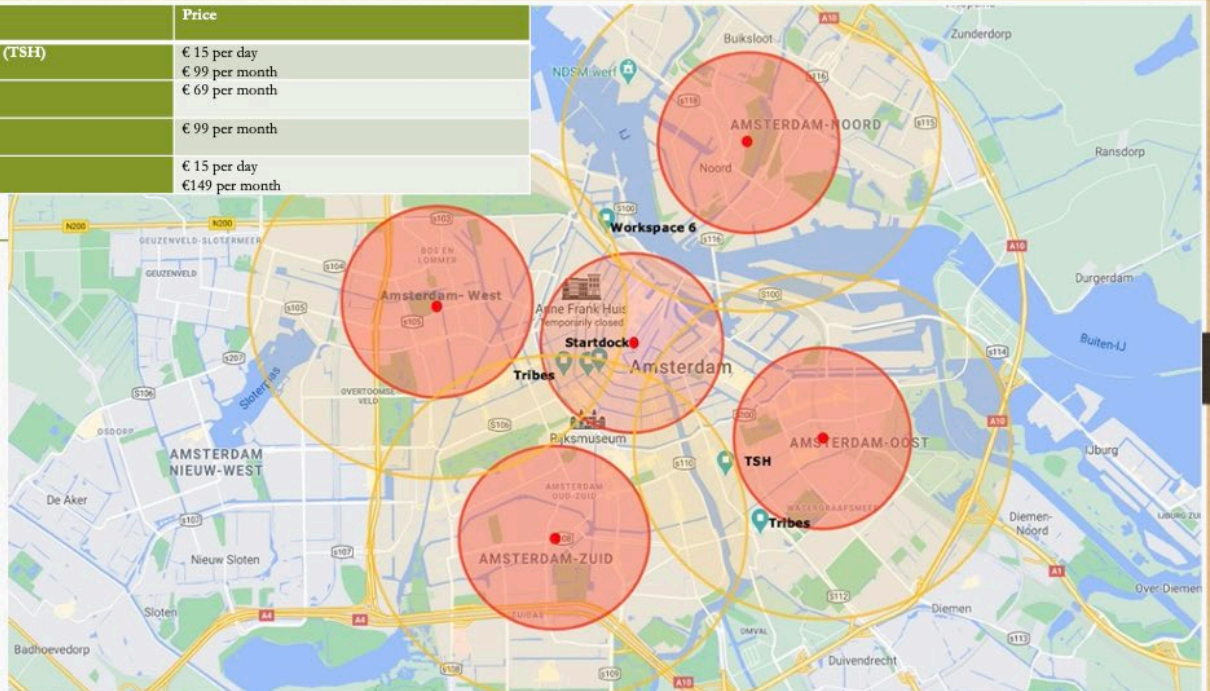
When companies choose recurring revenue models, they can continue to see value from customers for their entire customer lifetime, leading to higher revenues and a stronger relationship



Perfect price range per payment method



Co-working space	Price
The Student Hotel Collab (TSH) (1 location)	€ 15 per day
Workspace 6 (1 location)	€ 99 per month
Startdock (2 locations)	€ 69 per month
Tribes (2 locations)	€ 99 per month
Tribes (2 locations)	€ 15 per day
Tribes (2 locations)	€ 149 per month
















- Step 1: Decide on your membership model.
- Step 2: Create the Members content.
- Step 3: : Choose a membership platform and/or plugin.
 - CMS Hub (\$300 per month)
 - MemberPress (\$249 for one website)
 - Wix (ranges from free to \$500 per month)
 - MemberSpace (\$25 per month plus 4% fee per member)
- Step 4: Publish your membership page
- Step 5: Announce your website via social media and e-mail

