



VISITING SCHOLARS PROGRAM AT THE WORLD LEISURE CENTER OF EXCELLENCE BREDA

NHTV BREDA UNIVERSITY OF APPLIED SCIENCES ACADEMY FOR LEISURE, THE NETHERLANDS

CALL FOR APPLICATIONS

NHTV is seeking applications for their “World Leisure Center of Excellence Visiting Scholars Program”. Visiting Scholars are an integral component of the World Leisure Center of Excellence Breda, the Netherlands.

The Visiting Scholar Program is designed to bring local and international leaders to NHTV to engage with students, the academy, and the Noord-Brabant region. The purpose of this engagement is to enrich the student experience, to share research and professional experiences, and to explore possibilities for future collaborations (such as research projects, student and scholar exchanges, study tours, etc.).

NHTV Academy for Leisure is dedicated to teaching, research, community engagement, and international collaboration. NHTV Academy for Leisure considers leisure as essential for the quality of life of individuals and society. Through leisure it is possible to contribute to a sustainable development, to social innovation and to address the power of diversity.

The institute seeks to create a distinct profile for itself as a centre for education, research and knowledge. It is in this capacity that the institute is committed to making a contribution to our globalizing society by training young people to become responsible professionals – in conjunction with the international industries. NHTV Academy for Leisure offers pioneering educational programmes in the fields of leisure, business and innovation such as a [BA in International Leisure Management](#), an academic bachelor [BSc International Leisure Studies](#) and a master programme [MSc Leisure Studies](#), which is a multi- and interdisciplinary study of leisure with a focus on consumption as well as on organization of leisure.

Besides, the NHTV Academy for Leisure has been given the Special Distinctive Feature for ‘Imagineering’. Imagineering has a unique place in our bachelors and masters education programmes. NHTV Academy for Leisure also offers a 1-year programme [Master of Imagineering](#). This programme focuses on the specific concept of designing for organizational emergence using the imagination to involve other stakeholders as co-designers of the future.

Academy for Leisure is seeking applications from scholars with research and teaching expertise in leisure, innovation, media, behaviour change, social constructionism, complexity and related areas. Please find more information of the various programs in the appendix and on www.nhtv.nl. Scholars may be either (or both) practitioners or academics who are actively engaged in the study or application of innovation practices in leisure management. NHTV will fund up to €5,000 for travel and living expenses for maximum four visiting scholars per year, maximum stay per scholar is 6 months.

NHTV Breda University of Applied Sciences
Academy for Leisure
www.nhtv.nl



As a visiting scholar, we will arrange a variety of opportunities for you to engage with undergraduate students, faculty, and nearby leisure providers. Please indicate below if you have any additional activities you would like us to help organize for you.

Describe the ways you envision that you would sustain an on-going relationship with the NHTV Academy for Leisure? (e.g. research projects, online lectures etc.).

Please provide a 150 word (max) bio that will be used to promote your involvement with the WLCE Breda Visiting Scholars program. Scholars accepted into the program will be required to provide a high resolution photograph for promotional purposes.



APPENDIX

NHTV BREDA UNIVERSITY OF APPLIED SCIENCES

NHTV Breda is a public University of Applied Sciences situated in the Netherlands with a strong international focus. The institute caters for more than 7,000 students of whom 12% are from abroad representing over 60 countries. NHTV was founded in 1966 as an institute offering management programs in tourism and leisure and in this field (including hospitality) it is currently the largest and leading educational institution in the world.

Today NHTV offers professional and academic bachelor's and master's programs. With a focus on the development of academic knowledge and the promotion of sound professional practice, the specialist disciplines of NHTV are: Leisure; Tourism; Hospitality & Facility; Digital Entertainment; Urban Development, Logistics & Mobility.

It is precisely because these domains are interrelated and interwoven that an inspiring climate is created to foster knowledge development and sharing (Visit the University's website at www.nhtv.nl.)

