

# LEISURE MANAGEMENT

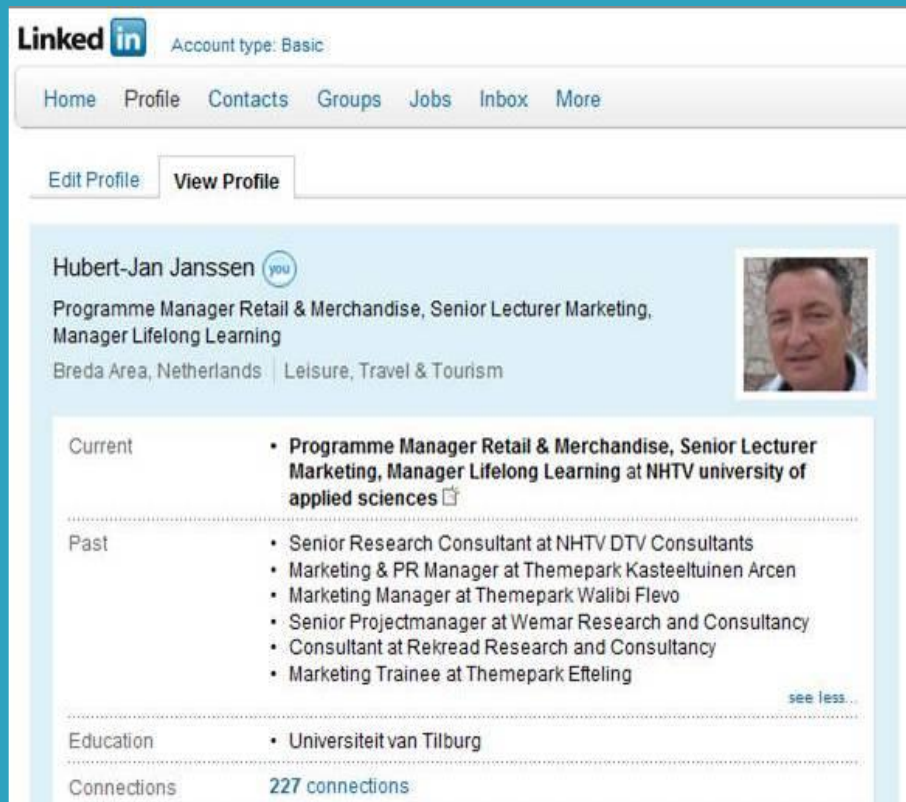
NHTV internationaal hoger onderwijs Breda  
Drs. Hubert-Jan Janssen

GoLeWe 3.2  
werkveldprojecten en werkplekleren



3e GoLeWe-projectconferentie  
Hasselt, 9 december 2010

# Mijn werkveldprojecten en werkplekleren



The screenshot shows a LinkedIn profile for Hubert-Jan Janssen. The header includes the LinkedIn logo, account type 'Basic', and navigation links: Home, Profile, Contacts, Groups, Jobs, Inbox, More. Below this are 'Edit Profile' and 'View Profile' buttons. The profile section displays the name 'Hubert-Jan Janssen' with a 'you' icon, a profile picture, and the title 'Programme Manager Retail & Merchandise, Senior Lecturer Marketing, Manager Lifelong Learning'. The location is 'Breda Area, Netherlands' and the industry is 'Leisure, Travel & Tourism'. The 'Current' section lists the current role at NHTV university of applied sciences. The 'Past' section lists previous roles at NHTV DTV Consultants, Themepark Kasteeltuinen Arcen, Themepark Walibi Flevo, Wemar Research and Consultancy, Rekread Research and Consultancy, and Themepark Efteling. The 'Education' section lists 'Universiteit van Tilburg'. The 'Connections' section shows '227 connections'.

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Hubert-Jan Janssen you

Programme Manager Retail & Merchandise, Senior Lecturer Marketing,  
Manager Lifelong Learning

Breda Area, Netherlands Leisure, Travel & Tourism

Current

- Programme Manager Retail & Merchandise, Senior Lecturer Marketing, Manager Lifelong Learning at NHTV university of applied sciences

Past

- Senior Research Consultant at NHTV DTV Consultants
- Marketing & PR Manager at Themepark Kasteeltuinen Arcen
- Marketing Manager at Themepark Walibi Flevo
- Senior Projectmanager at Wemar Research and Consultancy
- Consultant at Rekread Research and Consultancy
- Marketing Trainee at Themepark Efteling

see less...

