**Interview 1**

**Interviewer:**

What is your professional background?

**Interviewee:**

I can start with after I finished studying, I studied marketing communication. And then I work three years in customer service center in financial institution. First I was seller of insurance and savings and then last couple of years, more or less planned and drifted the customer centric together with the team leaders.

**Interviewer**:

Okay. And what's your present role now wins X industry park?

**Interviewee**:

After bank, I worked at the tax department for some years, and now I'm a project manager and marketing responsible and industrial customers.

**Interviewer:**

And how long have you been there?

**Interviewee:**

It's been two and a half years, more or less.

**Interviewer:**

So I know, it's easy question. So now I'm gonna move to a bit more focused. What were your primary motivation in participating to this village activities and boot camp and so on? As a stakeholder, what were your main motivations, that you can listen?

**Interviewee:**

It's really important for an industrial cluster that's located where we are far from like an educational facility, it's really long distance from school which means we have to be more active than maybe companies that are located in the middle of X or just outside. So that's at least the thought that my illustration has done, we have to make that progress within other companies that are members as well. It's shorten business between education and businesses.

**Interviewer:**

Okay. Any other motivations that you might think of like, working with students?

**Interviewee:**

Yeah, the reason we like to work with students is to bring mindset into things. Most of the companies in Cluster are founded by and driven by the ones who started them, which means they're really good at what they do. But innovation and thinking in new ways is maybe not that easy. So that's why we like to work closely with students because they bring in new insight onto things. And new way of seeing things. And they are always have the newest and freshest ideas and concept of technologies and stuff like that.

**Interviewer:**

And when it comes to skill set, like technical skills, do you think you have contributed to this kind of skill set for the students? Or was it like other skills that I will mention later? But regarding technical skills, like how to do this, and that hands on experience, stuff like that?

**Interviewee:**

You have contributed to the students? I think the main contribution in the industry cluster has given, it's not necessarily like, fog layer, the educational stuff, but it's a learning process to learn how to ask the right questions to the companies. Because first, we present the cases. And then we can see that the student is really focused on one small part of the challenge instead of seeing the whole picture. So I think several other meetings we work with, having them to like expand their vision in the case and not just focus on primarily wood as an example, but more recycling as a whole bit. That's a learning process as well because as a student, you might be used to thought to that you should focus on only one specific thing within the task. Or once you transfer over to working life, you will see that you need to think bigger than maybe just the smallest task, because there's always something that will occur that will make the task change anyway.

**Interviewer:**

Yeah, you sound like the Google guy from before. He said you have to think globally. Do you have to think more than a locally and so on to be like, put things in a different context.

**Interviewee:**

I think so because if you're spending a lot of time and effort into making an app, it's not an interest in making an app, but honestly, it's for one small company, it should fit 400 different companies just by changing a few numbers.

**Interviewer:**

Yeah, that's true. How about project management? Do you feel like you have contributed into helping students to do their project management part or was it delegated to them? Did they all do this part by themselves?

**Interviewee:**

I think we've contributed the sound to that part as well by giving them directions during the time they have work with the project. But it could also have been more if we gotten to work in closer with the students. Of course, the times was quite difficult. And we should make them more often probably.

**Interviewer:**

Yeah, it's challenging. I know.

**Interviewee:**

It's challenging. But it's also a bit challenging because we were stakeholders, but on the same side, we were representing other companies because the challenge is when you want to work with real time challenges, you have to work with real time businesses, and they have real time issues. So it's hard to get the whole of them.

**Interviewer:**

I understand.

**Interviewee:**

What if it wasn't for me even ran around then it would be really hard to work in the companies that we did, I will change.

**Interviewer:**

Yeah, I fully understand that. Yeah, I know that it's hard to have this all communication, streamline, because it's the distance and it's many, many factors, I guess.

**Interviewee:**

Yeah. We also like to have a bit more motivation from the companies, but it's doing the best they can, we're always expecting bit more. So it's, you have to meet halfway.

**Interviewer:**

Yeah. And just for not the students or the premiership call, they have postponed everything because of the situation now. And they will give an answer by after Easter holiday. So you will get a notification, send notification to students already, but we didn't get anything I guess. But, then they mentioned this, that they will give evaluations after Eastern so I think it's, even if they don't win or whatever, they still get good feedback about their project, we still get some interesting insights from experts. Okay, this was just a note, when it comes to soft skills like teamwork, communication, online communication, face to face communication, all these kinds of things, do you think students have profited by working with you guys, like during this process, or even the boot camping day, or even during the team's structured communication that you had, and so on.

**Interviewee:**

I think it's good for him to work with a real case and a real business and talk with real people instead of having like, a fiction to work with. And they also get a bit more insight in how the real world is present and not just a case for on paper. I think it's a great way for the students to work with real companies and get feedback from the companies during the work. During the presentations and pitch sessions, I was able to provide feedback by indicating project directions quickly.

**Interviewer:**

Yeah, I fully agree. When it comes to this online communication, were they good? Did they improve in time for instance?

**Interviewee:**

Online Communication?

**Interviewer:**

Yeah, with the students.

**Interviewee:**

I see is some of the teams picked up using Microsoft Teams really quick. And others are not so quick, but that's not really a big deal. But we thought that the main issue is that there should be a real meeting room at NTU for the students to use in online meetings because of the sound issues and the various skills in English because in order to understand when there's bad lines.

**Interviewer:**

Well we do have video meeting rooms and stuff like that, the challenge is to bring students at some level from one building to the other because there are no, in that building that I'm teaching, I don't have the office close to that of the department is far so it's not very far but five minutes walk, it's still you have to go to book this meeting room so it might be a good idea to book those rooms, anyways.

**Interviewee:**

I think I will do that next time because it makes the conversation so much more fluent when you have a good communication line.

**Interviewer:**

Yeah, I fully agree. They were talking over the sink, so that was not nice. When they opened the thing is because it was like a place there were yeah, it was not real place to talk.

**Interviewee:**

All in all, I think it was good. Every young people today know how to communicate online. So it's not a big issue.

**Interviewer:**

Yeah, I fully agree. When it comes to this startup formation, how do you see yourselves if the students create startups? Do you want to be part of those startups? Do you want a mentorship?

**Interviewee:**

It's really fun to continue working with the startups. And specifically, we could get someone to establish on in school for a short while. So and that can be like a consultant, mentor, aiding person that's a bit up to the student that they would like as well. But I would think like, the team with the moving wall, if they want to try it out, they have to establish at school more. And then we can meet facilitator for it, really liked to be able to help them.

**Interviewer:**

Yeah, let's see what happens. I'll invite them to apply to innovation Norway also. So it might be that they get something I don't know. But they should try. They should try. I think it's interesting. Okay, so I know it's a quick interview. So I'm done with my questions, to be honest. I just wanted to hear some insights, especially about skills that students are getting and about motivations for you to participate into this. So I have the next interview soon. But I wish we will talk eventually. I wish you a great Easter holiday even though given the circumstances. And we will talk I guess after Eastern that's the plan.