NHTV ACADEMY FOR LEISURE

NHTV has arranged its education activities in five academies. The World Leisure Center of Excellence is part of the Academy for Leisure. This Academy within NHTV has a focus purely on leisure and imagineering programs and was created 25 years ago as a separate domain of studies next to the related field of tourism studies. The student body is made up of 1,777 students and there are about 100 lecturers and administrative staff.

RESEARCH @ ACADEMY FOR LEISURE

RESEARCH LINE 1 – STORYTELLING / LEISURE EXPERIENCE & BEHAVIOUR

The rationale for this programme line and the projects within is that, specifically and traditionally in leisure, the concept of 'experience' plays a crucial role. Within the context of the leisure industry the understanding of the nature of 'experience' has long since shifted from mere 'fun and 'entertainment' to 'meaning'. Actors in the leisure industry (supply and demand/response) seem to aim for meaningful experiences to take place. Therefore, a deeper understanding of the concept of 'meaningful experience' in the leisure context is needed. How can experience be defined in terms of Erlebnis (e.g. immediate, emotional, sensory aspects of the experience) and Erfahrung (e.g. reflective, cognitive, memorable, meaningful aspects of the experience). How can Erlebnis and Erfahrung be defined in terms of phases and (mutual) influences?

We seek to gain understanding in how meaningful experiences are generated and sustained. How do phenomena/ instruments/ devices (such as storytelling, design) play a role in the process? What is the role of storytelling/design in the creation of experiences? What is the role of storytelling in the framing of experiences, i.e. how can experiences be understood in terms of narratives?

What is the outcome/ what are the impacts of 'meaningful experiences' in terms of attitude and behaviour (such as loyalty) on an individual and/or social level. What are the impacts on a societal level?

RESEARCH LINE 2 – PLACEMAKING AND EVENTS

Leisure is becoming an important tool in placemaking, as leisure activities have a key role in creating the atmosphere and ambiance of places. This research line examines the relationship between leisure practices and the events, spaces and places associated with them, analysing how practices affect these contexts, and how the context shapes practice. Particular attention is paid to the relationship between investment (economic, social, cultural and relational capital) and the different outcomes and effects that are expected to be generated through the development of specific practices in different contexts (for example, economic growth, social cohesion, emotional energy, creative output, place identification, etc.).

Events have become an increasingly important social, cultural and economic phenomenon in recent decades as places have sought to develop 'eventfulness' to create a range of material and symbolic benefits. Events in themselves have become creative spaces which provide opportunities for the co-creation of culture, sport and tourism. The increasing integration of different sectors of leisure also means that leisure activities are becoming increasingly integrated, requiring the development of multi-functional spaces for production and consumption. This research line aims to analyse the social, cultural and economic implications of this rapidly developing area.

RESEARCH LINE 3 – IMAGINEERING: ORGANISATIONAL AND BUSINESS DESIGN

Imagineering and business design are central strategic competencies in today's connected, innovative society. This research line examines how management institutions (especially institutions in Leisure Management) can develop and



train these design competencies as to handle more effectively the growing amount of complex issues in this society with its participative, emergent and bottom-up logic. Particular attention is paid to the issue of unlocking organizational innovation and transforming existing governmental institutions (such as cities) and organizations by tapping into the power of mass imagination, the power of values and meaning and the power of collective creativity.

In a changing world, design is becoming an increasingly important competency that manifests itself in all kind of applications such as experience design, service design, social design, business design and design for social innovation, business innovation and systemic innovation. Besides of the conventional solution oriented approach of design, growing complexity brings with it an orientation on design for evolution, design for emergence (which we call Imagineering at NHTV).

This research line aims to develop the specific know-how for developing and training these design competencies in a leisure management institute with a broad perspective on participation in general in today's societal logic.

PROGRAMS @NHTV ACADEMY FOR LEISURE

MASTER LEISURE STUDIES (MSC)

The Master Leisure Studies started as a full-time master's program at the School of Social and Behavioural Sciences of Tilburg University in 1984. Since then 1,018 students have graduated. As from 2004, the Leisure Studies program has been delivered in English, which enables students from all over the world to attend it. The Master in Leisure Studies is the only MSc program in Leisure Studies in the Netherlands and is part of NHTV Academy for Leisure. From 2014 onwards the program has been delivered by NHTV in cooperation with Tilburg University.