Education

- Universiteit van Tilburg

Connections

227 connections

# Opbouw Leisure Management

- Bachelor of Business Administration (BBA)
- Vrijetijdsmanagement voltijd (NL)
- Vrijetijdsmanagement duaal (NL)
- International Leisure Management (ENG)
- International Leisure Science (ENG)

# Implicaties beroep Leisure Manager

- De Leisure Manager als regisseur
- Gevoel voor en verstand van interculturele contexten
- Imagineering
- Verstand van vrijetijd en beleving
- Technologische ontwikkelingen

# Kerntaken Leisure Manager

- Managen van een organisatie die opereert binnen de vrijetijdssector
- Regisseren en vermarkten van belevenissen
- Ontwikkelen van visie en beleid



# Het werkveld

## De Vrijetijdssector

- Sport
- Evenementen
- Retail
- Media
- Toerisme
- Cultuur
- Attracties
- Entertainment
- Recreatie
- Horeca

## Werkveldspecialisaties Academy for Leisure

Evenementen

Sport

Creative Industries

Leisure Project Management

# Het werkveld

Buiten de Vrijetijdssector

Organisaties in verschillende sectoren maken steeds vaker gebruik van *vrijetijd* als middel om hun doelen te bereiken.

Bv.

Zorgsector (gezondheid en sport)

Welzijnssector (leefbaarheidsprojecten)

Retail (belevingswinkels)

# Onderwijskundige benadering

- Competentiegericht
- Aanbod- en/of vraaggestuurd
- Praktijkgestuurd



# Praktijkgestuurd

- Praktijkgericht leren
- Praktijkleren
- Praktijkgestuurd leren

# Praktijkgestuurd

- Academy for Leisure kiest voor leren en werken door middel van realistische en authentieke opdrachten!
- Het werkveld voorziet de opleiding van opdrachten voor studenten (alle fases) en docenten. Praktijkgericht onderzoek sluit hierop aan.

# Vormen werkveldprojecten en werkplekleren

## Voltijdopleiding

- 4<sup>e</sup> jaars
  - praktijkopdrachten
  - afstudeerstage (20 wkn)
- 3<sup>e</sup> jaars – praktijkstage (30 wkn)
- 2<sup>e</sup> jaars
  - leisure for life
  - praktijkopdrachten
- 1<sup>e</sup> jaars
  - leisure for life
  - praktijkopdrachten

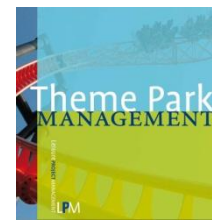
## Duaalopleiding

- werkend-leren





# Bijzondere projecten ThemePark Management



## 3 PROGRAM & LITERATURE

### THE PROGRAM (2009-2010)

The third and fourth study year (the first and second year of the Theme Park Management specialization) are divided into four terms of five weeks. During the first three terms, the students are offered study modules. During the fourth term, students have the opportunity to apply for an internship experience at the *Walt Disney World Resort*\*. The fourth term of the fourth year is a preparation period for the graduation placement.

\* Students must apply

### CURRICULUM YEAR 1

#### September - December Breda

##### > A1 (5 weeks): Context, Introduction to Attraction and Theme Park Management

- Introduction
- The role of visitor attractions in tourism
- The visitor attraction product
- The visitor attraction market
- The business environment and visitor attractions

##### > A2 (5 weeks) Development

- The development process and the role of feasibility studies
- Factors influencing the success of visitor attractions
- Financing visitor projects
- Designing visitor attractions
- Project management

Storytelling (capita selecta Hensch, Jeffers, Mikunda, Wright)

##### > B1 (5 weeks): Management

- Human resource management and management styles
- Strategic marketing and implementation of marketing strategies
- Financial and operational management
- Managing quality
- Managing change and planning for the future

##### > B2 (5 weeks) Internship Preparation

#### Disney International Programs - J-1 Academic Exchange Experience January - July

internship / working & studying at the *Walt Disney World Resort* (near Orlando, FL)

This Disney-designed, work-integrated learning opportunity allows students who are sponsored by U.S. colleges or universities on a J-1 Academic Exchange Visa to participate in an internship at the *Walt Disney World Resort*. Students spend five to seven months working at the *Walt Disney World Resort* while taking coursework through the Disney Education Program and/or distance-learning classes from their sponsoring university.