The Sustainable Business Model Canvas

We Study, We Grow

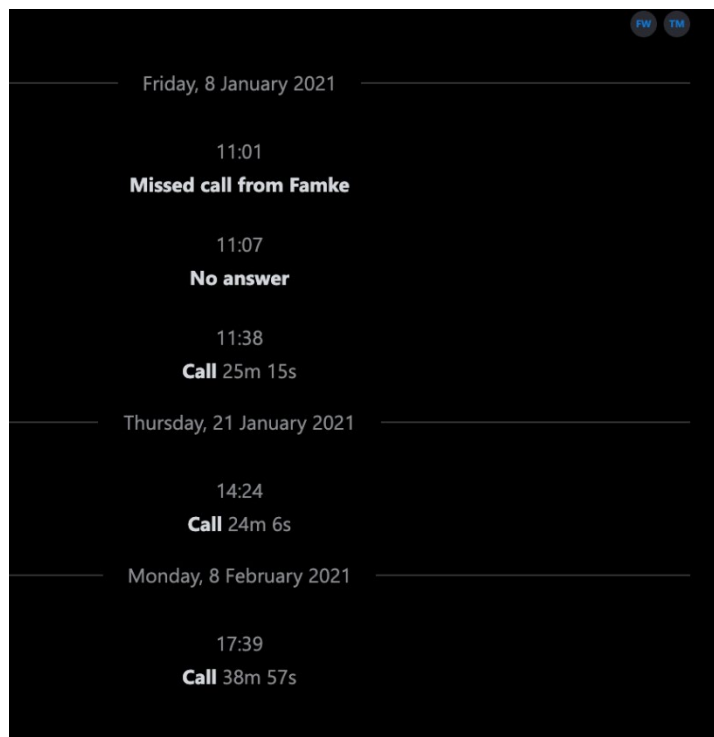
<div>Key Partners</div> <div></div> <div><ul style="list-style-type: none">- Property owners- Libraries- Universities- Local government (Smart governments)- Sponsorships (Crowdfunding, also gains attention)</div> <div>Partnerships:</div> <div><ul style="list-style-type: none">- Green office (Sustainable office exchange platform)- Thisisworks (Circular office furniture)- De Klerk (Subscription office plants)- Balans (Subscription cleaning company)</div> <div>Cooperation F&B:</div> <div><ul style="list-style-type: none">- Kiosk (Convenience store)- Lot 61 (Best coffee Amsterdam)</div>	<div>Key Activities</div> <div></div> <div><ul style="list-style-type: none">- Providing a study place that meets every student's study mood (private rooms, collaborative study spaces, quiet areas)- We Study component facilities: quiet study spaces, private study spaces, collaborative study spaces.- We Grow component facilities: a community, tutors, a mindfulness area (Serendipity)- Efficiency facilities: food option available, beverage option available.- Services: a clean, calm and light environment with high end facilities that allow to always find a spot that matches your (study) mood by simple reserving (one day in advance) or showing up.- We study we grow database (website)</div> <div>Key Resources</div> <div></div> <div><ul style="list-style-type: none">- The location (Spacious, clean, calm and light)- Comfortable and sustainable office furniture- Recyclable utilities (Cups, plates, pens, paper)- Free online recourses (Accessible website, pricing plugin, reservation system)</div>	<div>Value Propositions</div> <div></div> <div><p>Place to study individually, study together, socialize, chill with friends, make new friends, work on my study/life goals, achieve my study/life goals, improve my mental health, nourish my mind, body and soul.</p><p>Place to study individually, work on my study/life goals, achieve my study/life goals, chill with friends, discuss with likeminded people or peers, improve my mental health, nourish my mind, body and soul.</p></div>	<div>Customer Relationships</div> <div></div> <div><p>Sees the We Study, and We Grow components as equally valuable. Feels highly connected to WSWG, as it is a "community" that they are part of, and it offers the tools for them to develop themselves mentally. Very open to serendipity.</p><p>Values the We Study component as highly more value adding than the We Grow component. Is there to study, achieve work/life goals and work on himself/herself. Not looking for serendipity, but open to it.</p></div> <div>Channels</div> <div></div> <div><ul style="list-style-type: none">- Front Office that greets students by their name and connect with them.- Online platform (website) connected to WSWG- Main social media platforms: Facebook & Instagram.<p>Generally enjoys:</p><ul style="list-style-type: none">- Social events- Career events</div>	<div>Customer Segments</div> <div></div> <div><p>Sophia Second year higher education students (HBO) living in Amsterdam</p><p>Tim Final year higher education students (WO) living in Amsterdam</p></div>
<div>Cost Structure</div> <div></div> <div><ul style="list-style-type: none">- Location costs: rent of venues (G/W/L including/excluding)- Costs of collaboration: libraries, hotels etc.- Costs of software: WSWG database (Website, plugins, server)</div> <div>Payroll: Front office, ICT Professional, Social media manager</div> <div><ul style="list-style-type: none">- Service contract and taxes- Marketing costs</div>	<div>Revenue Streams</div> <div></div> <div><ul style="list-style-type: none">- Recurring revenue, Revenue from the Membership-based Business- F & B revenue- Miscellaneous (Printing, utilities, etc.)</div>			
<div>Eco-Social Costs</div> <div></div> <div><ul style="list-style-type: none">- Ethics: every student should have a free study spot to make use of, instead we are going to ask money.- Environmental: instead of studying at home, students will have to travel to study spot location. This will potentially increase their carbon footprint.</div>	<div>Eco-Social Benefits</div> <div></div> <div><ul style="list-style-type: none">- Social: Serendipity- Environmental: Giving new purpose to empty resources (hotel rooms, office spaces) and using circular furniture/facilities.</div>			