The MSc Leisure Studies has always adopted an integrated (supply-demand; actor-structure) and multidisciplinary (economics, sociology, psychology, management, marketing) approach to the composite field of leisure. This approach has been strengthened through the years as the effects of processes of globalization, economic restructuring and the growth of the network society have changed the meaning of leisure. More than ever, leisure has become of importance as a domain of identity formation, of socio-cultural involvement, of creativity and of 'organizing enthusiasm'. The master's degree in Leisure Studies consists out of two main phases; Masterclasses and Master's Thesis.

PHASE I – MASTER CLASSES RELATED TO LEISURE IN A NETWORK SOCIETY

All five master classes in this initial phase will have a dynamic set-up in the sense that they are positioned within the context of Leisure in a Network Society. The master classes centre around the three main current research programmes in Leisure: Storytelling, Imagineering, and Placemaking.

- **Leisure, Creativity and Space**

This master course discusses recent insights into the processes of globalization, modification and commercialization and their impact on the changing role of leisure in the design of public and private places and spaces.

- **Understanding Leisure Attractions and Events**

Recent insights and research in the field of change management, innovation, networks, co-creation, attractions, theme parks, and 'eventful cities' are the key ingredients of this master course.

- **Imagineering as Strategic Design in Leisure Organisations**

Central themes of this master course include strategic management, value creation, and strategic design. Students are introduced to the theoretical foundations of Imagineering and their application in the creative industries.

- **Experience Marketing**

As marketing is a key instrument in the leisure industry, the master course in Experience Marketing will immerse students into the field of marketing and market research, zeroing in on the leisure industry and the experience economy. The pros and cons of various research techniques, such as web surveys, is one of the topics addressed in this course.

- **Analysing Leisure Interactions**

Students are introduced to the field of practice theories, interaction rituals, lifestyles, and decision making in practices. Students work in groups to study issues related to authenticity, creativity or physical activity.



PHASE II - MASTER'S THESIS

To ensure a smooth progression from the course and content phase (phase I) to the thesis phase (phase II), students will first attend the Seminar Leisure Studies. They will be placed into theme-based seminar groups, within which they write their individual thesis proposals. Their work culminates in a research thesis on a theme according to individual preference.



MASTER IMAGINEERING

This master's program covers 12 months and is made up of three main phases:

PHASE 1: INSPIRATION AND IDEATION

INSPIRATION

Lectures from September – October

The first part of the block problematizes traditional approaches to organization development while offering the complexity perspective as an alternative on the macro-, meso- and micro-perspective. Throughout the block, topics such as coöcreation, collective creativity, design thinking, systems thinking, complex thinking, strategic and entrepreneurial thinking within an organizational context are explored.

IDEATION

Lectures from November – December

This block will explore creative processes and possibilities for transformation in the context of organizations. To make this exploration fertile we will start looking at how meaning making and generative dialogue takes place. Then, creativity will be introduced. We will investigate the promotion of transformative developments, by exploring many creative ways to access, intervene and transform organizations.

PHASE 2: ORGANIZATIONAL TRANSFORMATION

IMPLEMENTATION PHASE

Lectures from January – Early March

This phase is concerned with the organizational transformation and provides an understanding how Imagineering needs to be implemented into an existing business in order to facilitate innovative transformations towards a networking, co-creative and flexible business logic.

FIELD TRIP

March or April

Given that experiences are culturally dependent, the implementation phase is completed with a field work trip abroad. During this trip students will work together in groups on an assignment in a different cultural setting. Every year, the field trip is in another part of the world. In the past we visited: South Africa, Brazil, United States, Malta and Sicily.

PHASE 3: FINAL PROJECT

You apply the course contents to the professional practice of an organisation by writing a business report, a paper and develop an inspiration guide.