During their internship, participants will work in front-line roles such as hospitality, full-service food and beverage, merchandise and operations. This allows them to build transferable skills that include relationship building, problem solving and written and verbal communication.



Participants explore networking opportunities with Disney leaders; and earn real-world experience with one of the most admired companies in the world.

This program is more than a work opportunity! The program offers many learning opportunities including Collegiate Courses, Professional Development Studies and Disney Exploration Series. Each of the Disney College Program Collegiate courses is focused around an area of *Walt Disney World Resort* expertise and is designed to give participants a comprehensive experiential-learning opportunity that will provide them an unparalleled enhancement to their academic and professional career. All of these collegiate offerings are recommended for credit by the American Council on Education (ACE).

In addition to the ACE-accredited courses, participants may have the option to participate in Professional Development Studies, Disney Exploration Series, and/or a num-

ber of additional learning activities. Participants also may utilize resources in one of the Disney Learning Centers at the *Walt Disney World Resort*, which contain books, videos and computer-led learning activities that could enhance their educational experience.

For more information about Disney International Programs, visit [disneyinternationalprograms.com](http://disneyinternationalprograms.com).

### Internship Assignment

In addition to the courses taken through the Disney Education Program, students choose an internship assignment that is offered by the NHTV. The assignments are related to the knowledge domains within the Academy for Leisure - these being storytelling, productivity and (the influence of) new attractions. In order to complete these assignments, students will conduct field research within one of the theme parks at the *Walt Disney World Resort*.





# Bijzondere projecten ThemePark Management



## 5 STUDENTS & LECTURERS WORKING FOR YOU



Our Theme Park Management lecturers are also available to apply their expertise on an assignment or question from the industry.

NHTV can provide a helping hand by carrying out assignments or answering specific questions for companies within the industry. This assistance can be in the form of practical assignments, an internship, a graduation assignment, a fourth year project or a consultancy task. The students are eager to gain valuable practical experience in the industry and have up-to-date knowledge which is relevant for completing assignments and conducting research. Our students are appreciated for their flexibility, creativity and their problem solving mindset.

Our Theme Park Management lecturers are also available to apply their expertise on an assignment or question from the industry. They can provide intensive supervision and coaching for students, they can continue the development of existing concepts (from students or other parties), and they can implement entire feasibility studies or market research initiatives.

### PRACTICAL ASSIGNMENTS (ranging from a number of hours to a number of weeks)

In addition to the compulsory elements of the study curriculum, the program includes a flexible study element called "Leisure for Life". This gives the student the freedom to select specific tasks that connect to the development of a range of competencies that the student wishes to acquire or sharpen.

### PRACTICAL INTERNSHIP (minimum of 20 weeks)

Practical Internships involve the assistance of a manager in a company. The student also works independently on a pre-defined internship assignment. The internship can be conducted from a number of departments within an organization but must involve an appropriate level of difficulty – a level that is suited to an HBO / university education (back office level).

### GRADUATION INTERNSHIP – THESIS (a minimum of 18; a maximum of 26 weeks)

During a graduation internship the student works on a company assignment or an ongoing management project within the organization. The student is completely responsible for the realization of this assignment or management project. A graduation internship will

also involve operational tasks at junior management level.

For the written thesis, students work independently on a project for the company. This will involve the preparation and implementation of research or the writing of a policy document. The student may have a work place in the company from which to conduct research or may arrange regular meetings with the client to discuss the progress of the research task.

### FOURTH YEAR PROJECT

In the fourth and final year of their study, students work for 15 weeks in a project team on a practical case. This involves answering a question from the industry, solving a problem within the industry, or working out a concept for a company in the leisure sector. In the fourth year students operate as independent consultants; the results of their work are reports that can be applied in practice. Fourth year projects are conducted from the NHTV, the only requirements from the client is the delivery of the project brief in which the practical problem is defined and to conduct (interim and final) performance assessments with the project group.