8.13. Dissemination event, infographic

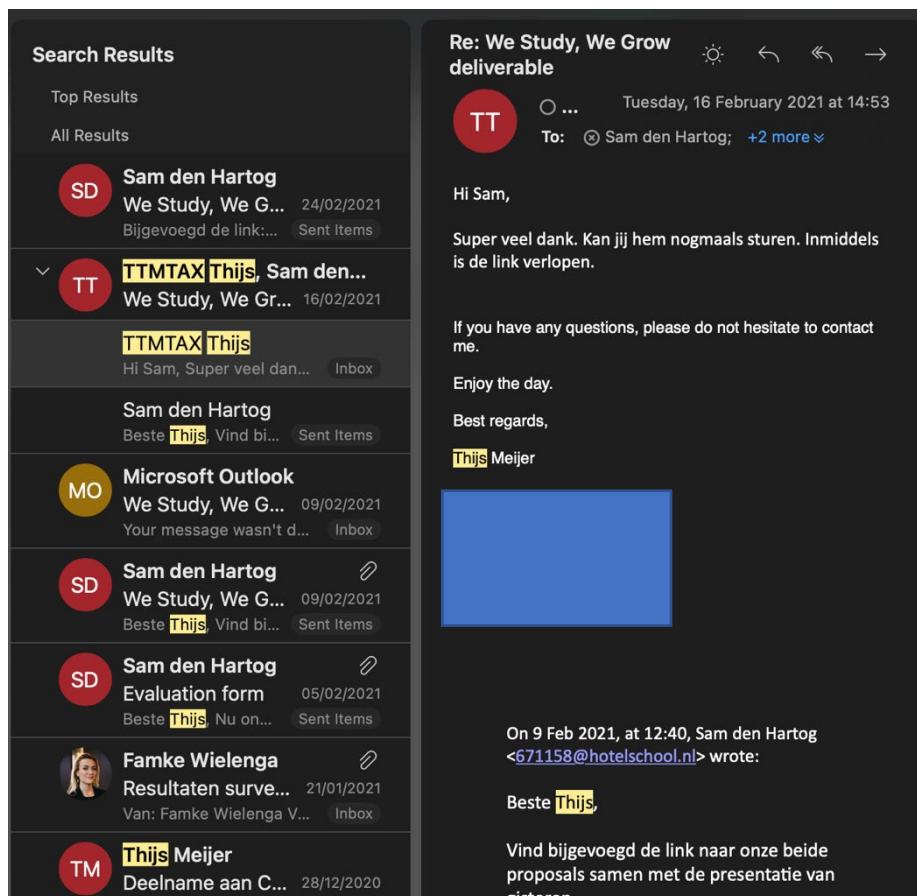


8.14. Proof of dissemination + Proof of contact loss

Please find below a snapshot of the Skype presentation times, with in the top right corner the ones present, the real dissemination event took place on 08-02-2021.



Please find below an overview of e-mail contact with Mr Meijer, after which no response was given.





8.15. Proof of confidentiality and Data Management

Declaration relating to confidentiality concerning research data in launching your Career

The undersigned, Sam den Hartog (hereinafter referred to as: the Student), residing in The Hague

Conducting a (research)project for the company TTM International holding BV (hereinafter referred to as: the Client), residing in: Amsterdam

Whereas:

- the Student shall, in the context of his or her LYCAR research, gain access to confidential information;
- the Client shall, where appropriate, demand a signed declaration relating to secrecy and confidentiality concerning the information provided in this context;
- this non-disclosure agreement shall, in the event of any discrepancies, take precedence over other contracts or agreements which have been or will be concluded or made between the Student and the Client;

Declares as follows:

1. The Student shall keep confidential any information which the Client or any other party involved in the LYCAR research provides under this contract, and shall not further disclose such information in any way, except insofar as the Student is obliged to disclose it by virtue of any legal requirement or irrevocable decision of a judge.
2. Information, as referred to under 1, refers to all information, including written, verbal, graphic and digital information, or information in any other form, which comes to the knowledge of the Student during the research period and which the Student knows, or can reasonably be expected to know, is of a confidential nature.
3. The Student shall not, without the prior written consent of the Client, disclose any confidential information to third parties or contribute to the publication of confidential information. The Student shall submit the thesis to the supervisor for approval from the Client in respect of confidential information, before making such information available to his examiner(s) at Hotelschool The Hague.
4. This non-disclosure agreement shall be in force for an indefinite period / The Student shall be bound to this obligation of secrecy for five (5) years after signing this declaration.