BSC INTERNATIONAL LEISURE STUDIES

FIRST SEMESTER

In the first year students get a multidisciplinary introduction to the field of leisure. They explore the foundations of scientific disciplines like sociology, psychology, anthropology, economics and organizational science, and they use that knowledge to gain insight into leisure – what it is and how it is used by individuals and companies. Furthermore, they start their training in several different leisure research techniques in Research Methods 1 (basic statistics). In the first semester, they implement these techniques in a small-scale quantitative research project (course: Project 1).

SECOND SEMESTER

In the second part of the first year, attention will shift to the ways in which different companies work together in leisure networks (course: 'Organization of Leisure') and how supply (leisure activities, events and products) and demand (leisure consumers) can be connected (course: 'Marketing of Leisure'). 'Research Methods 2' is an introduction to qualitative research techniques (e.g. interviewing). In the course 'Project 2', students conduct a qualitative research project.

THIRD SEMESTER

The third semester highlights some of the specialties of the Academy for Leisure as a research institute. In the course 'Labour, Care and Leisure', students learn about how people in the west and in other cultures spend their leisure time in a particular way. In 'Imagineering, Storytelling and Experience', students learn how stories and experiences add value and meaning to leisure products and activities. The course 'Philosophy of Imagineering' will help students to get acquainted with different kinds of philosophical reasoning, and the ideas and concepts underlying the Imagineering-approach. 'Project 3' is another practical project, and it is connected to 'Research Methods 3', where students learn to create and analyze questionnaires.

FOURTH SEMESTER

In the fourth semester, students focus on innovation and strategic development of businesses in the leisure field. The course 'Dynamics of the Leisure Sector' takes students inside the leisure sector, understood as a mixed economy of government agencies, profit, non-profit professional and volunteer organizations. In 'Sustainability, Entrepreneurship and Performance' students learn about models to improve the efficiency and productivity of organizations in the leisure sector, and about socially responsible entrepreneurship. The course 'Innovation and Change' focuses on how companies in the creative industries and the leisure field can continue to develop in an ever-changing world. In 'Research Methods 4' students explore advanced statistics. 'Project 4' is a research project exploring innovations in the research field.

FIFTH SEMESTER

In the fifth semester, students choose how to develop themselves further by choosing a minor. Various options are open: students can choose to study a full semester at one of our partner universities all over the world or at a university in The Netherlands. While doing the minor, there is also an online 'Research Lab', focusing on advanced qualitative research techniques.

SIXTH SEMESTER

The sixth and final semester of the BSc will help students to use everything they have learnt to 'see the big picture'. In the 'Philosophy of Leisure' course, students return to fundamental questions such as: 'what is freedom?', 'what is leisure?' and 'how can leisure help solve problems in society?'. 'Intercultural Management' will force students to take an honest look at their own preconceptions and the preconceptions of businesses and leisure practices: how is leisure viewed in various cultures and what impact does this have on people and organizations? The course 'Leisure and Urban Development' looks at the relationship between leisure, urban and regional design and politics. The final test of skill and insight is the Bachelor thesis. Under close supervision, students carry out a research project and produce a final report.



BA INTERNATIONAL LEISURE MANAGEMENT

YEAR 1

The International Leisure Management program is delivered thematically. This means that subjects such as economics, psychology, management, communication and market research are dealt with in content-related projects, rather than in separate topics. Terms A and B focus on project management and introduction into leisure and terms C and D focus on running businesses (Strategic Management, Operations Management, Human Resource Management, Business Models).

YEAR 2

In the second year the focus in terms A and B is on marketing and experience design and terms C and D focus on stakeholder management.

These topics are applied to various contexts:

- [International Event Management](#)
- [Attractions & Theme Parks Management](#)
- [Social Innovation](#)
- [International Leisure Management \(broad-based\)](#)

YEAR 4

In semester 1 of the fourth year students follow a minor. During the minor, students work on a large-scale project or different smaller projects. They may, for instance, organize a festival, write policy plans or investigate marketing activities of an organization.

Several minors are offered to the students, please check this [link](#) for more information.