### CONSULTANCY

In addition to our students, our lecturers are also willing to share their knowledge with the industry. Generally speaking, consultancy tasks go hand in hand with projects that are implemented by students. Nevertheless, depending on the relevance of the assignment, lecturers can also provide consultancy services autonomously. Often supported by talented students, our experts have completed feasibility studies, organised and participated in brainstorming sessions, and developed concepts and marketing strategies.

The practical assignments, practical internships, graduation internships, fourth year projects and consultancy for the specific field of Theme Park Management is coordinated by Sandra van Lohuizen. For more information you can contact Sandra by telephone: +31 (0)76 533 2811 or by e-mail at: Lohuizen.A@nhtv.nl.

This involves answering a question from the industry, solving a problem within the industry, or working out a concept for a company in the leisure sector.



20

THEME PARK Management | Leisure Project Management 2009

THEME PARK Management | Leisure Project Management 2009

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# Bijzondere projecten Efteling Academy & lectoraten



## NIEUWS

woensdag, 20 oktober 2010 14:18

### Directie Efteling lector bij NHTV

De Efteling en NHTV Academy for Leisure versterken hun samenwerking met twee Bijzonder Lectoraten. Zowel de directeur als de voorzitter van de directie van het pretpark gaan zich inzetten voor de hogeschool.

Bart de Boer, voorzitter van de Directie van de Efteling, wordt Lector Business Development en Efteling directeur Olav Vugts wordt Lector Storytelling en Imagineering. De Boer gaat zich toeleggen op het versterken van de relatie tussen de vrijetijdsindustrie en andere partijen. Daarbij richt hij zich voornamelijk op de ontwikkeling van de regio Midden-Brabant.

#### Efteling academy

Vugts zet zich als Lector Storytelling & Imagineering in voor de ontwikkeling van deze vakgebieden. Tevens is hij de drijvende kracht achter de Efteling Academy, een talentontwikkelingsprogramma op het gebied van imagineering van de Efteling en NHTV.

"Het unieke van de Efteling Academy is dat zowel studenten als professionals van de Efteling aan het programma deelnemen. Studenten krijgen hierdoor de kans om van én samen met deze professionals te leren", aldus Moniek Hover.

De Efteling en NHTV starten hun samenwerking in september 2009 met de Efteling Academy. Jaarlijks volgen acht vierdejaars studenten imagineering een programma onder leiding van Vugts en Moniek Hover, Lector Storytelling & Experience.

De studenten richten zich op projecten op het gebied van belevenissen en merken. Ook verzorgen experts uit binnen- en buitenland workshops op het gebied van beleving, storytelling, onderzoek en creatieve project- en procesontwikkeling.

Bron: Bredavandaag.nl





# Bijzondere projecten

# IMAGINHEROES

## MORE YOU FOR A BETTER WORLD!

Home → Projects → In brief

### In brief

*"By designing and realising projects in co-creation with problem and idea owners who see that there is a possibility for social gain rather than only financial gain, Imaginheroes Projects provides answers to questions rising in the working field as a result of the upcoming fourth sector and the need for meaningful experiences."*

In projects we take on assignments from external clients in the areas of the 6 core-competences of the educational program; Imagineering, Marketing, Projectmanagement, Research, network directing and business.

The project assignments - typically 1-8 weeks - will be solved by Imaginhero-student project teams as a part of their real world development.

Or within the framework of more lengthy individual student involvement (3-8 months) in the form of internships/placements & detachering.

For maximum outcome the students will work with a variety of professionals, discipline experts & coaches on a daily basis.

Do you have a project, a question that needs an answer or you just want to discuss the possibilities? **Please contact us...**

### THE 6 COMPETENCES

#### The Director

All sorts of organisations enter into cooperative schemes in order to achieve their own goals as well as collective goals. This calls for vision, entrepreneurial skills and direction. The Creative Social Entrepreneur should be able to fulfil a central role in this process.

#### The Business Manager

The Creative Social Entrepreneur is able to set up an organisation, plan his/her personnel systematically and efficiently, implement quality, and manage finances.

#### The Project Manager

Much work in the 4e sector is project-based. The Creative Social Entrepreneur is deemed to be capable of drafting a project plan and implement this plan in interaction with others.

# Bijzondere projecten

## IMAGINHEROES

MORE YOU FOR A BETTER WORLD!