CHOOSE IN CONSULTATION WITH CLIENT)

Thus, declared and signed by:

Name: Sam den Hartog

Date: 11 - November - 2020

Place: The Hague

Student number 671158

Signature:



Data management proof, Research number 2020-21

The screenshot shows an email client interface. On the left, a list of emails is displayed under the 'Focused' tab. The emails include three from 'noreply' with subject lines 'File Upload Notificat...' and one from 'Lycar 2020' with subject '[Lycar 2020 - Anno...'. At the bottom of the list is an email from 'Habibuw, M, Mr.' with subject 'LYCar Sam'. On the right, the detailed view of the selected 'File Upload Notification' is shown. It includes a red circular profile picture with the letter 'N', the sender 'noreply <noreply...>', and the recipient 'To: Sam den Hartog'. The message body contains a greeting, a notification about a file upload, contact information for Sam Hartog, and a request to forward the email to the LYCar coach.

File Upload Notification Today at 20:23

N noreply <noreply...>
To: Sam den Hartog

Dear Sam Hartog, den,

This is an automatic delivery message to notify you that a new file has been uploaded.

Name : Sam Hartog, den
Student Number : 671158
Email : 671158@hotelschool.nl
LYCar Coach : Mr Habibuw
Research Number : 2020-21

We kindly request you to forward this email to your LYCar coach as evidence that your data files have been uploaded securely.
Thank You.



8.16. Proof of Proposal

LYCar Proposal Grading Rubric

U.1.1 (Version LYCar 2020; 25 November, 2020)

Student Name:	Sam den Hartog	LYCar Coach:	Mr Habibuw-Visser
Student Number:	6711158	Primary PLO:	PDC 1
Date Submitted:	07-02-2021	Secondary PLO(s):	PDC 2

Note: All boxes with red border to be filled by student

Preconditions (required for assessment)	Yes	No	Comments
Checks content and completeness			
Executive Summary is present, concise, can be read independently, contains information about process and content, focuses on results and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal meets formal reporting criteria (according to e.g., LYCar Reading & Writing Guide)			
LYCar Proposal is written in English and is professional, including common basic components such as Intro, ToC, Conclusion etc.- see Reading & Writing Guide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal is max. 5.000 words (counting after Table of Content, incl. text in tables) - visual proof of wordcount is included in Appendices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Harvard Referencing Style is used consistently, referencing to primary sources only, List of References is well presented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Check (technical) formalities and submissions			
Ephorus upload	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal incl. Appendices are uploaded in Osiris	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Ethics and data management			
Ethical, integrity and data management requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Entitled to assessment? (All yes above required):	<input checked="" type="checkbox"/>		



Assessor Feedback:	Excellent	<input type="checkbox"/>	As already discussed with the student, this part, the paragraph of the personal development in relation to the ideas on how the further development intellectual growth, can be worked out more in detail with concrete actions in which way to disseminate the knowledge
	Pass	<input type="checkbox"/>	
	Not Yet	<input type="checkbox"/>	

Overall Assessor Feedback

Sam, as already discussed with you during the coaching session, you delivered a nice report for your commissioner. It misses a bit of a solid scientific literature fundament, but allover, since it is new in the form of the DBR, nicely done. Please give more attention to the personal development when it comes to the final portfolio and the dissimination of knowledge.

LYCar Proposal Outcome

Excellent	<input type="checkbox"/>	All qualitative criteria awarded a "Pass" and at least two qualitative criteria awarded a "Excellent"
Pass	<input checked="" type="checkbox"/>	All qualitative criteria awarded a "Pass". "P" registered in Osiris. Student can continue with LYCar execution.
No Go	<input type="checkbox"/>	One or more qualitative criteria graded as "Not Yet". "F" registered in Osiris. Student re-writes LYCar Proposal with incorporated feedback.
Pre-Condition NY	<input type="checkbox"/>	Pre-conditions not met. Student resubmits LYCar Proposal. No grade or feedback provided to the student.

8.17. Proof of wordcount

Word Count

Statistics:

Pages	39
Words	10.700
Characters (no spaces)	55.769
Characters (with spaces)	66.246
Paragraphs	574
Lines	1.797

☒ Include footnotes and endnotes

Close

Page 12 of 108 10792 of 18556 words English (United Kingdom) Focus 15%

9. List of References

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