[Home](#) → [Projects](#) → [Projects in progress](#)

### Give Milk Stop Aids



The foundation Give Milk Stop Aids is a relative small foundation which is active in Cameroon, South Africa. There they provide mental support, education and enlightenment for pregnant women who have been tested HIV-positive. But the main goal they have is to reduce the HIV transmission from mother to newborn child by give them bottle feeding instead of breastfeeding.

[READ MORE...](#)

### Wijk X

The kick-off of the project Wijk x was in September 2009 with a group of 5 students from Imaginheroes Team IV. Pauline Romanesco, Martine Niks, Maarten Veeke, Daniëlle Dietz en Steffie Smits. Wijk X is a project inspired by the Blackbox project of Team III. Wijk X wants to enlarge the togetherness of the people in the neighbourhood and they want them to be proud of their neighbourhood again.

[READ MORE...](#)

### Work trip Shanghai



*Project group: Isabelle Leijser, Maarten Kerkhofs, Mieke Kortbeek, Silvia Joppen, Jos de Ruig and Daniëlle Dietz.*

We are five students who are developing a format for creating your own "study trip". But to travel outside the clusters from school you have to call it "work trip". Our trip is going to Shanghai, because there are a lot of differences between the western world and a big city in Asia, which we are interested in. But also because of the fact there is the World Expo this year with the theme "Better city, better life". Our Imaginheroes' slogan is "More you for a better World", which connects us.

[READ MORE...](#)

### Power Together



*Project members: Mieke Kortbeek, Juun de Boer, Sabrina Mehrezi, Wendy Otten and Ruby de Ruiter*

Power Together is a project that began last year and was a project from the Imaginheroes team III. They called it EVA and it was about breast cancer. They created a fashion show with women with breast cancer and made it a great success.

[READ MORE...](#)



# Bijzondere projecten

## Specials enkele voorbeelden

### The Crib

Het concept The Crib is ontstaan vanuit een idee van twee studenten die een groot en gaaf studentenfeest wilden organiseren. Het moest een beleving worden. En dat werd 't! Ze toverden het Chassé Theater in Breda om tot een waar studentenhuys met een DJ aan het aanrecht, platen in het afdruiprek en badkuipen waarin studenten een biertje konden drinken. Dit feest wordt nu elk jaar georganiseerd door het NHTV Evenementenbureau, ook een initiatief van studenten, inmiddels uitgegroeid tot een professionele organisatie.



*'The Crib heeft de ogen geopend. Laat studenten met eigen initiatieven komen en verweef dit in het onderwijs. Dit haalt het beste boven in de student.'*

### CloudNine

The Experience Designers

Al tijdens je studie kun je aan de slag in een studentbedrijf. Een leuk voorbeeld hiervan is CloudNine, een organisatiebureau dat zich richt op eventmarketing voor jonge, vernieuwende merken. Sander en Nina, twee vierdejaars, denken 'out of the box' en ontwikkelen concepten waarmee een merk opvalt. Een voorbeeld? Voor een trendy eetcafé in Tilburg ontwikkelden zij het concept Beuk's Night met tv-kok Ramon Beuk in de keuken. Ramon schuift ook aan bij de mensen aan tafel en geeft zijn keukengeheimen prijs.

# Voorwaarden en hulpmiddelen

- Juiste student/medewerker op de juiste plek!
- Real life cases meest waardevol!
- Docent/begeleider is (face to face) sparringpartner voor student en bedrijf!
- Docent/begeleider kent de markt en weet wat er speelt!
- Bedrijf/opleiding/student: heldere afspraken/uitleg vooraf!
- Bedrijf: zorg voor goede begeleiding!
- Opleiding/bedrijf: regelmatige intervisie
- Bedrijf: daag de student/medewerker uit, geef ze ruimte en je haalt het beste uit hem/haar naar boven!
- Bedrijven: geef ruimte voor leren!
- Bedrijven: fouten maken = leren!
- Bedrijven/opleiding: 'vinger aan de pols', feedback is zeer essentieel voor leren!
- Ben kritisch: niet ieder bedrijf voldoet
- Ben volledig: handleidingen voor student/medewerker, studie- en bedrijfsbegeleider
- Ben volledig: beoordelingsformulieren

# Vragen?

Bedankt voor uw aandacht!





HOGESCHOOL ZUYD

